



# Exploring Resistance to Change and Teacher Attitude towards Educational Change in Female Schools in the Kingdom of Saudi Arabia

A Thesis submitted for the Degree of Doctor of Philosophy

**Institute of Education**

Ahlan Alatiq

**September, 2019**



## **Declaration of Original Authorship**

'Declaration: I confirm that this is my own work and the use of all material from other sources has been properly and fully acknowledged.'

Ahlan Alatiq



## **Abstract**

The government of the Kingdom of Saudi Arabia seeks to develop and renew many aspects of Saudi life. Education is a cornerstone in improving people's quality of life. Recently, ambitious plans, such as Tatweer and Saudi Vision 2030, have been announced to develop the education system and impose many changes in schools. However, some schools, particularly primary schools and their staff (mainly teachers), are not satisfied with the reform plans and have limited enthusiasm for adopting these changes. Therefore, there is an urgent need to explore teachers' attitudes, opinions and experiences towards educational change in general, and cooperative learning as an example, in order to understand how to effectively implement these changes in schools.

Although extensive research has been carried out on educational change, there is still very little depth of understanding of the role of leadership, teachers' values and beliefs, changing from known to unknown conditions, professional development and learning, and teacher agency. Investigating these factors in a solo study could help to explain why many schools have adopted and implemented the educational changes, whereas some schools have ignored them. Although most studies in the literature have focussed on how values have a role in engagement with change, the focus is at the level of the organisation, not at the individual level. Individuals may have different values that reflect their experiences, heritage, and socio-economic level. Therefore, by equally exploring the role of school's leadership as well as teachers' values, this study offers insights into ways to better manage change in schools.

Most previous studies measured attitudes with questionnaires and ignored methods such as interviewing, which yields a deeper understanding of teachers' attitudes and feelings. They have also ignored observational methods, which provide data on teacher behaviour in real-life settings. In addition, many of these studies relied on data gathered only from teachers and ignored other potential sources of information, such as the head teacher. Thus, this study will use qualitative methods and will gather data from teachers and head teachers to obtain a better understanding of teachers' attitudes towards this particular educational change. A case study approach was conducted by obtaining data from two female primary schools by utilising the concept map, semi-structured interview, scenario interview and classroom observation methods. The total number of participants was 14 teachers, as well as two head teachers, from both schools.

The findings indicate that most of the teachers in both schools were implementing the changes despite most of the teachers in School One having a low positive attitude towards the changes, while most of the teachers in School Two have highly positive attitudes towards the changes. The results of both case studies suggest that different factors play a crucial role in teachers' reactions, rather than the educational changes themselves. Significantly, the study concludes that school principals' behaviours and their leadership style are one of the most important factors that either help teachers to achieve and successfully implement educational reforms or hinder change. In particular, leadership as positive influence on teachers' values, learning and development and teachers' agency as well as teachers' attitudes towards adopting educational changes.

The current study contributes to the existing knowledge of teacher agency by supporting the idea that change can also occur by engaging teachers in reflections about their classroom practices or educational values, or how they can achieve success and develop new ideas. This study supports evidence from previous literature that shows that leadership style may have various roles in motivating teacher attitudes towards educational reform. This study concludes that professional learning has a greater impact on attitudes, beliefs and teacher agency than professional development.

The present research provides a number of conclusions, drawn with the intent to contribute to the existing literature and practice, as well as outlining suggestions and recommendations for additional research.

# Table of Contents

|   |           |
|---|-----------|
| DECLARATION OF ORIGINAL AUTHORSHIP .....  | III       |
| ABSTRACT.....   | 5         |
| TABLE OF CONTENTS .....   | I         |
| TABLE OF TABLES.....  | V         |
| TABLE OF FIGURES.....   | VII       |
| ACKNOWLEDGEMENTS.....   | IX        |
| ABBREVIATIONS .....   | XI        |
| <b>CHAPTER 1: INTRODUCTION .....</b>  | <b>1</b>  |
| 1.1. THE RATIONALE OF STUDY AND THE PROBLEM IDENTIFICATION .....                            | 1         |
| 1.2. SIGNIFICANCE AND PREDICTED OUTCOMES OF THE STUDY .....                                 | 3         |
| 1.3. RESEARCH AIMS AND QUESTIONS .....  | 4         |
| 1.4. THE STRUCTURE OF THE STUDY .....   | 5         |
| <b>CHAPTER 2: THE STUDY SETTING: SAUDI ARABIA .....</b>                                     | <b>7</b>  |
| 2.1. BACKGROUND OF KINGDOM OF SAUDI ARABIA.....   | 7         |
| 2.2. EDUCATION POLICY IN KSA .....  | 9         |
| 2.3. THE HISTORY OF ADMINISTRATION OF EDUCATION IN SAUDI ARABIA.....                        | 10        |
| 2.4. ORGANISATION OF EDUCATION IN SAUDI ARABIA.....   | 12        |
| 2.5. THE DEVELOPMENT OF EDUCATION IN SAUDI ARABIA.....                                      | 14        |
| 2.5.1. <i>The Tatweer Project</i> .....   | 15        |
| 2.5.2 <i>Saudi Vision 2030</i> .....  | 17        |
| 2.5.2 <i>Cooperative Learning Method in Saudi Arabian Schools</i> .....                     | 19        |
| 2.6. SUMMARY.....   | 23        |
| <b>CHAPTER 3: LITERATURE REVIEW .....</b>   | <b>25</b> |
| 3.1. TEACHER ATTITUDE.....  | 25        |
| 3.1.1 <i>Definition of Attitude</i> .....   | 25        |
| 3.1.2 <i>Characteristics of Attitude</i> .....  | 26        |
| 3.1.3 <i>Importance of Positive Teacher Attitudes</i> .....                                 | 27        |
| 3.1.4 <i>Factors Influence Teacher Attitudes</i> .....                                      | 33        |
| 3.1.5 <i>Improvement of Teacher Attitude</i> .....  | 36        |
| 3.2. TEACHER AGENCY:.....   | 38        |
| 3.2.1 <i>The Meaning of Agency</i> .....  | 38        |
| 3.2.2 <i>The Difference between the Concept of Agency and the Concept of Autonomy</i> ..... | 39        |
| 3.2.3 <i>Constructing and Developing Teacher Agency</i> .....                               | 40        |
| 3.2.4 <i>The Influences of Agency</i> .....   | 42        |
| 3.2.5. <i>Summary</i> .....   | 43        |
| 3.3 TEACHERS' VALUES .....  | 44        |
| 3.3.1 <i>The Meaning of Values</i> .....  | 44        |
| 3.3.2 <i>The Influence of Values (Agency and Teacher Attitudes)</i> .....                   | 44        |
| 3.3.3 <i>Summary</i> .....  | 46        |
| 3.4 PROFESSIONAL DEVELOPMENT AND PROFESSIONAL LEARNING .....                                | 47        |
| 3.4.1 <i>Teachers' Professional Development</i> .....                                       | 47        |
| 3.4.1.1 <i>Definition of Professional Development</i> .....                                 | 47        |
| 3.4.1.2 <i>Advantages and Criticisms of Teacher Professional Development</i> .....          | 47        |

|  |           |
|--|-----------|
| 3.4.1.3 The Models of Professional Development.....                                      | 50        |
| 3.4.2 <i>Teachers' Professional Learning - the New Paradigm</i> .....                    | 51        |
| 3.4.2.1 Definition and Characteristics of Professional Learning .....                    | 52        |
| 3.4.2.2 The Impact of Teachers' Professional Learning .....                              | 52        |
| 3.4.3 <i>Summary</i> .....   | 54        |
| 3.5 RESISTANCE TO EDUCATIONAL REFORM.....  | 54        |
| 3.5.1 <i>The Meaning of Resistance to Change</i> .....                                   | 54        |
| 3.5.2 <i>The Causes of Resistance</i> .....  | 56        |
| 3.6. THE ROLE OF LEADERSHIP IN EDUCATIONAL REFORM.....                                   | 58        |
| 3.6.1 <i>Leadership style in Educational reform</i> .....                                | 58        |
| 3.6.2 <i>Effective Leadership</i> .....  | 60        |
| 3.6.3 <i>Summary</i> .....   | 62        |
| 3.7. CULTURE AND ITS ROLE IN EDUCATIONAL REFORM.....                                     | 62        |
| <b>CHAPTER 4: RESEARCH METHODOLOGY .....</b>   | <b>65</b> |
| RESEARCH QUESTIONS.....  | 65        |
| 4.1 THE KEY PHILOSOPHIES AND APPROACHES IN SOCIAL SCIENCE .....                          | 65        |
| 4.1.1 <i>The Ontological Position</i> .....  | 65        |
| 4.1.2 <i>The Epistemological Position</i> .....  | 66        |
| 4.2 METHODOLOGY .....  | 68        |
| 4.2.1 <i>Case Study</i> .....  | 70        |
| 4.3 PILOT STUDY .....  | 72        |
| 4.4 STUDY SAMPLE .....   | 74        |
| 4.5 DATA COLLECTION .....  | 76        |
| 4.5.1 <i>Concept Map as an Interview Tool</i> .....                                      | 77        |
| 4.5.2 <i>Interview</i> .....   | 78        |
| 4.5.3 <i>Scenario Interview</i> .....  | 82        |
| 4.5.4 <i>Observation Method</i> .....  | 83        |
| 4.6 DATA ANALYSIS .....  | 86        |
| 4.7 VALIDITY AND RELIABILITY.....  | 88        |
| 4.8 ETHICAL CONSIDERATIONS .....   | 91        |
| <b>CHAPTER 5: ANALYSIS FOR THE RESEARCH QUESTION ONE .....</b>                           | <b>95</b> |
| 5. 1. CURRICULUM CHANGES.....  | 96        |
| 5.1.1 <i>Curriculum Content</i> .....  | 96        |
| 5.1.1.1 Well-sequenced .....   | 96        |
| 5.1.1.2 New Content Quantity .....   | 97        |
| 5.1.1.2.1 Streamlined .....  | 97        |
| 5.1.1.2.2 Heavy Content.....   | 98        |
| 5.1.1.3 The Impact of New Content on Students' Skills.....                               | 100       |
| 5.1.1.3.1 Skill development .....  | 100       |
| 5.1.1.3.2 Ignores Some Skills .....  | 101       |
| 5.1.1.4 The Impact of the New Content on Modern Life for Students and Saudi Culture..... | 103       |
| 5.1.1.4.1 Value for Modern World .....   | 103       |
| 5.1.1.4.2 Unsuitable Content.....  | 103       |
| 5.1.1.5 The Impact of New Content on Teachers .....                                      | 105       |
| 5.1.1.5.1 Provided Enthusiasm .....  | 105       |
| 5.1.2 <i>Curriculum Resources</i> .....  | 105       |
| 5.1.2.1 Illustrative Materials .....   | 105       |
| 5. 2. ASSESSMENT CHANGES.....  | 106       |
| 5.2.1 <i>Positive Attitude towards New Assessment</i> .....                              | 107       |
| 5.2.2 <i>Negative Attitude towards New Assessment</i> .....                              | 107       |
| 5. 3. PEDAGOGY CHANGES .....   | 108       |
| 5.3.1 <i>Positive Attitudes Towards The Pedagogy Strategies</i> .....                    | 108       |
| 5.3.1.1 Opportunity to Develop Skills.....   | 109       |



|   |            |
|---|------------|
| 5.3.2 Positive Attitudes towards Cooperative Learning Strategy.....                       | 111        |
| 5.3.2.1 Helping Teachers.....   | 111        |
| 5.3.2.2 Opportunity to Develop Students' Skills.....                                      | 113        |
| 5.3.3 Negative Attitudes towards the Pedagogical Strategies And Cooperative Learning..... | 115        |
| 5.3.3.1 Pedagogy Strategies are Not New.....  | 115        |
| 5.3.3.2 Cost to Teachers.....   | 116        |
| 5.3.3.3 Insufficient Time for Lessons.....  | 117        |
| 5.3.3.4 School Environment is Not Fit for Purpose.....                                    | 118        |
| 5.3.3.5 No Improvement in Students' Skills.....   | 120        |
| 5.4 SUMMARY OF THE ANALYSIS OF RESEARCH QUESTION ONE.....                                 | 123        |
| <b>CHAPTER 6: ANALYSIS FOR RESEARCH QUESTION TWO AND THREE.....</b>                       | <b>127</b> |
| 6.1 TEACHERS' VALUES AND BELIEFS.....   | 127        |
| 6.2 CHANGE FROM KNOWN TO UNKNOWN CONDITIONS.....  | 130        |
| 6.3 ROLE OF LEADERSHIP.....   | 131        |
| 6.3.1 Facilitating Applying New Changes.....  | 131        |
| 6.3.2. Developing Teachers.....   | 134        |
| 6.3.3. Motivating Teachers.....   | 139        |
| 6.4 PROFESSIONAL DEVELOPMENT AND PROFESSIONAL LEARNING.....                               | 141        |
| 6.4.1 Formal Training.....  | 141        |
| 6.4.1.1 Quality of Training.....  | 141        |
| 6.4.2 Informal training.....  | 144        |
| 6.4.2.1 Teachers' Self-learning and Communities of Practice.....                          | 144        |
| 6.5 TEACHERS' AGENCY.....   | 145        |
| 6.5.1 Effective Agency.....   | 145        |
| 6.5.2 Lack of Agency.....   | 148        |
| 6.5.2.1 Lack of Engagement in Decision Making and Lack of Paying Attention.....           | 149        |
| 6.5.2.2 Lack of Autonomy and Control.....   | 151        |
| <b>CHAPTER 7: DISCUSSION.....</b>   | <b>157</b> |
| 7.1 DISCUSSION OF TEACHERS' VALUES AND BELIEFS.....                                       | 157        |
| 7.2 DISCUSSION OF CHANGE FROM KNOWN TO UNKNOWN CONDITIONS.....                            | 159        |
| 7.3 DISCUSSION FOR THE ROLE OF LEADERSHIP.....  | 162        |
| 7.4 DISCUSSION DEVELOPMENT AND PROFESSIONAL LEARNING.....                                 | 167        |
| 7.5 DISCUSSION OF TEACHERS' AGENCY.....   | 171        |
| <b>CHAPTER 8: CONCLUSION.....</b>   | <b>177</b> |
| 8.1 SUMMARY OF THE MAIN FINDINGS.....   | 177        |
| 8.2 CONTRIBUTION TO KNOWLEDGE:.....   | 187        |
| 8.2.1 Contribution to Theoretical Knowledge.....  | 187        |
| 8.2.2 Contribution to Knowledge about the Saudi Context.....                              | 189        |
| 8.3 LIMITATIONS OF THE STUDY.....   | 189        |
| 8.4 IMPLICATIONS FOR FUTURE RESEARCH.....   | 190        |
| 8.5 IMPLICATIONS FOR PRACTICE.....  | 191        |
| <b>REFERENCE.....</b>   | <b>193</b> |
| <b>APPENDICES.....</b>  | <b>204</b> |
| APPENDIX 1: ETHICAL CONSIDERATIONS.....   | 204        |
| Appendix 1.1 Head Teacher Information Sheet in English.....                               | 204        |
| Appendix 1.2: Head Teacher Consent Form in English.....                                   | 207        |
| Appendix 1.3: Head teacher information sheet in Arabic.....                               | 209        |
| Appendix 1.4: Head Teacher Consent Form in Arabic.....                                    | 211        |
| Appendix 1.5: School Permission Information in English.....                               | 213        |
| Appendix 1.6: School Permission Information in Arabic.....                                | 217        |

|   |     |
|---|-----|
| <i>Appendix 1.7: Teacher Information Sheet in English</i> .....                                       | 221 |
| <i>Appendix 1.8: Teacher Consent Form in English</i> .....  | 223 |
| <i>Appendix 1.9: Teacher Information Sheet in Arabic</i> .....  | 225 |
| <i>Appendix 1.10: Teacher Consent Form in Arabic</i> .....  | 227 |
| <i>Appendix 1.11: Ethical Approval Form</i> .....   | 229 |
| <i>Appendix 1.12: Letter to the Ministry of Education</i> .....                                       | 233 |
| APPENDIX 2: DATA COLLECTION METHODS .....   | 235 |
| <i>Appendix 2.1: Concept Map Sheet in English</i> .....   | 235 |
| <i>Appendix 2.2: Concept Map Sheet in Arabic</i> .....  | 237 |
| <i>Appendix 2.3: Interview Questions' Sample in English</i> .....                                     | 239 |
| <i>Appendix 2.4: Interview Questions' Sample in Arabic</i> .....                                      | 241 |
| <i>Appendix 2.5: Scenario Interview's Sample in English</i> .....                                     | 243 |
| <i>Appendix 2.6: Scenario Interview's Sample in Arabic</i> .....                                      | 245 |
| <i>Appendix 2.7: Observations' Sheet in English</i> .....   | 247 |
| <i>Appendix 2.8: Observation Sample in Arabic</i> .....   | 249 |
| APPENDIX 3: SAMPLES OF THE COLLECTING DATA .....  | 251 |
| <i>Appendix 3.1: Sample of Teacher's Concept Map</i> .....  | 251 |
| <i>Appendix 3.2: Sample of Teacher's Observation Sheet</i> .....                                      | 253 |
| <i>Appendix 3.3: Sample of Teacher's Interview and Scenario Interview Transcript in English</i> ..... | 255 |
| <i>Appendix 3.4: Sample of Teacher's Interview and Scenario Interview Transcript in Arabic</i> .....  | 267 |
| <i>Appendix 3.5: Sample of Head Teacher' Interview Transcript in Arabic</i> .....                     | 275 |
| APPENDIX 4: DATA ANALYSIS .....   | 277 |
| <i>Appendix 4.1: Familiarizing Myself with the Data</i> .....   | 277 |
| <i>Appendix 4.2: Sample of Generating some Themes and Codes</i> .....                                 | 279 |
| <i>Appendix 4.3: Sample of Grouping Codes into Potential Themes</i> .....                             | 281 |

# Table of Tables

|   |     |
|---|-----|
| TABLE 2.1: SUMMARY OF SOME OF THE DIFFERENCES BETWEEN THE OLD AND NEW EDUCATION SYSTEMS ..... | 23  |
| TABLE 4.1: BACKGROUND OF TEACHERS IN SCHOOL 1.....  | 76  |
| TABLE 4.2: BACKGROUND OF TEACHERS IN SCHOOL 2.....  | 76  |
| TABLE 5.1: TEACHERS' ATTITUDES TOWARDS EDUCATIONAL CHANGES IN SCHOOL ONE. ....                | 124 |
| TABLE 5.2: TEACHERS' ATTITUDES TOWARDS EDUCATIONAL CHANGES IN SCHOOL TWO.....                 | 125 |



# Table of Figures

|   |     |
|---|-----|
| FIGURE 2.1: THE HISTORY OF ADMINISTRATION OF EDUCATION IN SAUDI ARABIA.....                               | 11  |
| FIGURE 2.2: ORGANISATION OF EDUCATION IN SAUDI ARABIA.....  | 14  |
| FIGURE 6.1: THE EFFECTIVE AGENCY IN SCHOOL ONE AND IN SCHOOL TWO.....                                     | 145 |
| FIGURE 6.2: LACK OF ENGAGEMENT IN DECISION MAKING IN SCHOOL ONE AND IN SCHOOL TWO .....                   | 149 |
| FIGURE 6.3: LACK OF AUTONOMY AND CONTROL IN SCHOOL 1 AND IN SCHOOL 2 .....                                | 151 |
| FIGURE 7.1: KEY FACTORS THAT LEAD TEACHERS TO ADOPT, IGNORE OR RESIST NEW CHANGES.....                    | 180 |
| FIGURE 7.2: KEY FACTORS THAT LEAD TO SHAPE AGENCY AND THEN THE ATTITUDE OF TEACHERS IN BOTH SCHOOLS ..... | 180 |
| FIGURE 7.3: THE ROLE OF LEADER IN SCHOOL ONE .....  | 182 |
| FIGURE 7.4: THE ROLE OF LEADER IN SCHOOL TWO.....   | 183 |



## **Acknowledgements**

First and foremost, I want to thank Allah for giving me the strength to overcome the challenges that I faced during my studies and for making my dream come true.

I wish to express my sincere appreciation to my supervisors, Professor Rebecca Harris and Dr. Fiona Curtis, for their guidance, encouragement and support. I have appreciated their patience, input, and positive criticism and comments throughout the study.

A big thank you goes to the headteachers and teachers of the two schools in Saudi Arabia where I collected my data for their support of and positive participation in my study.

For the financial support of the government of Saudi Arabia, I am most grateful. Without its care and funding, I could never have reached my goal.

Special appreciation is due to my husband, Dr. Bander Alrebeay, who stood beside me throughout my studies, providing endless encouragement, support, and patience. My love and gratitude go to my children, Lames, Basel and Asser, who shared the ups and downs of my journey with me.

Finally, my sincere thanks must also go to my parents, brothers, and sisters for their continuous love, support, and understanding whenever I needed comforting. They understood and shared my mission and gave me unconditional love and support at just the right times.





# Abbreviations

|     |  |
|-----|--|
| CL  | Cooperative Learning                     |
| ICT | Information and Communication Technology |
| KSA | Kingdom of Saudi Arabia                  |
| MoE | Ministry of Education                    |
| PD  | Professional Development                 |
| PL  | Professional Learning                    |
| RQ1 | Research Question one                    |
| RQ2 | Research Question two                    |
| S1  | School one                               |
| S2  | School two                               |
| UK  | United Kingdom                           |
| USA | United States of America                 |



# Chapter 1: Introduction

## 1.1. The rationale of study and the Problem Identification

In a world of increasing globalisation and technological innovation, the 21<sup>st</sup> century has seen the effects and significance of economic competition and open markets, both of which have had a significant impact on education in many countries across the world (Alhaidari, 2006; Oyaid, 2009; Algarfi, 2010; Alaqeel, 2013). Middle Eastern countries have been especially affected by these changes, and the Kingdom of Saudi Arabia (KSA) is a particularly noteworthy example. Any impact on or development in the Saudi education system will lead to influencing the other countries in the Middle East because the KSA is the largest and the most powerful state in Middle East in general and in the Arabian Peninsula in particular. Section 2.1 will explain in more detail how the KSA seeks to support the countries in the Middle East, whether this support is related to humanitarian issues, development or other areas of support (Peterson, 2013; *Vision 2030*, 2020; *Invest Saudi*, 2020).

The Saudi government has recently focused on developing plans to advance different aspects of Saudi life. One such plan is to improve the education system to help learners enrich their skills, gain robust knowledge, adapt to modern life and be employable in the future (Alhaidari, 2006; Alaqeel, 2013). For this reason, Alaqeel (2013), Alhaidari (2006), Algarfi (2010), Bingimlas (2010) and Oyaid (2009) demonstrate their interest in the project constructed by the KSA Ministry of Education (MoE) in 2005 for a 10-year plan called ‘Tatweer’ (meaning development). The project is designed to renew and develop many of the country’s educational endeavours, including administrative processes, the educational environment, curriculum and teaching methods. Its principle focus is on developing teacher skills, helping learners improve their skills, enhancing school activities and improving school climate.

The MoE strives to achieve this goal by carefully allocating its budget and evaluating introduced changes gradually. Many in the private sector welcomed the opportunity to apply and evaluate recommended modifications in their schools and so adopted them soon after they were promoted. The MoE noted good results for students in schools that implemented suggested changes, such as new teaching methods (Bingimlas, 2010), and based on these preliminary results, the Ministry chose some schools in different cities in order to experiment with a variety of implementation strategies before requiring changes in all schools in the

KSA. The participating schools were selected because they were considered places where it would be easy to apply and test new approaches. Once again, the MoE found the educational initiatives to be effective; thus they were advocated for all schools throughout the KSA (Alghamdi, 2007).

Although many schools have indeed implemented a number of the promoted initiatives, which include integrated co-teaching, (ICT), cooperative learning, use of smart boards and more, some schools have resisted introducing any of the recommended changes (Algarfi, 2010; Alghamdi, 2007; Alhaidari, 2006; Alharbi, 2008; Almufadda, 2006; Bingimlas, 2010; Oyaid, 2009). In addition, many educational administrators in the KSA, particularly those in primary schools, are not satisfied with some of the changes, such as the introduction of new teaching methods (Bingimlas, 2010). This could be referred to that teachers believe that they are not supported enough, are not rewarded competitive incentives or not receiving adequate training (Bingimlas, 2010). All these factors could affect teachers' attitudes; such as job satisfaction towards adopting new strategies or cooperating to implement new initiatives. In light of the Ministry's efforts to advance a variety of reforms, an overarching goal of this study is to fill gaps in understanding why some schools have resisted educational initiatives advocated by the Ministry of Education while others have not.

Toward that end, the purpose of this study is to understand the attitudes, opinions and experiences of female primary school teachers towards educational change in general that many in the KSA have resisted applying in their classrooms. Such understanding is important because teachers are at the core of efforts to reform education and are key to reform success (Melville & Yaxley, 2009). Teachers who have positive attitudes can put whole-hearted effort into teaching and can adapt to change to improve their craft (Khan, Nadeem and Basu, 2013). As Parvez and Shakir (2013) have argued, any improvement in an educational system, even a good quality change, will not be achieved if teachers have a negative attitude towards it.

This study will add to the literature in the field of education, as research examining teachers' attitudes and educational change in Arab nations is comparatively rare (Alghamdi & Gillies, 2013; and Alharbi, 2008). Most Arabic educational research focuses on exploring students' attitudes towards initiatives such as cooperative learning and ICT, and on how such changes influence student achievement. Moreover, most of these studies are intervention, experimental and comparative studies designed to obtain information on students' attitudes before or after applying an intervention, and the role of teacher attitudes is ignored (Ali, 2011). This study should help fill the gap in the literature about teacher attitudes towards educational change and also will be one of the few studies conducted to date in an Arabic country.

While the study of teacher attitude is in itself important, of more significance is identifying those factors that may influence teacher attitudes, either positively or negatively. Shaheen (2014) pointed out that supporting, motivating and developing teachers' attitudes are very important means of leading teachers to become more effective. This study thus will identify and explore factors which could influence teacher attitudes and lead them to adopt, or ignore or resist change.

This study investigates teachers' attitudes towards educational changes in general and cooperative learning as an example. Studies on use of the cooperative learning method in Saudi Arabia are limited in number (Algarfi, 2010; Alghamdi & Gillies, 2013; Alharbi, 2008), and those that have been done largely ignored the role of teachers' attitudes towards the method (Ali, 2011). Further, many classroom teachers still resist using cooperative learning, despite the MoE's injunction to apply it (Alharbi, 2008; Algarfi, 2010; Alghamdi and Gillies, 2013). My master's degree research involved interviewing teachers in different primary schools in the KSA and my findings reflected those in the published literature. I found some teachers still used traditional methods, despite the field literature on the many benefits of implementing cooperative learning in the classroom. Teachers who were interviewed in my master's study highlighted various challenges they faced in its application. The results of this doctoral study therefore will add to the literature on cooperative learning by investigating teachers' attitudes, which in turn may help improve teachers' use of cooperative learning methods and illustrate the challenges they face when attempting to implement them.

## **1.2. Significance and Predicted Outcomes of the Study**

The findings of this study should make an important contribution to the field of education and particularly in providing opportunity to advance our understanding of teacher attitudes and to support educational change in the KSA to be implemented effectively. This study aims to contribute to the following areas:

1. This study might yield insights from investigating the inconsistency between schools that do and do not apply educational changes, despite being imposed by the MoE in the KSA. It explores teachers' attitudes towards educational changes in general and cooperative learning in specific and the role of leadership and teacher agency in shaping the positive attitudes towards change (Alhaidari, 2006; Almufadda, 2006; Alghamdi, 2007; Alharbi, 2008; Oyaid, 2009; Algarfi, 2010; Bingimlas, 2010).
2. One purpose of this study is to investigate the factors that could enhance or discourage teachers' participation in change process. This study therefore set out to assess crucial

factors such as teachers' values and beliefs, leadership, professional development and learning and teacher agency and how these factors could offer insights into how to successfully include teachers and others in educational reform.

3. The research will help fill the gap in the literature about teacher attitudes towards educational change in Arabic nations, where most studies that have been done have focused only on understanding student attitudes towards changes and student achievement. Most of these studies employed intervention, experimental or comparative designs to assess students' attitudes about traditional teaching and new teaching, whilst ignoring the possible influences of teachers' attitudes (Ali, 2011).
4. While most studies assess teacher attitudes via quantitative techniques, this study will add new information by using qualitative research methods. This research will gather data using face-to-face strategies to yield a deeper, richer understanding of the real lives of teachers.
5. Policy makers will have access to information on practising teachers, which should enable them to make informed judgments rather than rely on intuition about teacher opinions and attitudes towards education change. Study findings also may suggest factors which could influence and ultimately improve teacher attitudes and may provide policy makers with a new understanding of why teachers adopt, ignore or resist change.
6. Study results will be useful to assist educators and instructional materials developers in supporting teaching in primary schools in the KSA and in other developing countries as well. The findings from this research could help to address some of the challenges teachers may face when they implement education initiatives. The project may also help identify the areas in greatest need of development as well as promote good practice.
7. Finally, the results of the study will be presented at Saudi conferences and at international conferences.

### **1.3. Research Aims and Questions**

This study is guided by three aims: (a) to explore female teachers' attitudes, opinions and experiences regarding education reform in KSA schools in general and towards cooperative learning as example; (b) to investigate factors which could play a role in teachers' willingness to adopt, ignore or resist change; and (c) to fill gaps in understanding why some schools resist MoE-advocated educational initiatives, while others do not.

Towards those ends, the study is designed to answer the following questions:

1. What do female teachers in primary schools in the KSA think about educational reform?
2. Why do female teachers in the KSA adopt, adapt, ignore or resist change?
3. Why do some primary schools in the KSA (particularly female schools) resist MoE-advocated educational initiatives, while other schools do not?

#### **1.4. The Structure of the Study**

This thesis consists of seven chapters. The first chapter identifies the problem and the rationale of the study. It also identifies the significance and outcomes of the study, research aims and questions; the structure of the study is also presented. The second chapter describes the Saudi context by providing details about the background of the Kingdom of Saudi Arabia (KSA), education policy in the KSA, the history of education administration in the KSA, Organisation of Education, the development of education and the cooperative learning method in Saudi schools. The third chapter contains the literature review and it focuses on areas of past research relating to the research questions. The fourth chapter outlines the research methodology and the approaches in social science. The fifth and sixth chapters present the data analysis and interpretations of the findings by answering the first, second and third research questions. These chapters also discuss the findings and link these findings to the literature review. The final chapter provides a summary of the main findings of this study, describes the study's contributions to the body of knowledge, discusses the limitations of the study and introduces recommendations for future research and for practice.





## **Chapter 2: The Study Setting: Saudi Arabia**

This chapter provides general background information on the Kingdom of Saudi Arabia (KSA) and its education policy. In addition, it presents an overview of the development of the education system in KSA and a brief history of the school administration system and the overall organisation of education in the country. The last section describes one example of the educational reforms, the cooperative learning method and explains how the Ministry of Education is working to ensure its success and that of other developments.

### **2.1. Background of Kingdom of Saudi Arabia**

The analysis of the general background of the KSA will focus first on the geography and the Saudi context in relation to other states in the Middle East. The KSA is located in the Middle East and constitutes a natural crossroads between Europe, Asia and Africa. With its size of over 2,250,000 square kilometres, Saudi Arabia is the largest country in the Arabian Peninsula. Given its size, it is not surprising that KSA borders with several countries. On the south of the KSA is Yemen and Oman, on the east is a group of Arabian Gulf, namely Bahrain, Qatar and the United Arab Emirates. The northern part of the KSA borders with Iraq, Kuwait and Jordan. Administratively, KSA is divided into 13 provinces and Riyadh is considered the capital city in the KSA (*The Ministry of Culture & Information, 2007*). According to the *Central Department of Statistics (2014)*, the most recent figure regarding the population of KSA is 30 770 375 of which 20 702 536 were Saudi nationals.

The KSA is the largest country in the Middle East and considered a fundamental pillar of the region. The KSA plays an important role for other Middle Eastern countries due to its force in Arab politics and its important moral status as the leader of the Islamic world. The KSA is considered the heart and the leader of the Arab and Islamic worlds because it has the Two Holy Mosques; moreover, it has the Kaaba (Qibla), which more than a billion Muslims throughout the world, and in the Middle East in particular, turn to at prayer. (Peterson, 2013; *Vision 2030, 2020; Invest Saudi, 2020*).

The KSA's strategic geographic location linking three continents has made the KSA the wealthiest country in the Middle East, and it is considered to be a gateway to investors and an epicentre of trade in the Middle East and globally. In addition, the KSA has become an investment power house, both in the region and globally. The KSA is the largest exporter of petroleum in the Middle East and it is also considered to feature rich natural resources and diverse sources of energy beyond petroleum. Therefore, the KSA has made efforts to support the other countries in the Middle East and also other countries around the world by providing support, whether in the form of humanitarian aid, development assistance or other approaches. This support could be offered through humanitarian grants or soft loans. For example, the KSA plays a role in supporting Jordan and maintaining close ties to Syria. Moreover, almost half of the Saudi population is under the age of 25, the highest proportion of young people in the region, which contributes to enhancing development, capabilities and the impact of the national workforce (Peterson, 2013; *Vision 2030*, 2020; *Invest Saudi*, 2020).

Regarding the education system, the KSA is doing well and has ambitions to strengthen the quality of its education in the Middle East, where it was ranked fourth of ten countries in the Middle East regarding high-quality research and scientific research output. The KSA spends 8.8% of its gross domestic product on education, compared with the global average of 4.6%. In addition, the KSA has shown rapid growth in the science and technology aspects of the higher education sector (*Ministry Deputy for Planning and Information*, 2011).

KSA is a relatively young country whose history can be divided into three major phases. The first phase represents the establishment of the first Saudi kingdom in 1744, together with the demise of this kingdom in 1818. The establishment of the first kingdom was a result of an alliance between Imam Muhammad bin Saud and Sheikh Mohammed bin Abd Al- Wahhab. The second phase, also known as the second kingdom, lasted from 1824 to 1891. This particular kingdom was founded by Imam Turki bin Saud. Finally, the third and the most crucial phase began in 1902 when King Abdulaziz Al Saud recaptured Riyadh. Later in 1932, King Abdulaziz Al Saud by unifying various tribes founded the modern Saudi kingdom that has persisted to this day (*Saudi Tourism Experience To Discover*, 2015).

Politically, KSA represents an example of monarchy with religion being the key pillar of its existence, insofar as the legal system in the country is based on the Islamic Law *Shariah* and both public and private life are very rigorously governed by the Quran, the Holy Book of Islam. The absolute dominance of Islam in Saudi Arabia's public affairs is further strengthened by the presence of the two holiest sites of Islam: Mecca and Medina. As will be discussed further, the role of Islam in all spheres of public life cannot be overstressed, particularly as Islam is considered by its followers as something more than just a set of beliefs

– Islam is perceived as a complete and comprehensive way of life. This has a fundamental impact on the state and character of society, culture and last but not least education in the Kingdom (Oyaid, 2009).

Before proceeding with an overview of the educational policy in the KSA, it is important to underline that education is considered one of the cornerstones of Islam. In this regard, Islam and its teachings strongly encourage people of all ages, regardless of gender, to seek knowledge (Oyaid, 2009).

## **2.2. Education Policy in KSA**

In its essence, the education policy in the KSA is linked strongly with the overall state's public policy. Whilst being mutually interdependent, they both have one fundamental objective – to help facilitate society's progress at all levels. The education policy has been defined by Alaqeel (2013) and Alasmar (1996) as a set of principles, standards and rules that govern the process of education, together with key trends that help to inform the general direction of social and community development within a given country. The specific of KSA is that one of the major pillars on which the country's education policy is based is its religion (Oyaid, 2009; Alaqeel, 2013). In this regard, Oyaid (2009, p.17) asserted that:

*The dominance of religious belief and the Islamic code of conduct is all pervading and it is therefore not possible to interpret educational issues in Saudi Arabia without referring to them. It is particularly important to understand that Islam accords education a very high status.*

A bright example of the impact of Islam on the education system in the country is through law – the enforced complete segregation of sexes on all educational levels (Oyaid, 2009). This segregation applies also to the staff and whoever works within the school's premises.

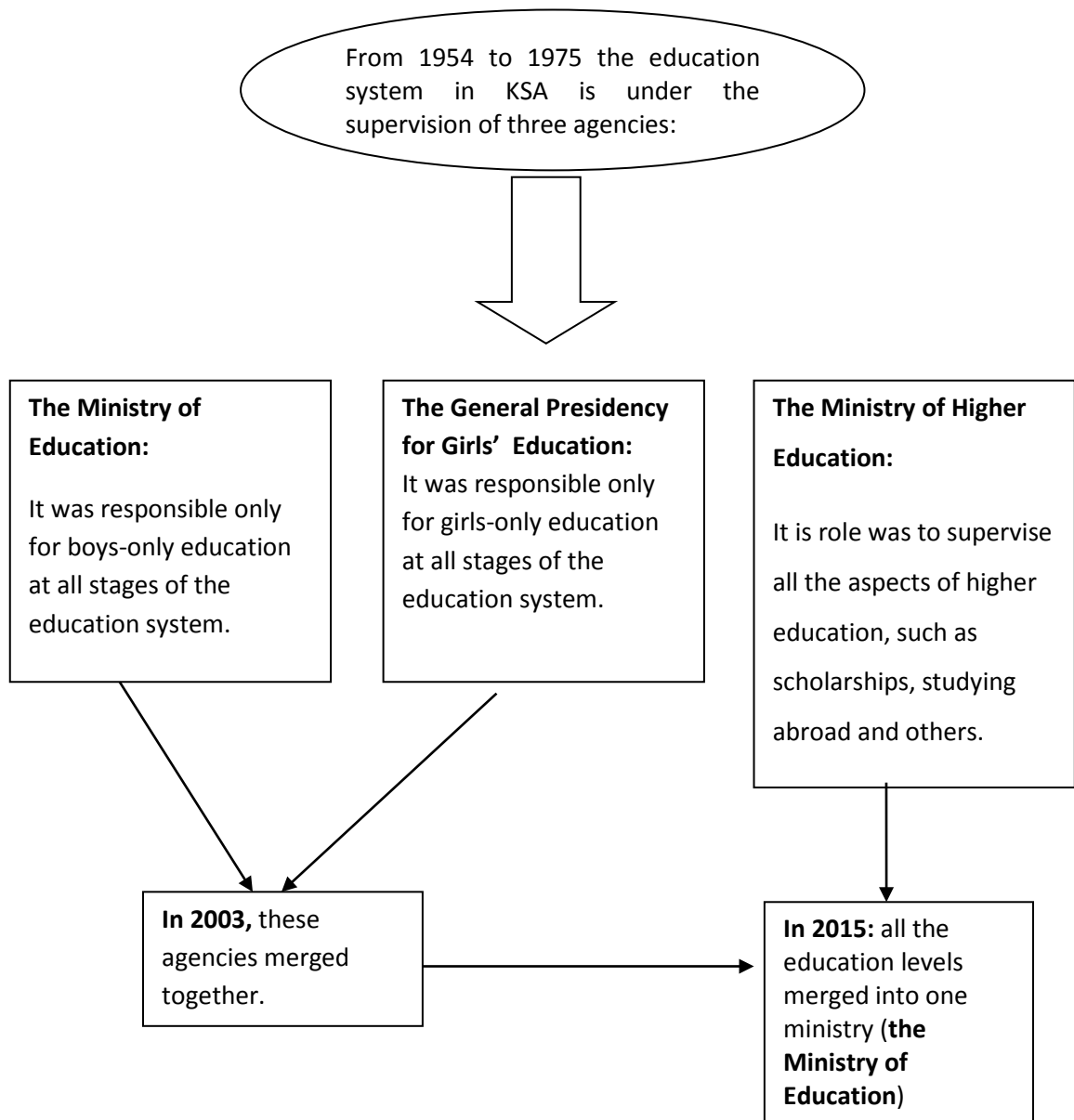
The other two factors that shape the educational policy in KSA – psychology of human nature and the state and key aspects of modern society - do not differ significantly in their characteristics from those informing educational policies around the world and particularly in the West. Regarding the first factor, Alaqeel, (2013) and Jaber, (199 )highlighted the notion that human nature is inherently flexible, non-rigid, teachable and adjustable, whilst being simultaneously complex and multifaceted. According to the self-determination theory, learners have innate psychological needs which are to be satisfied. Such needs are linked to the learner's intrinsic motivation (to do an activity because it is interesting or enjoyable) and extrinsic motivation (to do an activity to achieve an objective). The motivation to learn is therefore linked to both intrinsic and extrinsic motivation, and both should be achieved in

order to engage learners effectively in the educational process (Vansteenkiste, M., Lens, W., & Deci, 2006). In line with the foregoing, the educational policy in KSA seeks to incorporate individual differences and needs of students, whereby both extra talented students and those less talented are given special attention to facilitate their learning based on their specific requirements. Moreover, provision is made for students requiring a specific curriculum, particularly students with special educational needs.

As already indicated, there is one additional factor influencing the character of the educational policy in KSA – the state of society itself. More specifically, Alaqeel, (2013), and Shouq, (1997) claim that it is particularly important for education policies to take into account the nature and characteristics of the growth and trends within society. This rationale is supported by the notion that the members of society are influenced by any on-going social changes, and these subsequently impact the prevailing paradigm and philosophy that the educational policy is inevitably shaped by. In this context, the era of globalisation, technological revolution and knowledge explosion has substantially affected the character and requirements of modern education, with the KSA being no exception in this regard. It has become increasingly important to follow trends in education and educational policies, reflect on these and possibly implement them in the form of new educational practices, especially if they have proven to be effective in other countries. With respect to the ability of the education system to incorporate new trends, the KSA can be considered relatively open and flexible. However, as is true of any interaction with influences or knowledge coming from the West, it is imperative for Saudi officials, and even society, that new trends or practices that are implemented comply with Islamic teachings, values and most importantly with the Islamic law (Alasmar, 1996; Shouq, 1997; Alaqeel, 2013). This approach towards any change has been an underlying attribute of the development of education in the KSA since 1932, as will be discussed in the following section.

### **2.3. The History of Administration of Education in Saudi Arabia**

Given that centralism is a defining aspect of the governance in the KSA, the education system with its policies is entirely under the control of the government (Alharbi, 2008; Oyaid, 2009). More specifically, the education system in the KSA is under the supervision of three agencies [figure 2.1]: the Ministry of Education, the General Presidency for Girl's Education and the Ministry of Higher Education.



*Figure 2.1: The history of administration of education in Saudi Arabia*

The importance that was given to education in the early stages of the KSA was documented by the fact that the very first ministry to be established in the country was the Ministry of Education. Founded in 1954, the Ministry was solely responsible for boys-only education at all stages of the education system. In addition, it supervised all male staff in schools, students with special needs, the development of literacy and teacher training. The Ministry was also responsible for building new schools and maintenance of the existing ones, providing all educational institutions with necessary material and equipment, including books for students. To enable easier communication between these institutions and the Ministry, a number of offices were established across the Kingdom (Alharbi, 2008; Oyaid, 2009).

Education for girls and women has grown from this. Over seventy years ago, females did not have the right to be educated because local society considered the role of women to be solely

caring for their home and their children, despite the importance Islam places on education and gaining knowledge (Alharbi, 2008). King Abdulaziz, who ruled from 1932 to 1953, considered education for females to be as important as education for males. Therefore, six years after the establishment of the Ministry of Education, a new institution was founded – the General Presidency for Girl’s Education, with governments beginning to open schools for girls. Although some people disagree with the government's move due to social traditions, society has gradually changed to accommodate female education (Alharbi, 2008). The primary responsibility of the General Presidency for Girls' Education was supervision of female education, including female students, teachers, staff, teacher training and other related issues. In addition, similarly to the Ministry of Education, this agency was responsible for all necessary resources that a functioning system of female education required. However, in 2003, this agency and the Ministry of Education merged together in order to guarantee provision of the same standards in terms of the curriculum and teaching materials, regardless of students’ gender (Alharbi, 2008; Oyaid, 2009; Alaqeel, 2013).

The last of the three mentioned institutions administering the education system in the KSA is the Ministry of Higher Education. Established in 1975, its role was to supervise all the aspects of higher education, such as scholarships, studying abroad and other areas. The establishing of this Ministry has certainly helped to spur the growth in the number of universities across the Kingdom. This growth was further supported by the government’s decision to provide free higher education for every Saudi national who passes secondary school. The average length of study is four years for social sciences and five or more years for subjects like pharmacy and engineering (Alharbi, 2008; Oyaid, 2009; Alaqeel, 2013). According to *Al-Jazirah* (2015), the Ministry of Education and the Ministry of Higher Education should merge together, thus bringing responsibility for all levels of education with respect to both sexes within one institution. Later, the Saudi government decided to merge all the education levels into one ministry (the Ministry of Education) instead of two (the Ministry of Education and the Ministry of Higher Education) (Alomary, 2017). Yet it should be emphasised that this in no way changes anything regarding the complete segregation of sexes within the education system.

## **2.4. Organisation of Education in Saudi Arabia**

The most fundamental principle of the education system in Saudi Arabia is the fact that education is free. Another principle is the uniformity of curriculum and teaching material across the whole country. The Ministry of Education is responsible for providing and developing textbooks and other teaching materials.. Generally, schools in Saudi Arabia suffer from having too many students in the class, for example many classes consist of forty or more students. The school year in the KSA is divided into two terms, with each one lasting about four months. Students are assessed through two forms of evaluation, with 40% of their evaluation from ongoing work throughout the semester, and 60% through exams at the end of each semester. Most stages have comprehensive exams which students are expected to pass, while early primary levels are only evaluated during the academic year. In primary school, the role of the teacher is to teach all subjects, while from upper primary levels to secondary stage, teachers only teach the subject which are related to their specialization. For example, Mathematics teachers will only teach Mathematics (Alghamdi, 2007; Oyaid, 2009; Bingimlas, 2010).

The education system in the KSA has four stages [Figure 2.2]. The first stage is optional, whilst the other three stages that begin from primary school are compulsory. The first optional stage is for children aged three to six and serves as a preparatory pre-school stage. The second stage is primary school that the students enter at the age of six and it lasts six years. Students in primary school, especially those in the early primary levels (grades 1-3), do not have final term examinations. However, they are regularly evaluated and assessed during the academic year. On the other hand, students in upper primary levels (grades 4-6) have exams in some subjects and they are assessed in other subjects without being examined. At the end of the academic year, students can move to a next stage according to their exam results (Alghamdi, 2007; Oyaid, 2009; Bingimlas, 2010).

The third stage is the intermediate stage for students aged between twelve and fifteen and the duration of this stage is three years. Students are allowed to enter this stage only if they possess a certificate from a primary school. All levels at this stage have exams in all subjects at the end of each semester. Students can move to another level if they pass the final exam. The fourth stage represents secondary education for students between the age of fifteen and eighteen. This stage has three levels with each level having a final exam that the students need to pass in order to move to the next level. In this case, there are re-sit examinations for students who did not pass the final exam, or in some cases they are required to repeat the whole year. The last level is very important as a good grade from the final exam gives students a very good chance of being accepted into an institution of higher education (Alharbi, 2008; Oyaid, 2009; Algarfi, 2010; Alaqeel, 2013).

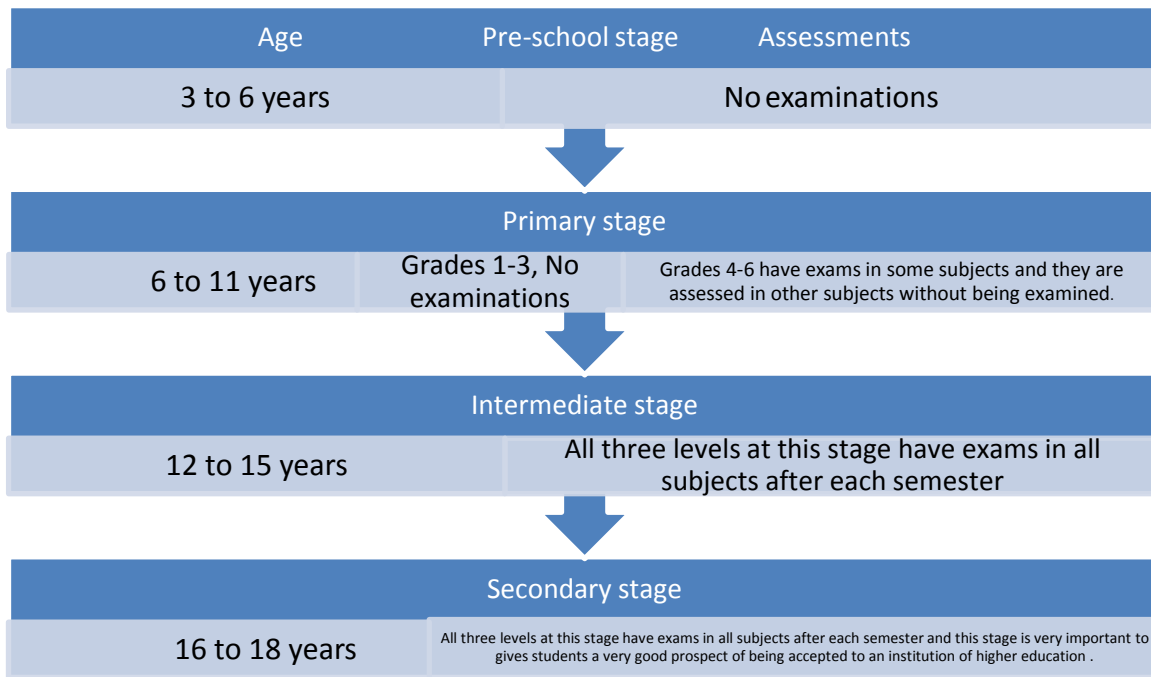


Figure 2.2: Organisation of education in Saudi Arabia

## 2.5. The Development of Education in Saudi Arabia

A considerable number of authors, including Alharbi (2008), and Alaqeel (2013), claim that prior to the establishment of the third Kingdom in 1932, illiteracy was a wide-spread phenomenon, particularly given a serious lack of schools in the country. Education was provided mostly by religious institutions, whether directly by mosques or places called *katatibe*, where pupils learnt and developed only basic skills in reading, writing and mathematics, with more attention being paid to studying the Quran. However, soon after establishing the Kingdom of Saudi Arabia in 1932, King Abdulaziz Al Saud made education his priority by not only encouraging people to educate themselves but also by founding a number of new schools in cities across the KSA. Furthermore, King Abdulaziz focused on providing educational services not only in urban areas but also to people living in remote villages by sending some teachers and advisors to teach their inhabitants the basics of various subjects. Finally, King Abdulaziz organised a first meeting of scholars in Mecca where several issues surrounding education and its development were discussed, such as launching several schools and formulating an initial education system in the country (Alaqeel, 2013).

The KSA has certainly gone a long way since the time of King Abdulaziz in terms of developing the whole education system, both in qualitative and quantitative indicators.



Alaqeel, (2013) in this regard highlights the period 2002-2012 that witnessed a rapid increase in the number of educational institutions at all levels: in 2002, around four million students studied at 23 000 schools with around 330 000 teachers; by 2012, these figures had increased considerably, whereby more than five million students were learning in 35 000 schools whilst being taught by approximately 500 000 teachers. Besides the increase of quantitative indicators, the development of education in the KSA has been characterised by significant developments in the administration of the whole education system.

Despite these developments, the education system in the KSA still needs to improve where teachers still use the traditional teaching methods required under the old curriculum (Alhaidari, 2006). These traditional teaching methods and curriculum are based on lecturing and memorisation, which are teacher-centred and characterised by low levels of student engagement. Traditional methods do not enable students to actively engage in processing new information, and the core of the learning and teaching process is considered to be the transfer of information from the teacher to the students, who, in turn, are passive receivers of new knowledge. Thus, not only are students discouraged from cooperating and helping each other to obtain new knowledge but they are often not allowed to do so since most Saudi teachers believe it is their job to deliver knowledge to the students (Alhaidari, 2006; Alghamdi, 2007; Algarfi, 2010).

These poor education standards continued until King Abdullah Bin Abdulaziz came to power in Saudi in 2005. In this year, the Saudi Arabian government began to focus on developing the education system and established the Public Education Development Project known as 'Tatweer' (Salamah, 2001; Bingimlas, 2010). This project is discussed in the next section.

### **2.5.1. The Tatweer Project**

As discussed in section 2.2 above, the current education policy in Saudi Arabia is based on the current state of society and new trends in education. The ever-changing global environment, rapid technology, and economic competition require individuals and particularly young students to be adaptable and to develop a diverse range of skills. These factors led to the establishment of the Public Education Development Project called 'Tatweer' in 2005 to introduce long-term reforms in education in Middle Eastern countries, including Saudi Arabia (Algarfi, 2010). Policy-makers at the Ministry of Education in the KSA were keen to revise, update and develop all aspects of the education system, such as the curriculum, teaching methods, student assessment and teacher training, to reform the school system and improve

the students' achievement levels in all areas (Alhaidari, 2006; Alaqeel, 2013). In this regard, Saudi Arabia was particularly interested in adopting models and education practices that had proved successful in other developed countries. However, as Ibrahim (2013) notes, the creation of a new curriculum by foreign consultants may result in a curriculum that conflicts with the country's cultural values, which may result in rejection by society in general, and by teachers in particular, in order to protect their cultural values and norms.

In addition, according to a number of researchers (Alhaidari, 2006; Alghamdi, 2007; Algarfi, 2010; Albedaiwi, 2014), the Ministry considers that the use of traditional and individualistic theory is no longer a suitable method in readying learners with the necessary tools and skills required for life after school. These changes to the education system have partially arisen with the attempt to furnish students with the skills needed to adapt to the modern era and to the future trends of globalisation and technology. For instance, the skills of analysing and thinking, solving problems, communication, cooperation, understanding of other cultures and self-learning have never been more important than they are now.

For these reasons, the Tatweer project involved the creation of a curriculum by specialists who have studied the curricula of other developed countries. This curriculum was to be distributed countrywide so that all schools would have the same curriculum (Salamah, 2001; Albedaiwi, 2014). Moreover, the Ministry of Education sought to provide high-quality training and internationally accredited global programmes to improve the skills of teachers. In addition, it sought to provide advanced educational materials and modern teaching technologies required under the new curriculum to districts and schools. This curriculum was designed to improve students' learning in the classroom and make the learning process student-centred rather than teacher-centred. Moreover, as mentioned previously, it aimed to help students to engage in social development by enabling them to address current social and environmental problems.

Several commentators (Al-Saif, 1996; Salamah, 2001 cited by Aljughaiman and Grigorenko, 2013) have claimed that curriculum development in Saudi Arabia has major weaknesses, due to the fact that the Ministry of Education in the KSA does not involve students, parents, teachers and local administrators in decision-making on education policy or in the introduction of learning practices in schools. The participation of these parties could improve student outcomes and may facilitate teachers in preparing students to adapt to the new methods, which is not common in the KSA (Al-Saif, 1996; Salamah, 2001 cited by Aljughaiman and Grigorenko, 2013).

The introduction of the new curriculum required the development of new teaching methods. Policy-makers at the Ministry of Education were aware that teaching methods needed to be updated or preferably replaced with more effective methods. One new method, which, if implemented on a wide scale, could improve the quality of teaching and learning in Saudi Arabia, was the cooperative learning method. Much of the research performed on traditional individualistic learning methods shows that the teaching performed in classrooms in Saudi Arabia is largely dependent on memorisation, note-taking, and lecturing. The teacher performs a lecture, which students must take notes on and listen to in order to learn effectively. Students are not encouraged to discuss or explore information actively but receive it passively. Participation is regulated to textbooks and to direct contact with the teacher. This manner of teaching and learning is considered at the lowest level of Bloom's taxonomy, which tries to encourage educators to incorporate creation and analysis into the classroom (Alhaidari, 2006; Alharbi, 2008).

Although the Tatweer Project introduced radical changes to the Saudi education system and the objectives of the project were highly practical, it has received much criticism from the Saudi public as well as Saudi scholars. Nine years after its implementation, there is no strong evidence of improvements in the Saudi education system. The reason for the Tatweer Project's failure to get underway seems to be a lack of political vision and will. The Tatweer Project has been criticised for not adequately preparing young people in Saudi Arabia for employment by equipping them with the ability to adapt to the rapid changes of global developments (Al-Essa, 2009; Allmnakrah and Evers, 2019). In addition, Allmnakrah and Evers (2019) have shown that teachers and principals had only a vague understanding of the education reform and its objectives. Therefore, Economic Vision 2030 was developed to improve many aspects of Saudi life and the education system is one of these aspects. Economic Vision 2030 is discussed in the next section.

### **2.5.2 Saudi Vision 2030**

In 2016, the Saudi Deputy Crown Prince Mohammed bin Salman had influence within the KSA, as one of his key projects and has been making a plan for the KSA's national transformation by implementing a broad reform plan named Vision 2030. This plan is designed to completely change the KSA's economy and develop its infrastructure. This plan aims to reduce the economy's dependence on oil and seeks to develop the non-oil economy, which is in contrast to the late King Abdullah's emphasis on the importance of oil for future

generations. This plan seeks to diversify the economy and support the development of the public sector as well as private-sector job creation. Vision 2030 is not just seeking to develop a programme of economic and investment promotion, but is a broader national modernisation project seeking to improve the quality of life by providing basic necessities of life (Kinninmont, 2017; Khan, 2019; *Vision 2030*, 2020).

Although the Tatweer Project seeks to improve education in the KSA, recently, the MoE has expressed an urgent need for education reform in order for Vision 2030 to succeed and also in order to avoid the difficulties or challenges that usually arise with any transition and change. In addition, the younger generation will find it difficult to make a decent living in the private sector due to the inadequacy of the education system. Therefore, the government has become aware of avoiding these obstacles through a renewed focus on education and the drastic change in the education system (Kinninmont, 2017; Allmnakrah and Evers, 2019; Khan, 2019). The plan of Vision 2030 is aimed at making the citizens and students more active, independent and free-thinking. In addition, it seeks to give the citizens and students the ability to think critically and be more entrepreneurial. Moreover, it focuses more on the skills and the knowledge needed for a modern economy, especially in technical and vocational areas. This will lead to improving students' historical, scientific and mathematical thinking. It will promote higher education by achieving these goals through rigorous reforms. Through empowering the education system and schools in the KSA, the plan is focused on promoting the social skills, cultural knowledge and self-awareness of students. Therefore, the MoE seeks to make critical thinking the basis of all curricula and also the teaching and learning methods (Kinninmont, 2017; Allmnakrah and Evers, 2019; Khan, 2019; *vision 2030*, 2020).

However, the students will not be able to adapt to a modern economy if the Saudi government does not care about teachers. Therefore, Vision 2030 gives teachers more attention than in the past, as the government believes that teachers are the key to successful education reforms and the key to enhancing students' skills and achievements. The plan of Vision 2030 is focused on providing practical training in innovative ways and incorporating and fostering critical thinking in teacher education programs in the KSA. This strategy is also intended to provide them with the necessary critical teaching tools and develop the strategies that teachers need in their teaching, such as critical thinking, problem solving, creativity and entrepreneurship. Therefore, to achieve these goals, the policy makers plan to provide more interesting materials for teachers/students and make classrooms more informal (Allmnakrah and Evers, 2019).

Although the government has focused on enhancing teachers' skills, this will not be successful if the government ignores teachers' engagement. Allmnakrah and Evers (2019) pointed out that the KSA has demonstrated that teachers' voices and engagement in the current Saudi education reform is still not recognised. The government has therefore considered this issue and the policy makers plan to have teachers act as agents of change and active partners rather than being passive recipients of education reform. Moreover, the reform aims to give teachers the chance to have their voices heard and to discuss and review their progress in order to make sure they can pass knowledge on to their students. In addition, it also aims to give them the chance to engage with the government's plan in order to play a positive role in contributing to the achievement of the goals of Vision 2030 and the successful future of the shift in the Saudi education system (Allmnakrah and Evers, 2019).

Moreover, Vision 2030 does not only focus on developing the aspects described above; it also includes increasing the empowerment of women in a society that generally relies more on men than women to achieve its development goals, as the empowerment of women in the Middle East and North Africa is considered lower than any other region in the world. Therefore, Vision 2030 seeks to develop education for girls and attempt to investigate the issues that are hampering the development of girls' education and involvement in the job market. In addition, it seeks to increase female engagement in the workforce and contribute to the economic growth of the KSA by developing their talents and allowing them to strengthen and plan their futures. It also aims to assist them in developing their society, and moreover, working to change the perception of women in Saudi society through education (Hamdan, 2005; Naseem and Dhruva, 2017; Khan, 2019).

The next section explains the cooperative learning method, which is one of the changes introduced in the Saudi education system. It also explains how the Ministry of Education tested the success of this change. This example may be instructive for the implementation of other educational reforms.

### **2.5.2 Cooperative Learning Method in Saudi Arabian Schools**

Before moving forward, it is important to evaluate the concept of the cooperative learning method within the society of the KSA. Almufadda, (2006) considered that cooperation is one of the key principles of the Islamic religion. Holly Quran and Prophet Muhammad encourage people to cooperate together, where each person tries to help others. Cooperation is permitted and encouraged for good deeds and means, but is forbidden if people cooperate for something

bad, which may affect society negatively and promote aggression. Muslims in the past learned through people in mosques and in close communities, which has furthermore promoted the usage of a close cooperative learning method. This way is still used in the mosque today when people learn from the Quran. A teacher controls these groups and gives people the opportunity to teach other members within the same group. Therefore, Saudi Arabian society adapts well to the cooperative learning method concept, encouraging people to work together to achieve their goal.

In order to fully understand cooperative learning and the proposed group work method, it is important to understand the traditional method which still applies in some schools across the Kingdom (Alharbi, 2008; Algarfi, 2010; Alghamdi and Gillies, 2013). Traditional learning methods, also more accurately called competitive or individualistic traditional learning methods, are the manner of teaching which enforces working by oneself and completing individual work in order to encourage competition between students. To do this, students are individually seated in the classroom, with no group work or collaboration between them. This method is used to improve grades, rather than to encourage group work amongst their peers (Alharbi, 2008).

The traditional learning method within Saudi schools is therefore reliant on the teacher's presentation of the content. The teacher begins by presenting the topic and key aspects. Often, the teacher will then go on to direct some questions at volunteering students, in order to put the lesson into practice. The final stage of the lesson is used for independent work, where students work individually and at their own pace through a set piece of work in order to gain some form of reward or encouragement. Teachers using the traditional individualistic learning method often come around the classroom to help students, but will not generally be able to help all students, particularly in larger classes. This can be detrimental to students who have not understood a problem because they have not been visited, or because they did not understand it on the first visit. Teachers do not permit pupils to work together or help one another out, as the presentation of material and the act of problem solving is considered to be the teacher's domain (Alhaidari, 2006; Alharbi, 2008; Algarfi, 2010).

In comparison to this method, cooperative learning “is defined by a set of processes which help people interact together in order to accomplish a specific goal or develop an end product which is usually content specific” (Panitz, 1999: p5). It is defined again by Lord (1994); cited by Alharbi, (2008: p27) as being a learning method involved in “structuring classes around small groups that work together in such a way that each group member’s success is dependent

on the group's success'. Alharbi, (2008) notes that, within the cooperative learning method, the teacher is considered to be an advisor or assistant, rather than a lecturer.

The cooperative learning method, as used within Saudi schools, involves students being divided in the classroom into groups, with each group having between two to six students. Placing students in small groups is often done through mixing ability, where each group consists of low, middle and high achievers, a type of group which is called a heterogeneous grouping system. The Kingdom's schools apply this type of grouping system in all subjects, from Mathematics to reading to science (Alhaidari, 2006; Alharbi, 2008; Algarfi, 2010).

As already mentioned above, the policy makers at the Ministry of Education are well aware of the need to change the existing teaching methods in Saudi Arabia. One of the potential new methods which implementation on a wide scale can improve the quality of teaching and learning in Saudi Arabia is the cooperative learning method. In order to assess its practical benefits, the Ministry has conducted an experiment that tested this new method in some schools in the Kingdom (Alhaidari, 2006; Alghamdi, 2007; Algarfi, 2010). Alghamdi, (2007) mentioned a workshop created by the Ministry in some schools which lasted for six weeks, during which the cooperative learning method was studied extensively. This workshop has proposed some scientific plans, and prompted a range of questions. These include what cooperative skills should be taught to students and how this should be done; how do schools achieve positive mutual dependence; what are the rewards and criteria for success; how will schools build individual responsibility; how will classrooms be arranged; how will schools decide the number of students within a group; and how will group work be evaluated fairly.

Following this, the Ministry started to apply the group work method in private schools located in the capital city of Riyadh, in a school named Kingdom School. As a result of this experiment, the Ministry has noted a high level of interaction between students, growth figures for the students, and the tendency of students to discuss and exchange opinions without hesitation or shame. The Ministry repeated this experiment in most of the classrooms in the same school to ensure its effectiveness before applying it in other schools (Alghamdi, 2007).

The next step completed by the Ministry was to choose some schools in different cities, named Leading schools. The Ministry attempted to choose schools where it was easy to apply new teaching strategies and experiment with decisions before applying the method to all schools in the KSA. Finally, with the group work method considered being effective, the Ministry spread the method throughout schools in Saudi Arabia in order to implement it fully (Alghamdi, 2007). Alghamdi, (2007) considers the success of the cooperative learning

method depends on positive interdependence, individual accountability, face-to-face interaction, social skills, and processing. These factors have shown to lead to many positive results, including academic achievement and increased cognitive skills.

Moreover, the Ministry has provided some basic training courses for teachers to learn about strategies that are used as a part of group work method and how to implement them in a way that is beneficial for the teacher as well as for (Alhaidari, 2006; Alghamdi, 2007; Algarfi, 2010). Alghamdi, (2007) and Alharbi, (2008) claim that although the Ministry is keen to adopt such a teaching approach, many schools encountered difficulties, particularly in terms of lacking sufficient class space in case of a larger number of students. Furthermore, teachers in several schools are not trained sufficiently to use cooperative learning methods properly. Most teachers merely received written guidelines on how to encourage students to work cooperatively. Obviously, this is not enough to place teachers in the best position for using the group work method. Consequently, those teachers may not have a positive attitude towards such a method. Finally, teachers' qualifications (or lack of) could be a reason for the deficiency in applying this method. The current study seeks to address some of these challenges and to provide suggestions for policy-makers in education on how cooperative learning in particular, and educational reforms in general, could be improved. In terms of the role of teachers, it is necessary to increase their awareness of the importance of cooperative learning and general reform of the current education system and to provide them with training on best practice.

The following table [2.1] provides a summary of some of the differences between the old and new education systems:

| <b>Old Education System</b>                     | <b>New Education System</b>  |
|---|--|
| Teacher is the centre of learning               | Student is the centre of learning  |
| Transfer of information (lecturer to listener)  | Exchange of information  |
| Stimulating only listening and memorisation     | Stimulating many senses  |
| Students are passive recipients of knowledge    | Students are enabled to actively engage in processing new information through research and discovery |
| Competitive or individualistic learning methods | Cooperative learning method  |
| Each member is responsible for himself/herself  | Group members are responsible for one another  |
| Aim to improve students' grades                 | Aim to encourage group work amongst peers  |



*Table 2.1: summary of some of the differences between the old and new education systems*

## **2.6. Summary**

From the above brief description, it can be seen that the education system in the KSA is facing rapid changes. It is also evident that there are many schools in the KSA that have implemented these, whereas other schools have not. Therefore, the next chapter will provide a detailed literature review in order to increase our understanding of teachers' attitudes and the factors that might motivate or fail to motivate teachers to adopt, ignore or resist education changes.



## **Chapter 3: Literature Review**

The literature review in this study is a combination of relevant literature from different countries as well as Saudi studies, which are related to this topic. This chapter is divided into sections on teachers' attitudes, job satisfaction, professional development and learning, teacher's agency, teacher's values and finally, resistance to change.

### **3.1. Teacher Attitude**

This section will discuss some points which are related to teachers' attitudes. It will provide the definition of attitude and the importance of positive teachers' attitudes. In addition, it will explain the factors which influence teachers' attitudes, as well as the ways to change those attitudes.

#### **3.1.1 Definition of Attitude**

The term 'attitude' has been defined by several researchers. Gall&Borg and Gall., (1996) defined attitude as the viewpoint or disposition of a person towards an object such as an idea and other people. Furthermore, it differs from person to person. Moreover, Krech et al., (1962) described attitude as positive or negative feelings, evaluations, and action tendencies with respect to an object, person or event. Similarly, Edwards (1983, p. 39) stated that "attitude is a level of positive feeling or negative feeling affect associated with some psychological object". Sharbain et al., (2012,p. 15) defines attitude as "the mental predispositions or tendencies to respond positively or negatively towards a certain thing, such as persons, events, or attitude objects". Issan et al., (2011) add that attitude "is a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour". Furthermore, Duatepe et al., (2004) believed that attitude comes from feelings and beliefs which form a complex mental state. These definitions indicate that attitude is a mental or psychological tendency towards something which could be either positive, or negative.

Attitude has three components: cognitive, affective and behavioural. The cognitive component is the factual knowledge a person directs towards another person or object

(Albirini, 2006). In addition, Boer et al., (2011) think the cognitive component is the belief and knowledge the individuals have concerning something. It is clear from this explanation of cognitive component that belief is considered cognitive. Regarding the difference between attitude and belief, Arp (1999, as cited in by Clarke et al., 2009, p. 23), stated that "Attitudes and beliefs held by an individual are intricately related". In addition, they claimed that the difference between attitude and belief is complex, because attitude contains cognitive and affective components, whilst belief only contains a cognitive component. Therefore, it is clear that attitude includes beliefs so this will be part of the way the term 'attitude' is used.

The second component is the affective component - the emotional response and feeling or predilection the individual has for a person or an object. The third component is a behavioural component which consists of overt behaviour of someone towards something, such as a person or an object (Albirini, 2006; Boer, Pijl and Minnaert, 2011; Zaidi, 2015). Boer et al., (2011) give examples of these components, using an example of a relationship with special needs and may contribute to better understanding of the meaning of these components. The first example of cognitive component, as they said, was "I believe that pupils with special needs belong in regular schools (p. 333)". The affective component example was "I'm afraid pupils with behaviour problems disturb the order in class (p 333)". The final example of behavioural component was "I would refuse to give extra support to a pupil with special needs".

### **3.1.2 Characteristics of Attitude**

Attitude has eight characteristics, specified by Trivedi (2007): favourableness, intensity, salience, attitude acquisition, attitude permanence, subject-object relationship, attitude inference, and affective, cognitive and action components. Favourableness is the degree of approval or disapproval of something, which determines the direction of an attitude. Intensity is the strength of the feeling. For example, two people may have equally intense attitudes towards something, but the direction may differ.

The third characteristic, salience, describes whether a person expresses his or her attitude freely or spontaneously. The fourth characteristic, attitude acquisition, means attitudes are not inherited. An individual's attitude is not inborn or innate but acquired during the growth process. After a person acquires a given attitude, over a period of time, it becomes relatively permanent. This also suggests that attitude can be affected by growth and change factors.

Simultaneously, attitude may be difficult to change because it tends to become stable over time (this will be discussed in further details in section 3.1.5).

The other characteristic, attitude inference, means attitude is difficult to understand directly because it is not expressed directly. Nevertheless, it can be inferred from an individual's behaviour or words. Because it may be difficult to know directly the attitude of teachers in this study, diverse research methods will be used to develop a deeper understanding of teacher attitudes towards a new education change. The final three characteristics of attitude are the cognitive, affective and behavioural components which were explained in section 3.1.1.

### **3.1.3 Importance of Positive Teacher Attitudes**

Many researchers have pointed out that a teacher's attitudes affect both the teacher's behaviour and their performance, which in turn affect the school they work in themselves and, more importantly, their students as a number of studies stated that (Clarke, Thomas, & Vidakovic, 2009; Belagali, 2011; Issan et al., 2011; Trivedi, 2012).

While the attitudes and views of teachers may negatively or positively influence the outcomes of their school and the reform of the school, many studies note that attitude may have multiple effects, not just one. For example, Clarke, Thomas, & Vidakovic (2009) and Issan et al. (2011) studies have shown the same results, that the positive or negative attitudes of teachers has a great impact on improving the performance of a school and the possibility of reform. The study by Clarke et al., (2009) found that most teachers polled entered their profession because they needed the salary and immediate placement without knowing the value of teaching, which, in turn, led to development of negative teacher attitudes. As a result, pessimistic teachers, who enter the profession for reasons of salary and security and do not embrace the values of teaching, hinder the development of the school system as a whole. While this study noted that negative attitudes have had an impact on school outcomes, Issan et al., (2011) highlighted the positive attitudes on the overall performance on a school. They also concluded that teachers in Omani schools, who held positive attitudes toward their teaching, play a significant role in improving the outcome of a school, particularly in areas such as school management and student performance. Their attitudes can also have impact on their performance in school as well and may give them more commitment to their responsibility to uphold the school's standards. These two studies found the same results but in opposite directions, Issan measured the attitude of teachers via survey, but collected data from both urban and rural locations. Clarke, on the other hand, measured teacher attitude by survey,

interview, and observation. However, their sample was limited to urban locales. Therefore, positive attitudes and morale among teachers are very important, as it helps to further education reform and improves the performance of a school.

Since teacher attitudes have a great effect on schools, it can not only negatively or positively affect teacher behaviour and performance, but also job satisfaction. There are studies that examine whether teacher attitude has a relationship with job satisfaction. Kelly et al., (2008) Salehi and Taghavi (2015) and Cristina-Corina and Valerica(2012) found a positive correlation between job satisfaction and teachers' attitudes. However, Kimengi(2014), study is an exception when he found no relationship between teacher attitude and job satisfaction. He found that 65.8% of teachers had a positive attitude, but 82.4% of teachers were not satisfied. Therefore, it seems that the relationship between these aspects is still undetermined.

However, it is possible that the reason most of these studies found the same results was because all of them collected data through a single method, questionnaire and did not utilise a more qualitative method. A more qualitative method can help researchers to understand other people's attitudes, feelings, thoughts, and more. It also helps to obtain deeper information that the researcher might need (Johnson, 2011). Furthermore, these studies applied their research to different countries, and to different levels of education. For example, Kelly, Yun, Ling, & Sheng Hu, (2008)focused their study on 125 teachers in primary schools in Singapore, and Salehi polled 340 teachers who only teach English in Isfahan schools. Cristina Corina randomly selected 201 participants from all levels of education (primary, secondary and high schools). Finally, Kimengi collected data from 324 teachers among secondary schools in Kenya. It seems that these studies have various conclusions and more likely because it has been conducted in the diversity of national contexts. Apparently, each educational system has unique educational policy in terms of teacher motivation, satisfaction, and learning and development. Therefore, collecting deep data may reflect the real situation more accurately.

On the other hand, there are some studies that have found that attitude can affect job satisfaction and that job satisfaction can affect teacher attitude. For example, Jiang (2005) distributed a questionnaire to 317 teachers in China, and the results showed that positive attitudes had a great effect on job satisfaction. He also found that the main reasons that led teachers to leave their job are more negative attitudes and low satisfaction. Therefore, these studies demonstrate that having a positive attitude is important for overall job satisfaction among teachers. Conversely, having higher job satisfaction can play an important role in teacher attitude.

In the same way that teacher attitude can affect job satisfaction, it can also affect teacher effectiveness. There is some evidence to support this. For example, Williams (2003) and Bell(2005) argue that there is a relationship between teachers' attitudes and their pedagogical effectiveness. Bell distributed questionnaires to 457 foreign language teachers, and found that more than half (56%) of teachers in his study were more effective because their attitude was positive. Williams, on the other hand, conducted interviews with 12 experienced teachers in western North Carolina. He found that the main reasons that teachers were effective and had a positive attitude was due to the positive feedback of students as well as the teachers tending to work and cooperate with each other.

On the other hand, Popoola, B.I., Ajibade, Y.A., Etim, J.S., Oloyede, E.O. and Adeleke (2010) and Palardy and Rumberger (2008) found no correlation between teacher attitude and teaching effectiveness. Both of these researchers collected data through questionnaire alone. The quantitative findings of Popoola's study, which applied to secondary schools in Nigeria, revealed that most of the teachers polled had poor attitudes, but this did not affect their teaching. In fact, the authors found that the teachers were more effective. This means that there is no correlation between teacher attitude and teaching effectiveness. Moreover, poor attitude may be due to Nigeria's poor economy, which affects the salary of teachers, as demonstrated by Popoola. It is also clear from Popoola's findings that the attitudes of teachers studied were affected by job satisfaction. In addition, Palardy also found that the attitude of a teacher, who taught reading and math in first grade, did not raise the effectiveness of the teacher in the classroom. It seems that these two studies have the same results maybe due to the fact that both only used questionnaires to gather data, and only from teachers. Leaders' opinions may be vital to understanding the effectiveness of teachers in the classroom.

Furthermore, the attitudes of teachers may play a significant role in teacher behaviour and decision making, as pointed out by some researchers and denied by others. For example, Maurya (1990), as cited by Zaidi (2015), found that teacher attitudes do not affect a teacher's behaviour in the classroom. In contrast, many later studies found that teacher attitudes affect a teacher's behaviour. Hussain et al., (2011), Belagali, (2011) Trivedi, (2012) and Maliki, (2013) all pointed out that the attitudes of teachers play a significant role in teacher decision-making and behaviour in the classroom. Hussain, by distributing questionnaires to 50 teachers and 100 students in the secondary school of Dikhan city in Pakistan, found that having a positive attitude had a great impact on a teacher's decision-making and behaviour in the classroom. They also found a high correlation between the attitude of the teachers and their behaviour. All of these studies concluded that there is a relation between teacher attitude and teacher decision-making and behaviour, although each of them only found their results

via questionnaire and did not employ methods that could have given them a deeper understanding. However, these studies had a wider diversity of sample; some of these studies collected data only from teachers, while others collected data from both teachers and students.

Furthermore, there are some studies that show there is a relationship between the competency of teachers and teacher attitude as pointed out by Sharbain and Tan, (2012a) and KÖKSAL, (2013). Both authors examined the relationship between the competency of teachers and their attitude. They employed different methods of gathering data. Sharbain collected data from Gaze city in Palestine by using observation cards and questionnaires from 41 pre-service and novice teachers. In contrast, KÖKSAL collected data from 379 teachers in Turkey by using the “General Teaching Profession Competencies Self-Assessment Form” and the “Scale for Attitudes towards the Teaching Profession”. Both authors found that there was a correlation between the attitude of a teacher, whether positive or negative, and the teacher's overall competency.

Furthermore, having a positive attitude can help teachers adopt educational reforms, including new teaching approaches or curriculum. As Reinke and Moseley, (2002) stated, a teacher's attitude is very important for stimulating new ideas and approaches to teaching in the classroom. Ponte et al., (1994) made the same assertion and collected data from nine teachers and 19 students by interview, observation, and documentary analysis. These qualitative findings revealed that a positive attitude in a teacher can drive them to develop teaching strategies and new curricula. Conversely, having negative attitudes toward teaching strategies may mean teachers neglect these new methods or at least are not likely to perform them very well. Therefore, teacher's attitude plays a significant role in adopting, applying or accepting new methods of teaching in the classroom (Ponte, J.P., Matos, J.F., Guimarães, H.M., Leal, L.C. and Canavarro, 1994; Reinke and Moseley, 2002). On the other hand, as teacher attitude may influence applying certain teaching methods, applying and implementing new methods or teaching strategies may impact on teacher attitude positively or negatively. Kennedy and Kennedy (1996) showed that providing new curriculum, applications or methods in the classroom can improve the attitude of teachers and facilitate their pedagogy. This may be when teachers would like to break the routine. However, there is need for further study into this issue. Therefore, this study may explore it further.

In summary, most of these studies demonstrated that teacher attitude can have a great effect on teacher behaviour, teaching effectiveness, decision-making, teacher competency, job satisfaction, and motivation for applying new teaching strategies or new curricula..



There are a number of studies that point out that teacher attitude can affect student achievement. As stated by Odiri, (2011) and Abudu and Gbadamosi (2014), students are sensitive to their teachers' attitudes, which eventually influence their learning outcomes and achievement. Both of these researchers collected data from secondary schools in Nigeria, but in different subjects. Abudu's research involved 14 chemistry teachers and 110 students selected from secondary schools in Nigeria. The quasi experimental design was adopted for this study. These studies had the same result, although this may be due to the fact that they worked in the same country and at the same level of education, which means that the schools examined had the same system of education, and the teachers had nearly the same training and motivation behind their attitudes. Moreover, both researchers studied the effect of different subjects (e.g. science and art) on attitude and they found support for that teacher attitude would be affected by the type of the subject as confirmed by (Trivedi, 2012). Similarly, Muijs and Reynolds (2015) found that the attitude of teachers has a significant effect on the achievement and learning outcomes of their students. A questionnaire and observation was created for this study. They collected data from 103 primary school teachers and 2148 students in the UK, using achievement tests. It is important that these studies collected data from both teachers and students to get a better understanding of this relationship. Johnson's (2011) study, however, collected data from trainers and teachers. He employed a pre-experimental design, using both quantitative and qualitative components. Among the findings of this study was that teacher attitude positively impacted students' achievement, particularly in writing. In contrast, some researchers found that there was no significant relation between teacher attitudes and student achievement, as confirmed by (Maurya, 1990; cited by Zaidi, 2015). Therefore, a positive attitude among teachers has a correlation with students' academic achievements, and can assist students in reaching their goals. Additionally, Shaheen, (2015) confirmed in his study that student attainment depended on teacher attitudes, since teachers have the power to negatively or positively influence and encourage their students' academic performance, motivation and sense of accomplishment.

Moreover, other researchers believed that positive attitudes of teachers can develop creative thinking in students and motivate students to learn, which ultimately improve the students' outcomes, as found by (Hoseini, 2014). Hoseini, (2014) stated that "creativity is a process that leads to an outcome that is novel, original, and unconventional and is accepted as appropriate, valuable, and useful" (p 108). He made pre-test and post-test observations on 120 elementary school instructors. He made comparisons between these groups, and found that there is a positive impact during the training period. It is clear from this study that a positive attitude among teachers can promote creative thinking in students, which leads to improved outcome for the students.

Numerous researchers, including Belagali(2011)and Trivedi(2012), emphasized that positive or negative attitudes of teachers are likely to impact on students' behaviours. Both of these studies had the same result, which may be because they both only applied their study to teachers. Belagali collected data from 25 male and 25 female secondary teachers of Kundagol taluka via Statistical Analyses. Trivedi, on the other hand, used surveys to gather data from 117 teachers at all levels of education, including primary, secondary, higher secondary, and college. If these studies had collected data from students as well, they may have been able to better assert their findings' importance in the classroom.

Furthermore, a teacher's attitude and behaviour can influence student life, as was found in Gourneau's study (in 2005) This showed that teacher attitudes also have the potential to influence students' views of themselves inside and outside school, and can affect their decisions in the present and in their future. This was also supported by Shaheen (2014), in which he emphasizes that positive attitudes of teachers tend to produce the ideal type of student, while negative attitudes may lead to creation of unfavourable and destructive personalities in their students, which can affect these students' lives.

In summary, most studies show that a teacher's attitude is fundamental to education as a whole, as positive and negative attitudes can positively and negatively affect schools, teachers, and students. Moreover, these studies show that teacher attitudes are vital to the development of education reform and variety in the classroom. Therefore, it is reasonable to expect that teacher attitudes in Saudi schools are also important and affect how they adopt and apply new education reforms, such as cooperative learning methods. Alghamdi (2007), Alharbi (2008) and Almufadda (2006) have claimed that although some educational reforms, such as the cooperative learning method, have been encouraged by the Ministry of Education in the KSA, some schools and classrooms still do not apply cooperative learning strategies. Understanding Saudi teachers' attitudes towards educational reform using cooperative learning as a specific case is critical.

Ali (2011) reviewed many studies related to cooperative learning and found that most focused only on comparing cooperative learning methods with traditional methods of teaching. He also claimed that previous studies were ignored by researchers conducting studies on teachers' attitudes towards cooperative learning. Ali explained that because cooperative learning is a relatively new teaching strategy, most previous studies were experimental and investigated the effectiveness of cooperative learning for student education. Further, they focused on discovering whether the cooperative learning or the traditional teaching method

was more effective. These limitations suggest it is important to understand teacher attitudes towards educational reform in general and towards cooperative learning in particular.

Collectively, most previous studies measured attitudes with questionnaires and ignored methods such as interviewing, which yield a deeper understanding of teachers' attitudes and feelings, and they also ignored observational methods, which provide data on teacher behaviour in their real life setting. In addition, many of these studies relied on data gathered only on teachers and ignored other potential sources of information, such as the head teacher. This study thus will use qualitative methods and will gather data from teachers and head teachers to obtain a better understanding of teacher attitudes towards a particular educational change.

### **3.1.4 Factors Influence Teacher Attitudes**

Some factors which play a role in overall teacher attitudes include experience, gender, training, location, age and qualifications. The majority of studies reported that positive and negative teacher attitudes are influenced by these factors, including Babu and Raju (2013), Khan, Nadeem, and Basu (2013), Trivedi (2012), Tok (2011), Belagali (2011), Köğçe, Aydın, and Yıldız (2010), Maliki (2013) and Issan et al. (2011). However, a few studies stated that these factors have no effect on attitude. Studies that obtained this finding include Kanti (2013), Ravi et al., (2014), Pandey and Maikhuri (1999), Shaheen (2015) and Yaakub (1990).

A number of studies that examine the relationship between teacher attitude and teachers' experience have produced different results. According to Al Harthy, S.S.H., Jamaluddin, S. and Abedalaziz, (2013) research, more experienced teachers held more positive attitudes than less experienced teachers. Moreover, this had an effect on these teachers' performance. Data for this study were collected from 236 Omani teachers by issuing questionnaires. Teachers were categorized by experience, as novices and experts. Teachers were considered to be novices if they taught 3 years or less; they numbered 128 (54.24%) out of 236 teachers, while expert teachers, who taught more than 3 years, numbered 108 (45.76%) teachers out of 236. In spite of the high number of novice teachers compared to expert teachers, most of the expert teachers in this study had more positive attitudes.

Alternatively, Ravi et al. (2014), revealed that there is no relationship between teacher attitude and teacher experience. He collected the data by distributing surveys to 300 teachers. Ravi divided the sample into those with less than ten years of experience, about 110 teachers, and those with more than ten years of experience, about 190 teachers. This study had different

results than Al Harthy et al. This may be due to the sample of the Ravi study, which has a smaller number of novice teachers, while Al Harthy's study has more novice teachers than expert teachers. Another object of consideration is that each study measures teacher experience differently. Al Harthy limited teacher experience to between 1 to 3 years, while Ravi limited the experience to no more than ten years. This is a clear difference between these two studies and may account for the disparity in their results.

Other researchers examined the effects of a teacher's age on teacher attitude. Pandey and Maikhuri, (1999) cited by Zaidi, (2015) believed that the age of the teacher did not influence the teacher's attitude. However, other studies showed that there are differences between the attitudes of young and old teachers as confirmed by Ravi et al., (2014) and Tok (2011). Both of these studies found that younger teachers have a more positive attitude than older teachers. Both studies have the same results, though each researcher measured a different sample. Ravi directed his study toward in-service teachers, while Tok focused on pre-service teachers. However, these two studies collected data in drastically different ways. They both used a quantitative method, but Tok also used semi-structured interviews.

The other factor is the qualifications of a teacher, which some studies examined in relation to the teachers' attitudes. Yaakub (1990) found that a teacher's qualifications did not have a significant effect on their attitude. He collected questionnaires from 210 teachers. Kanti (2013) found the same findings that qualifications do not have any significant influence on teacher attitude. He also found that by using the survey method on 650 teachers in secondary school.

Other researchers investigated the relationship between gender and teacher attitudes. A number of studies found a significant difference between male and female teacher attitudes (Köğçe, Aydın and Yıldız, 2010; Belagali, 2011; Khan, Nadeem and Basu, 2013). For example, Khan, Nadeem and Basu (2013) claimed that male teachers had more positive attitudes than female teachers. They used the systematic sampling technique in a sample of 480 teachers. The findings showed that 14.68% of the male teachers were found to have an extremely positive attitude, compared to only 9.27% of female teachers. Of those who had an extremely negative attitude, 11.18% of male and 18.55% of female teachers fell into the extremely unfavourable category. It is clear from this presentation that males tend to have a more positive attitude than females. On the other hand, Köğçe, Aydın and Yıldız (2010) collated data from questionnaires of 129 females and 83 males, and found that female teachers had a more positive attitude than males. However, the sample size of female and males was unequal, which led to a higher percentage of female positivity. Maliki (2013) reached a similar conclusion, that females were more likely to have a positive attitude than males. He

found that females scored 35.01, while males scored 25.01. In contrast, Shaheen (2015) and Yaakub (1990) found that there is no difference in teacher attitudes between genders. He collected questionnaires from 210 teachers and found that the score of female students was lower than that of male students. However, the difference was not significant. These studies produced different results, although they both investigated via questionnaire. However, some studies focused their research on pre-service teachers, while others focused on in-service teachers. Each of these groups has different experiences, and this may produce different results.

Moreover, teachers in specific subjects were used as a variable in several studies to see a specific subject's effect on a teacher's attitude. Many researchers believed that a teacher's subject can be an important factor in influencing a teacher's attitude (Trivedi, 2012; Babu and Raju, 2013; Khan, Nadeem and Basu, 2013). For example, Khan et al. (2013) and Babu and Raju (2013) claimed that teachers who teach science had a more favourable attitude than an art teacher. Both studies collected their data via questionnaire, but from different samples. Khan et al. distributed their questionnaire to in-services teachers, while Babu and Raju distributed theirs to pre-services teachers.

Alternatively, Trivedi (2012) found that art teachers are more positive than science teachers. However, Ravi et al. (2014) claim that there is no relationship between teacher attitude and their subject.

There are some researchers who compared the attitude of teachers in urban and rural areas, and their studies had various results. Belagali (2011) concluded that the attitude of teachers in urban schools was more positive than those of teachers in rural schools. He collected data from 50 secondary teachers in Kundagol Taluka. However, Ravi et al. (2014) and Issan et al. (2011) found that teachers in rural schools have more positive attitudes than teachers who work in urban schools, despite urban areas having a higher standard of living. Issan et al. (2011) collected data from 827 teachers in Oman. Ravi et al. gathered data from 300 teachers by survey. On the other hand, Singh (1991) and Tripathi (1980) observed no significant difference between the attitudes of teachers in urban and rural schools (Zaidi, 2015). These studies have very different results, which may be due to the fact that every country has different policies towards their education and different motivations that may promote their attitudes. As Ravi pointed out, teachers in urban schools have greater resources, such as good facilities, variety programmes and interest in the library.

To conclude this section, the literature identifies various factors that may have an effect on teachers' attitudes, such as age, experience and subject. In addition, there is a large volume of

published studies describing the role of professional development and learning and these will be discussed in more details in a following section (section 3.4). Therefore, examining these factors in a solo study could help to explain why many schools have adopted and implemented the education changes, whereas some schools have ignored implementing these changes, despite the Ministry of Education imposing their implementation on schools.

### **3.1.5 Improvement of Teacher Attitude**

There are arguments in the literature review regarding the ways of changing an attitude. Kleynhans & Kotzé, (2014) claimed that forming and changing an attitude are difficult processes, because an attitude consists of three components - cognitive, affective and behavioural - and each one of these components needs to be addressed. In addition, Johnston (2008), as cited by Tok (2011), pointed out that changing an attitude requires three approaches which are identified by psychology.

The first one is the cognitive approach, which contains changing the person's thinking about an object. To achieve this, a conflict between the old and new attitudes should be introduced by information or persuasive communication. The second approach is behavioural, involving a means of support or sanctioning. In general, a person has a tendency to perform an action he is rewarded for repeatedly. Therefore, if a reward is given for a positive attitude, the likelihood of that attitude's emergence increases. The last one is the social approach, referring to the fact that a person tends to imitate the behaviour and beliefs of people he admires.

In addition, Kleynhans et al. (2014) pointed out that external and internal strategies are important to foster the change in attitudes. On the other hand, Carr (1990), as cited by Ahmad et al., (2009), argued that an attitude can be modified and that this happens when an individual becomes aware that a new attitude would be better, often through evidence. Zaidi (2015) adds that formation of an attitude does not happen in a short time and that it can be changed with time and experience.

Moreover, Zaidi, (2015) pointed that there are four conditions which lead to formation of attitudes, which are "(i) The accretion and integration of responses learned in the course of growing up (ii) The individual differentiation or segregation of experiences, (iii) The influence of some dramatic experience or trauma and (iv) The adoption of readymade attitudes (p 46)".

Furthermore, a change in attitude occurs on two levels either in its intensity, such as an increase or decrease, or a change in its nature towards positive or negative (Al Harthy, S.S.H., Jamaluddin, S. and Abedalaziz, 2013). There are some factors which can increase teachers' attitudes by attempting to change their negative attitudes. There are many studies which explain this, such as Issan et al.(2011), which recognized the main factor that can help foster positive attitudes begins with preparing teachers from higher education institutions through programs to specifically improve their attitude. This was also confirmed by Sharbain and Tan's(2012a)results, which showed that professional neglect and poor preparation for pre-service teachers can negatively affect their attitude. On the other hand, Tok (2011) conducted an interview with pre-service teachers and he found different factors which can play a significant role in changing their attitudes. He found that the changes in attitude of the pre-service teachers involved in this study were in relationship with factors such as co-operation among teachers, methods of teaching, teacher supervision and plan of training. In addition, the teacher education courses designed to support teachers' skills and competencies can also support the development of positive attitudes (Stella, Forlin and Lan, 2007). However, Tok (2011) indicated that teacher education courses are not sufficient to change the attitudes of teachers to positive.

Other researchers believed that the school plays a significant role in improving the attitudes of teachers. Belagali (2011) confirmed this by stating that a good school environment can enhance a teacher's attitude. Issan et al.(2011)similarly found in their study that a teacher's attitude directly relates to a school's facilities, such as the space of their classrooms, number of students per class, professional development training session, and mentors. They found that providing these for teachers can enhance teachers' attitudes. Other researchers believed that conditions of service are related to teacher attitudes. Osunde and Izevbigie (2006) investigated 400 secondary school teachers' attitudes and found that poor conditions of service increase negative attitudes of teachers, such as delay in salary payment. The same topic of study was conducted by Sharbain and Tan (2012a) and (Issan et al., 2011)who found that insufficient salary may affect a teacher's attitude. They added that inadequate funding of schools also negatively impacted teachers' attitudes.

Furthermore, most of these studies pointed out that professional development is important for increasing the positive attitudes of teachers. This has been confirmed by many researchers (Klingner, 2004; Johnson, 2011; Sharbain and Tan, 2012a).

Sharbain et al. (2012)examined the competency and teachers' attitude before and after training. They found that the attitude improved after training. Therefore, it is clear that professional development affects attitudes and can change it. Johnson (2011) confirmed this -

in his study, he collected data trainers and teachers obtained from applied quantitative method and interview. He found that professional development had a positive impact on teachers' attitudes, particularly their attitude towards writing. However, Klingner (2004), as cited by Johnson (2011), claimed that professional development does not affect a teacher's attitude if he does not apply the training content.

In conclusion, it is important to note there is disagreement in the literature regarding whether teacher attitudes can change. Some studies find attitude is difficult to change, while others suggest there are factors that can facilitate attitude modification. Therefore, the points raised in the above section might be useful for identifying the results of this study and for understanding why some schools in the KSA still have not adopted education changes. despite imposition by the MoE.

### **3.2. Teacher Agency:**

In the last 20 years, education policy reforms have imposed so many changes on schools that this period of time has been described as an epidemic of change (Priestley et al., 2012). Many researchers, such as Biesta, Priestley and Robinson (2015), Butler, Schnellert and MacNeil (2014), Priestley et al. (2012) and Shieh (2012), have claimed that changes are usually accompanied by obstacles that hinder their successful implementation. Moreover, it is difficult to address this issue if teachers still face disempowerment and marginalisation.

Therefore, researchers have shown that recent education policy reforms have sought to address this issue by considering how teachers can be agents and developers of school change and achieve success in the classroom (Priestley et al., 2012; Shieh, 2012; Butler, Schnellert and MacNeil, 2014; Biesta, Priestley and Robinson, 2015). Change can also occur by engaging teachers in reflections about their classroom practices or educational values, or how they can achieve success and develop new ideas (Priestley et al., 2012; Biesta, Priestley and Robinson, 2015). Therefore, it is important to explain the meaning of agency, which will be described in the following section.

#### **3.2.1 The Meaning of Agency**

There is extensive discussion in the literature about the concept of agency. Biesta and Tedder (2006), Robinson (2012) and Priestley et al.(2012) agreed that agency is the power and



capacity to act, which can manifest as positive or passive action, in order to “critically shape actors’ responses to problematic situations” (Biesta and Tedder, 2006, p.5). In contrast, Biesta, Priestley and Robinson (2015) say agency “is not something that people can have – as a property, capacity or competence – but is something that people do” (p.626). That means that the concept of agency can help researchers to focus more on the quality of actors’ interactions than on the qualities of the actors themselves (Priestley *et al.*, 2012; Biesta, Priestley and Robinson, 2015).

In addition, agency is also described as the “capacity for autonomous action . . . independent] of the determining constraints of social structure” (Biesta and Tedder, 2006, p. 5). However, there are different views regarding whether or not the concept of agency is the same as the concept of autonomy, which will be explained more in the next section.

In addition, Robinson (2012) argued that agency is related to reflexivity and the capacity to make choices, even if the action is passive, in order to enact changes or preserve routines. Butler, Schnellert and MacNeil (2014) also supported this view of agency, arguing that agency is related to self-perceptions of efficacy. This sense of agency reflects teachers’ abilities, and can help teachers develop their capacities to have power over the things that might affect their lives or to seek particular goals.

Teacher agency also means that teachers have the power and capability to work alone or in groups and to determine their own working lives. Teacher agency can be achieved by striking a balance between the needs of individual teachers and the experiences of the group (Robinson, 2012).

### **3.2.2 The Difference between the Concept of Agency and the Concept of Autonomy**

There are debates on the difference between the concept of agency and the concept of autonomy. For instance, Paris and Lung (2008) pointed out that agency and autonomy have different meanings, and that agency is always alert to act in any situation or to take action, whereas autonomy requires “thoughtful assessment of the reasons for acting autonomously in the face of challenge” (p.264). The authors also stated that helping teachers to do reflections and transform thinking into practice leads to supporting the autonomy of teachers. In addition, Luck and d’Inverno (1995) described the difference between agency and autonomy; autonomy is acted up on through an individual’s own motives; while the goal is important for achieving agency, the individually based motivations are not important for agents to act upon.

The authors pointed out that the agent exerts power or acts for another person or to achieve the goal.

On the other hand, there are some researchers who believe that the meaning of agency is the same as the meaning of autonomy. Greene (1978), cited by Paris and Lung (2008) described agency as a form of autonomy that can “carry with it a conviction of moral responsibility” (p.254). Autonomy, then, is the power or ability to take actions, or for people to choose what they want to do or what they believe is good while maintaining their own values and beliefs. It also allows an autonomous teacher to take actions based on professional knowledge. In addition, other researchers have described agency as the “capacity for autonomous action . . . [independent] of the determining constraints of social structure” (Biesta and Tedder, 2006, p. 5). Therefore, it could be understood from this section and the previous section that agency and autonomy are related to each other. Agency could be defined as exerting the power to act, whether alone or in groups, and the actor could act independently or under strict control.

### **3.2.3 Constructing and Developing Teacher Agency**

Different contexts or factors can lead to constructing and achieving agency or, alternatively, lead to hindering agency. Agency can be utilised frequently and in different settings.

Priestley et al.(2012) and Biesta, Priestley and Robinson (2015) argued that it is important to understand that the meaning of agency requires an understanding of its different dimensions. These dimensions each play a role in developing agency, and can influence the concrete achievements gained by utilising agency to a different degree. There are three dimensions of agency: iterative, practical evaluative and projective. The first dimension, iterative, makes the individual’s actions, patterns of thought and choices depend upon past experiences, and it results in the individual trying to reinterpret and insert these experiences into practical activities in order to protect identities and interactions over time, such as life histories and professional histories (Priestley et al. 2012; Robinson, 2012; Biesta, Priestley and Robinson, 2015).

The second dimension, practical evaluative, is “the capacity of actors to make practical and normative judgements among alternative possible trajectories of action, in response to the emerging demands, dilemmas, and ambiguities of presently evolving situations” (Biesta, Priestley and Robinson, 2015, p. 627). This could include culture (beliefs, values, language and ideas), materials (resources, certain environmental factors) and structures (society, roles,

trust and power) (Priestley et al., 2012; Robinson, 2012; Biesta, Priestley and Robinson, 2015).

The third dimension, projective, is orientation towards the future by trying to make actions fit with an idea of the future, where this idea is related to hopes, desires or fears, and this could influence the formation of structures of thought and actions. This could apply in the short term or long term (Priestley et al., 2012; Robinson, 2012; Biesta, Priestley and Robinson, 2015).

Therefore, agency is temporal; it can be related to the past, present or future. While agency can be developed from what has been effective in the past, it can involve what is happening in the present and have a vision and direction for the future. The temporality of agency can constrain or achieve specific goals (Biesta and Tedder, 2006; Priestley et al., 2012; Robinson, 2012; Biesta, Priestley and Robinson, 2015).

Agency can also emerge from other factors. For instance, beliefs and values play an important role in shaping the dimensions of agency, whether in terms of understanding past experiences, helping to achieve activities in the present or driving and motivating future actions. For example, teacher agency seems to depend more on personal qualities related to the iterative understanding of agency because teachers bring past experiences into how they act in their work (Biesta, Priestley and Robinson, 2015). Biesta, Priestley and Robinson (2015) explained that teacher agency is apparent in a teacher's practices that are a reflection of the teacher's beliefs, but this agency also needs collective development.

Collective development is also an important factor in achieving agency. Robinson (2012) found that collegial relationships are important for developing the type of agency that leads to reforming and reshaping policies to fit better with teaching practices. Teacher agency emerges and is constructed by producing cooperative actions within a group of teachers, despite the difficulties and conflicts faced in their school environment. Therefore, the capacity or agency of an actor emerges in interactions with social, cultural, practical and natural worlds (Priestley et al., 2012; Biesta, Priestley and Robinson, 2015).

Education reforms can also help construct or develop agency. Robinson (2012) found that agency can be constructed or can emerge when policy reforms occur that lead to the "adaptation and adoption of policy requirements to fit some practices and reshape others" (p. 231). However, placing additional control over teachers' work, such as requiring testing, can reduce teacher agency. Shieh (2012) and Biesta, Priestley and Robinson (2015) claimed that putting teachers under strict control, particularly subjecting them to intensive inspection, can

be devastating to teacher agency. Additionally, when policymakers disregard and ignore teachers' practices, they are detrimental to teachers' capacity and power.

Biesta and Tedder (2006), Robinson (2012) and Priestley et al. (2012) argued that it is important to understand teacher agency and the ecological conditions of the classroom in order to actually achieve agency and to support school reform. Understanding teacher agency is also key for avoiding misunderstandings about the role of teacher agency in developing educational changes. Priestley et al., (2012) and Butler, Schnellert and MacNeil (2014) indicated that even when the actors are able to act, this is not necessarily enough to be effective. Teacher capability or agency to create change cannot be achieved if there are no interactions between a teacher's capability, agency, ecological conditions and available resources. There is a relationship between agency and environment conditions.

Professional associations and communities of practice are also important for achieving agency. Shieh (2012) demonstrated that professional associations are important forums to empower teachers, promoting dialogue and reflection on the work in the classroom and on new changes in the education sector. Professional associations are also important because they can encourage teachers to set goals, strategise and act purposefully to achieve stated goals. Associations also give teachers a voice and help them act as autonomous agents through training and access to resources that can help them influence their environments. Shieh (2012) noted that these associations play an important role in helping each teacher foster and realise his or her own agency.

Therefore, as all these factors could help to achieve or hinder teacher agency, they could also lead to shaping different types of agency, such as positive capacity, low capacity or negative agency (Priestley et al., 2012). Priestley et al. (2012) argued that positive capacity tends to be successful in the implementation of education policies, whereas low agency could extract limited or low capacity in terms of developing new educational reforms. This may be because the school environment might have a strong inspection regime that can erode teacher agency. In addition, negative agency appears in different forms, such as resistance. This kind of agency might occur under policy pressures.

### **3.2.4 The Influences of Agency**

Agency can influence the ways in which teachers live, work and develop education reforms. For instance, agency plays an important role in influencing living conditions. Butler, Schnellert and MacNeil (2014) showed that because agency is about individuals' capacity, it

can be used to guide the activities and events that happen in individuals' lives. Moreover, agency can push people to achieve their goals despite the challenges they face. Agency can shape how people feel about their social responsibility and ethical behaviour. Because agency is important in shaping the way people live, it is also important in shaping the way they work. Shieh (2012) argued that it is fundamental to focus on improving agency in general, and particularly on improving the agency of teachers. Teachers who have the power and capability to act can be more creative and innovative about ways to improve their profession. As a result, agency tends to improve teacher performance and enhance teaching environments, making them more suitable to actual teaching practices. Moreover, teacher agency improves the quality of education because it allows teachers to act with more autonomy over and ownership of their work (Biesta, Priestley and Robinson, 2015).

Change can be complex and conflicting because it has powerful ramifications and requires people to engage with challenging issues. Change can sometimes have the effect of disempowering teachers (Priestley et al., 2012; Butler, Schnellert and MacNeil, 2014). Changes will not significantly improve schools unless movements for change prioritise allowing teachers to have agency in the ways they seek to develop education reforms (Priestley et al., 2012; Shieh, 2012; Butler, Schnellert and MacNeil, 2014).

Therefore, it is important to build teacher agency because it can promote practical changes that allow teachers to produce desired results in their teaching and it can assist teachers in building their own educational practices. In addition, Robinson (2012) found that when education reforms allow teachers flexibility and input, there is an increase in teacher willingness to engage in the reforms and a decrease in teacher resistance to change. Although agency usually develops from positive changes, agency can also develop to help maintain the status quo and resist change (Robinson, 2012).

Shieh (2012) demonstrated that development of teacher agency in the United States has had a great impact on the success of education reform. While these changes were relatively easy and there were few difficulties in implementing them, this still portrays how change can be successful through the development of teacher agency and the capacity of teacher agency to drive active responses to change.

### **3.2.5. Summary**

It could be concluded that teacher agency is important for encouraging teachers to engage in the reforms and to build their own education practices. A positive capacity for agency helps with the successful implementation of education changes, whereas low agency could result in

a low capacity to develop education reforms. Therefore, this section on teachers' agency could help to explain the difference between the schools that have adopted education changes in the KSA and the schools that still ignore them. It also helps us to understand the factors that shape agency, whether through teachers' individual or collective efforts, or factors which could be shaped by values. The following section will explain teachers' values.

### **3.3 Teachers' Values**

#### **3.3.1 The Meaning of Values**

It is important to begin with an understanding of the meaning of values in the literature review. Schwartz and Sagiv (1995), cited by Cohen and Caspary (2011), have defined human values as "desirable, trans-situational goals, varying in importance, that serve as guiding principles in people's lives" (p.386). In addition, values are considered the guide or direction that lead to driving behaviour and the evaluation of the self by encouraging and justifying actions (Hadar and Benish-Weisman, 2019). Despite this, Hadar and Benish-Weisman (2019) showed that there are studies such as that of Roccas and Sagiv (2017), who claimed that the relationship between values and behaviour is not strong, which seems to suggest that people's values do not always guide or drive their actions and this shows that people are not acting according to their values .

Hadar and Benish-Weisman (2019) pointed out that values are usually stable in specific contexts, but their levels of importance are different from person to person. Values also differ between societies, which reflects each society's culture, heritage, experiences and social and economic development levels (Cohen and Caspary, 2011). However, the crucial aspect that distinguishes between people's values "is the type of motivational goal they express"(Cohen and Caspary, 2011, p.386).

#### **3.3.2 The Influence of Values (Agency and Teacher Attitudes)**

Brady (2013),Cohen and Caspary (2011) and Hadar and Benish-Weisman (2019) pointed out that values play a functional role in all processes and outcomes of work and moreover, values play a significant role in teachers' agency and their attitudes towards changes.

For instance, teachers' values have positive impacts on teachers in classroom teaching settings. Brady (2013) has shown that within school institutions, teachers usually face a variety of problems, whether related to social issues or emotional issues. These challenges lead teachers to show their professional and personal values, and then allow them to develop

those values further. Teaching can be successful when teachers show their personal values in classroom teaching, but teaching becomes more effective and could produce better results when teachers combine personal values with professional ones..

Furthermore, Brady (2013),Cohen and Caspary (2011) and Lovat and Clement (2008) have shown that values are important for teachers and others to engage with changes, as values have an impact on individual perceptions, how people can interpret the situation they are facing and how they can react to and behave towards it. However, Williamson et al., (2010),Zimmerman (2006) and Avidov-Ungar and Arviv-Elyashiv (2018)have shown that changes usually face resistance from teachers because the reforms require teachers to change their values about the process of education. Therefore, this leads teachers to become concerned with maintaining their values; this becomes an issue when the goal of the changes is not clear to teachers, and when they do not know the benefits of adopting the changes. Despite this, Ibrahim (2013) claimed that even if teachers realise the necessity of the changes, and even if the school makes the values of the changes and the benefits of adopting them clear to teachers, the teachers' values and beliefs usually influence their resistant attitudes towards education reform. In addition, Ibrahim (2013) showed that this resistance increases when changes do not align with teachers' own beliefs and values. He also illustrated that resistance to change increased when teachers worried that changes might lead to lost cultural values and norms, especially when foreign consultants instituted the changes.

Brady (2013) and Cohen and Caspary (2011) believed that people who were characterised by the values of conformity and respect for authority found it difficult to engage with processes of change. It was also found to be difficult for people who were keen to conserve their values where the changes were more affected by political considerations. In contrast, Cohen and Caspary (2011) showed that there were teachers who adopted changes even though they were not convinced that the reform would have benefits, but they adopted them because they tended towards commitment to and respect for the system. Therefore, there was a positive relationship between participation in reforms and teachers who valued commitment (Cohen and Caspary, 2011).

Biesta, Priestley and Robinson (2015), Hadar and Benish-Weisman (2019) and Biesta, Priestley and Robinson (2015) showed that beliefs and values of teachers are of key importance for teachers' agency, allowing them to act upon their beliefs and values within the contingent situations. Buchanan and Bardi (2015) and Hadar and Benish-Weisman (2019) indicated that values related to agency include influence, competence, autonomy, achievement and ambition. However, self-enhancement and openness to change are the particularly important values that relate positively to agency and participation in changes.

These values of self-enhancement and openness to change contribute to teachers' agency to create a good environment in their school, which helps them to engage with it; this further allows teachers to express their needs and helps teachers to seek to produce new ways of thinking and performing. It also helps teachers show that they value openness to new experiences, actions or thoughts; for instance, seeking to find new teaching methods or creating innovative suggestions. Although it helps teachers to be open-minded to changes, it seeks at the same time to protect independence, values and the current situation of self and society (Hadar and Benish-Weisman, 2019).

On the other hand, Cohen and Caspary (2011) found in their study that there is no relationship between participation in changes and the values of self-enhancement or openness to change. This might be because changes must be followed regardless of personal values and feelings. Moreover, as explained previously, these changes are more affected by political considerations, which these values do not necessarily involve. He found that conservatism was related to engaging with processes of change in that people sought stability to protect their traditions.

Therefore, Ibrahim (2013) showed that it is important to make the reforms align or agree with teachers' personal values, beliefs and cultural values in order to achieve new changes and increased agency. In addition, Avidov-Ungar and Arviv-Elyashiv (2018), Cohen and Caspary (2011) and Priestley et al. (2012) pointed out that understanding the values of the individual, empowering teachers in their teaching, engaging teachers with decision-making processes concerning the changes and focusing on promoting teachers through professional learning, such as helping teachers work together, is important for shaping and developing the values and beliefs of teachers. These strategies can help to determine positive and effective ways to deal with different employees and help teachers to accept reforms.

### **3.3.3 Summary**

It could be understood from this section that teachers' values are important for encouraging teachers to engage with changes or discouraging them from engaging with changes, especially when the changes do not align with their own beliefs and values. Understanding this issue of values in the context of this study will help explain the problem of some Saudi schools resisting the adoption of education changes, as the reforms require teachers to change their values about the process of education, and might also require the loss of cultural values when foreign consultants institute changes in Saudi schools.



### **3.4 Professional Development and Professional Learning**

Teachers' professional development and learning will be discussed in the following section. It will explain the meaning of both of these programmes and provide arguments for the use of the programmes at schools.

#### **3.4.1 Teachers' Professional Development**

##### ***3.4.1.1 Definition of Professional Development***

Before providing a deeper analysis of the subject of professional development, it is important to set the definition of the term itself. Ward et al. (1999, p. 8) defined professional development as a set of programmes 'designed to prepare teachers for improved performance by enhancing their knowledge, skills, and motivation to improve learning for all students'. These programmes involve offering services, such as sponsoring graduate education for teachers or state-funded programmes for professional development (Ward et al., 1999).

##### ***3.4.1.2 Advantages and Criticisms of Teacher Professional Development***

Several studies have indicated that teachers' professional development programmes have diverse aims, such as providing insufficiently qualified teachers with necessary certification, preparing teachers for new roles, and disseminating materials or courses as a part of a new curriculum (Dall'Alba and Sandberg, 2006; Lawless and Pellegrino, 2007; Desimone, 2009).

Professional development (PD) is a key aspect of education reforms and is also an essential ingredient for improving teachers' attitudes, knowledge, and teaching practices in general (Desimone, 2009; Melville and Yaxley, 2009; Anney, 2013). For example, Desimone (2009) concluded that a well-prepared professional development programme led to altering teachers' attitudes, knowledge, their practice of instruction and their theoretical background. As a result, it had influence on students' achievements. This was also supported by Yoon, Duncan, & Lee (2007), who claimed that PD enhanced teachers' knowledge and their skills, thus improving the teachers' overall teaching performance in the classroom. Many results also

indicated that improvements in teaching helped to enhance the students' achievements. Moreover, professional development affects the teacher positively, helping to raise his academic abilities and supporting his professional growth (Komba and Nkumbi, 2008). From these studies, it is clear that PD is a cornerstone in improving teachers' attitudes, knowledge and their practices. Although most these studies applied only in Tanzania and all have positive results, studies conducted by Okuni (2007) in Tanzania reported that teachers' PD in the country lacked support and was not coordinated on all levels (regional, district, and school level). Moreover, it is difficult to generalise these findings on all PD programmes, as each country may have a different education policy.

Numerous studies have attempted to explain that lack of professional development in schools might not lead teacher to react to school's reform in a desirable way. For instance, Calabrese et al. (2006) conducted interviews and put together focus groups with 31 teachers and two building administrators. During this study, they found that a lack of professional development in schools and disregarding teachers in a professional development role during the planning of reforms lead to high levels of resistance among teachers. These findings are also supported by Irez & Han (2011), who found that a lack of training is one notable barrier that teachers in Turkey face with regard to new implementation.

Despite the general agreement about PD as being essential to improvement of teaching, several reviews of professional development studies have consistently indicated that some PD programmes were ineffective (Borko, 2004; Avalos, 2011; Anney, 2013). Kise (2005) has pointed out that although professional development often seeks to explain a new change to teachers, there is often a limited time given to do this in, with a huge amount of information to grasp. Teachers can often struggle with this, leading them to become more resistant to change. While each study has been conducted in a different country, they all conclude that a lack of effective professional development leads to increases in resistance to educational reform. This may be because these studies applied the same methodology to produce qualitative data; this type of method is predominantly limited to a small sample size.

In addition, Borko (2004) reported professional development programmes in many schools were badly organized and inadequate. In the case of some PD programmes, no help at all is provided to the teachers in terms of teaching practices, mainly because the participating teachers behave (and are treated) as passive learners. This study was further supported by Anney (2013, p. 42), who claimed that "The traditional teachers' professional development practices of 'one-shot workshops' are contrary to the notion of the constructivist theory of learning and undermine the belief that teachers are active learners and knowledge constructors". In addition, Melville et al. (2009) pointed that "the majority of current

professional development practices do not reflect the current theoretical understandings of best practice” (p. 358). Therefore, it is clear from these reviews that there is a gap between theories and the practice concerning professional development programmes.

A number of researchers described the situation of teachers in a PD programme as one when teachers attend the programme only to listen to the visiting experts and to participate in the mandatory discussion groups, without necessarily expressing their needs and those of their students (Melville and Yaxley, 2009; Timperley, 2011). Although PD programmes do expand teachers’ knowledge and skills and can support their professional growth solely through listening to a visiting expert, many studies showed that a PD programme affects teacher’s practice only slightly and consequently has little or no influence on students’ education as a whole (Timperley, 2011; Guskey, 2000). In addition, although the PD programmes focus on teachers’ knowledge and skills, some researchers claimed that many PD programmes neglected teacher’s attitudes, beliefs and perceptions, which in turn could result in changes of both teachers and the way in which they provide education to their students (Guskey, 2000).

Other researchers, such as Guskey (2000), thought that many of the PD programmes failed because “they do not take into account two crucial factors: (1) what motivates teachers to engage in professional development, and (2) the process by which change in teachers typically occurs” (p. 382).

Lord (1994), as cited by Melville & Yaxley (2009), has outlined four aspects that contradict the conceptualization of professional development. The first of these contradictions is that PD programmes fail to provide the teachers with effective training, because they only work for a short period of time and at the same time expect a substantial, long-term change. The second aspect concerns the fact that the PD programmes attempt to reach a considerable number of teachers at the district level, thus often becoming ‘precariously thin’ and offering only a few benefits, or none at all. The third contradiction concerns the implementation of reforms - in many cases, it is not followed by PD programmes, leading to what Lord (1994), as cited by Melville et al. (2009, p. 358), described as “teachers are restricted in their ability to critically review their reform efforts and the effectiveness of different teaching practices”. The last contradiction is that professional development does not provide teachers with any opportunity to develop their subject knowledge, which is the basis of establishing new teaching strategies.

Besides the above-mentioned contradictions, there are certain weaknesses present in the models of PD for which they have been criticized by numerous researchers. Therefore, the next section will explain some of these models.

### ***3.4.1.3 The Models of Professional Development***

Different researchers identified a variety of models of professional development that have been frequently used in teacher education, such as the teacher network model, the improvement process model, observation model, action research model, individually guided model and training model. Most of these are connected to this project, but this section will provide a more detailed explanation only of the three that are most closely related to this study, as they help explain teacher attitudes towards new educational initiatives.

The first of these models is the teacher network model, in which the teachers are divided into groups and share the responsibility for different tasks. This model does not typically focus on specific subjects, but rather helps the teacher to understand the content and new teaching strategies. Sometimes the network covers many regions, sometimes only one (Villegas-Reimers, 2003; Anney, 2013). Villegas-Reimers (2003) stated “the main goal of this network was to implement some actions on the research sites and also to contribute by generating some knowledge about the practice of teaching” (p. 109). However, the main weakness of this model was that it was not sufficiently funded by the government (Villegas-Reimers, 2003).

The second model is the observation model, which is based on providing feedback from collegial observations and each of the participants learn and demonstrate the strategies of coaching, mentoring and supervision. The observation and the feedback of classroom teaching is beneficial for both the teacher who is observed and for the observer. This model motivates the participating teachers to share their experiences and knowledge among themselves. On the other hand, the downside of this model is that it takes a long time from the perspective of both the observed and the observer (Guskey, 2000; Anney, 2013).

The third model is the training model, which involves a workshop. It is supervised by an expert who creates the main content and the other activities in the classroom. This model provides the teacher with new behavioural patterns and techniques that are important for classroom practice. In addition, training can motivate the teachers to change their behaviour in classroom and positively affect their knowledge and skills. Moreover, a workshop can help a number of teachers in a relatively short time (Guskey, 2000; Anney, 2013). In contrast, Villegas-Reimers (2003), as cited by Anney (2013), criticized this model, stating that “first, ‘one-shot’ workshops do not address the long-term developmental nature of learning; second, the model lacks sufficient follow-up support for teachers to successfully implement the new practice” (p.51). He also showed that it is sometimes very complicated to evaluate the

training, because it is often conducted in a short time. Furthermore, the tools which are the subject of such training are sometimes not related to the teacher's needs.

Although the teacher PD programmes follow different models, most of them are unsuccessful in terms of improving participants' teaching (Guskey, 2000; Borko, 2004; Anney, 2013). Guskey (2000) showed that even though many PD models are implemented in schools, they do not address the teacher's learning needs. Furthermore, the models of PD do not provide teachers with any opportunity to engage in planning activities that the programme will involve. The PD programmes regularly use a top-down approach, which concentrates more on providing the teacher with knowledge and neglects pertinent issues related to improving students' learning (Guskey, 2000; Anney, 2013).

Therefore, in reaction to becoming aware of these limitations, the researchers were forced to reconsider the conceptualization of professional development. Also, it is essential to realise that the dynamic relationships between teachers and schools with this conceptualizations of professional development may produce many of the tensions in the teacher learning field (Melville and Yaxley, 2009). Moreover, the failure of some PD programmes to involve the participating teachers in active learning promoted establishment of a new approach referred to as professional learning (Darling-Hammond, L., & Richardson, 2009; Anney, 2013). The next section will discuss professional learning of teachers more deeply.

### **3.4.2 Teachers' Professional Learning - the New Paradigm**

More than 20 years ago, many developed countries started to follow a new paradigm shift regarding the professional development of teachers which, through professional learning, involved more than just merely supporting the teachers in acquiring new teaching skills and new knowledge. Some researchers claim that PD has no effect unless combined with PL (Vescio, Ross and Adams, 2008; Anney, 2013).

Shifting from professional development to professional learning had different reasons. The limitations of teachers' PD, which was explained in the last section, can be considered as the main reason for this reform. In addition, many researchers showed that professional learning is a key aspect in education which should be based on a collaborative model that builds a professional relationship between the principal of a school and teachers (Anney, 2013). Ferrier-Kerr et al., (2008), as cited by Anney (2013), stated that "emphasis is now turning to collaborative models for professional development and learning, and attention in schools has switched to professional learning communities as the means by which meaningful, long-term

change can be achieved” (p. 125). This was also confirmed by Vescio et al., (2008) who found that schools which implemented this reform, i.e. integrated teachers’ professional learning into regular practice, did so to address the needs of both teachers and students through checking the teacher’s performance and problems on a daily basis. Moreover, PL builds a good relationship among the teachers themselves and expands the role of the teacher through joining his work with other colleagues in ways such as collaborative planning and mutual consultation. This sort of collaboration among teachers helps to collect the resources and redefine their teaching practices. They can be encouraged to acquire new skills and dispositions (Hargreaves, 2000). Moreover, daily experiences shared by the teachers can promote their knowledge through critical feedback that they receive from one another, particularly from teachers who have the same or similar teaching experience (Anney, 2013).

#### **3.4.2.1 Definition and Characteristics of Professional Learning**

It is important to define *professional learning* (PL), which Timperley et al.,(2008, as cited in Anney, 2013) described as “an internal process through which individuals acquire professional knowledge and skills and change their attitude to improve student learning” (p. 43).

Many studies have identified features of professional learning that enhance teachers’ instructional practises and student results. One such characteristic is sharing knowledge in open discussions among PL programme participants, which can lead to change in the overall teaching culture (Ferrier-Kerr, Keown and Hume, 2008; Anney, 2013). Another facilitative characteristic is reflective dialogue as a means of ensuring conversations among PL participants regarding students, planning, and curriculum development (Vescio, Ross and Adams, 2008; Anney, 2013). A third characteristic is the exchange of information, experiences and classroom practices as a part of professional learning (Vescio, Ross and Adams, 2008; Anney, 2013). A last one is collaboration between school leaders and the practitioner community (DuFour, 2004; Anney, 2013).

#### **3.4.2.2 The Impact of Teachers’ Professional Learning**

Several studies provided different positive results of giving the teachers an opportunity to participate in PL programmes. For example, numerous studies verified that professional learning can improve teachers’ professional knowledge and at the same time increase the quality of students’ education (Vescio, Ross and Adams, 2008). Bissaker (2009) reported that teachers’ participation in such programmes results in a variety of benefits for both teachers and students. As the teacher acquires a positive perception of his job and becomes more

satisfied with it, the quality of education for his students improves. This was also supported by Darling-Hammond et al., (2009) who showed that through PL, continuously, teachers can understand their students' learning needs. Moreover, it helps the teachers in making decisions related to teaching strategies.

Phillips (2003) investigated the students' achievements in schools which applied PL programmes and in ones which did not. He gathered data from leaders and teachers from urban centres in the United States by means of interviews, classroom observations, focus group sessions and reporting documentation. The findings of this study showed that students from schools which applied PL had higher scores than students from schools with no PL programme. A further support for this was provided by Stewart (2014) who set the same aims and followed the same methodology as Phillips did in his study. However, this study was conducted in rural locations instead. Although these studies were applied in different locations, both of them provided the same results - the application of a PL programme at school improved the students' learning achievements. This showed that there is no difference between the education policies in urban and rural locations in the United States. Furthermore, the studies indicated that PL is still not applied in some schools, even in a developed country such as the United States, as the sample of the study conducted by Phillips consisted of both teachers and principals from schools which applied PL and of persons from schools where PL was not adopted. This may indicate that developing countries also do not apply PL in some schools. Therefore, these studies may help this thesis to see whether the Kingdom of Saudi Arabia applies the PL-related policy in school which PL play a significant role in teachers' attitudes.

In conclusion, these studies verify the significance of the effect of PL on teachers' knowledge, perception, and satisfaction, as well as its contribution to teachers' understanding of their students' learning needs. Cumulatively, these positive effects on teachers lead to the improvement of students' academic achievements. Moreover, all these studies seem to be providing positive results of teachers' PL, even though this may be due to the data being gathered from schools in which the application of PL was more effective.

Although PL is popular and has many positive effects, it has also been criticised from various angles as described in studies such as Servage (2009) and Tarnoczi (2006). Tarnoczi (2006), as cited by Anney (2013), criticised PL, claiming that it only focused on controlling teachers' thinking and practices. Furthermore, he stated that PL "shifts the responsibility for educational problems onto the shoulders of individual teachers; and finally, the design of PLCs allows the authorities or school management to easily manipulate teachers to pursue their administrative agenda, which may be unrelated to classroom teaching" (p. 54). Servage

(2009) also mentioned the downsides of PL, stating that PL programmes often fail to promote the teachers' professional growth and education. Moreover, some PL programmes do not give the participating teachers any opportunity to determine what they learn.

### **3.4.3 Summary**

The literature indicates that PD and PL can have positive impacts on teachers, but both also have been criticized for various weaknesses. In this study, both PD and PL could play a significant role in teachers' attitudes in the KSA. It may be that one professional development module improves or changes teacher attitudes towards a new education change while others have no impact. The next section of this review will examine resistance to change. Darling-Hammond and McLaughlin(2011) are among those who have indicated that neglecting teachers' attitudes, especially towards implementing educational change, may lead to resistance.

## **3.5 Resistance to Educational Reform**

Educational change should aim to build upon the knowledge, skills and attitude of students, teachers and administrators, using a variety of different methods which deviate from those currently in place, in order to operate optimally within, and adapt effectively to, our rapidly changing society (Ibrahim, 2013). The biggest challenges faced by educators in schools when attempting to implement change is resistance by other teachers, parents and students to any teaching practices which in any way diverge from traditional methods(Melville and Yaxley, 2009; Williamson and Blackburn, 2010). In summation, this chapter will discuss what is meant by a 'resistance to change' and will provide a deeper analysis of the contributory factors that probably lead to this opposition to change; also discussed will be some potential solutions to this problem.

### **3.5.1 The Meaning of Resistance to Change**

Before explaining this 'resistance to change' in any depth, it is important that we first create a model for distinguishing types of individuals and their reactions to change; these people have been divided into three different groups by the works of the academics Després (2013; citing



Evans, 1996) and Williamson et al., (2010). The first group consists of those who wish to enact change and are quick to involve themselves in these reformation processes. The second group includes those who are unintentionally resistant, described by Després (2013), quoting Evans, as those who are “unintentionally resistant or the “practitioners of false clarity, of cooperative listening, those who actually believe they are innovators but don’t really get it . . . they are stuck but potentially responsive to unfreezing” (p. 279). In addition, Williamson et al. (2010) pointed out that most people can adapt to change if they have sufficient time and sufficient knowledge.

The final group, as Després states through the work of Evans, can be described as “‘cryogenic’ or unrepentantly recalcitrant, perhaps self-interested, sometimes exhibiting blanket negativity or contrariness . . . in others selfish laziness; in still others, malice or vengefulness” (279). Després has also stated that with regard to this last group that “This is not to imply that teachers are more prone to hardcore resistance but only to synthesize the perspectives on school-based education, its resistance to sustainable change” (p.368).

Further, the definition of the term ‘resistance’ in this context has also been the subject of much debate; Park & Jeong, (2013) define resistance as “a natural and normal response to change because the change often involves going from the known to the unknown” (p.35), while Berkovich (2011) claims that “resistance to change is defined as an affective, cognitive and behavioural response aimed at maintaining the status quo, with the hope of stopping, delaying or altering the proposed change” (2). Ibrahim (2013), on the other hand, believes that a resistance to change is an attempt by the individuals in question to uphold familiar hegemonic values. Ibrahim has also suggested that people resist change due to a lack of personal benefit from the change. In their studies regarding resistance on the part of teachers to educational reform, Park & Jeong demonstrated that “There are two opposite perspectives on the value of teacher resistance in the context of school reforms. Resistance to change is, on the one hand, viewed as the enemy of school reforms which must be overcome or eliminated in the implementation” (p.35).

In summation, the act of resisting change is a failure to acknowledge this change as a viable option and failure to adapt in order to uphold traditional methods, instead of attempting new and potentially unknown, though potentially more effective, methods. This resistance to change, for some, has a number of possible causes, many of which will be explored in the following section.

### 3.5.2 The Causes of Resistance

This phenomenon has been the subject of a number of studies, many of which have provided some potential reasons why some teachers find it difficult to embrace educational reform and changes in teaching.

One of these reasons is that many people, of all professions, have trouble letting go of old habits which provide them with comfort and familiarity; Després, (2013) has suggested that often people are reluctant to diverge from known conditions to an unknown conditions because known condition provide tradition, habit and form the basis of past experiences, all of which people value highly . Simultaneously, new conditions cause stress and worry as they are unfamiliar and do not come with a guarantee of success.

Similarly, Park & Jeong (2013) have put forward that, in some cases, teachers resist change because they want to preserve their own teaching practices, unwilling to invalidate their past experiences and habits. This idea is also supported by Zimmerman, (2006), whose study indicated that teachers believed educational reform would disrupt their basic professional standards and their teaching patterns; thus, teachers show some concern with regard to reform in school, as it brings with it a reform of their own teaching processes. Ibrahim (2013) suggested that feelings of loss, discomfort, and worry often has a significant impact on how teachers react to change; Després (2013) and Park & Jeong (2013) pointed out that, if this resistance continues, the education system will slow in its development as reform will become more and more difficult.

The aforementioned studies are in agreement with reference to the traditions and customs of the individual teacher having a significant effect on their decision to resist change in education; although every teacher in every culture has a different set of traditions and habits, they all have the capacity to overcome these habits.

Another potential cause of resistance could stem from an ignorance as to the value and potential success of educational change; studies by Williamson et al. (2010)&Greenan et al. (1998) and Zimmerman (2006) have showed that when individuals, whether they be teachers, parents or students, do not consider the value of this change valid and do not understand the reasons why change is necessary, this leads to high levels of resistance. In addition, they found that a lack of personal gain under a system of change tends to increase levels of resistance observed in educators. To put this into context, if educational reform has a tangible positive effect in increasing student achievemen, and the teacher acknowledges this, then this

will motivate the teacher to apply these new methods in their teaching as they understand the value of this change (Knight, 2009).

Although these studies have all shown that a mistrust or ignorance of the merits of reform may lead to resistance in educators, it is the case that some teachers may know the value and success of change but resist it regardless (Evans, (1996) cited by Després, (2013)). On the other hand, it may be the case that certain schools explain the motivations behind and the potential benefits of educational reform to their staff more effectively than other schools (Margolis and Nagel, 2006; Ibrahim, 2013).

In addition to the above points, ignoring the opinion of teachers toward educational changes can lead to an increase in the resistance they display. This is supported by the work of Greenan et al., (1998) and Veen & Slegers (2006), who have found that the level of resistance by a teacher is closely linked to whether the reform complements their specialities and skills. If it does not, this will contribute to resistance. These findings have been supported by Park et al. (2013) who found that the degree of resistance generally increases when government driven school reform is put into place without an avenue for teacher voices. Further support for this has been provided by Ellsworth (2000), who found that ignoring the voice of teachers when implementing change will increase the level of resistance by teachers, which goes some way to preventing the success of reform. Ibrahim (2013) argued that the attitudes, beliefs and identities of teachers are all personal factors which have a tremendous impact on a teacher's capacity to resist change.

It can be clearly seen from these studies that paying attention to the opinions of teachers toward school change will help to decrease the amount of resistance these changes face, resulting in a higher success rate. Surprisingly, the above studies all found that a teacher's attitude and perception of their own input both play a significant role in how resistant the teacher will be to change, despite educational institutions taking great care to listen to the voices of their teaching staff, as well as that of students and parents (Park and Jeong, 2013). Moreover, Park & Jeong have argued that while schools consider teachers' opinions towards reform important, there are still some teachers who feel alienated from the process of educational change.

One final factor which can have a great effect on the way in which a teacher may react to potential reform is the opportunity for professional development in schools, explained in (3.5.1) and also the role of leadership, explained in section (3.7).

To conclude this section, the literature shows that understanding these factors which contribute to levels of resistance is vital to this thesis. Algarfi (2010), Alhaidari (2006), Oyaid

(2009), and Alaqeel (2013) have all demonstrated their interest in projects proposed by the Ministry of Education in the KSA (Kingdom of Saudi Arabia) in 2005. One project is aimed at renewing and developing all educational departments in the country, including the administrative process, educational environment, curriculum, and teaching methods; however, some schools still do not apply these new changes (Almufadda, 2006; Alghamdi, 2007; Alharbi, 2008). The aforementioned reasons for resistance to change may aid this research in determining why some schools in the KSA resist change, which may be partially due to the opinion of the teachers, who may still cling to traditions and old habits. Teachers in the KSA may also have a negative attitude toward change because they do not understand the value of this change or believe that the ministry of the KSA does not care about teacher voices (Al-Saif, 1996; Salamah, 2001 cited by Aljughaiman & Grigorenko, 2013). It has been pointed out that the Ministry of Education for the KSA does not involve students, parents, teachers and local administrators in educational policy decision-making or in the implementation of some learning practices in schools.

### **3.6. The role of Leadership in Educational Reform**

The role of leadership in educational reform will be discussed in the following section. It will explain the leadership style in educational reform and it will explain effective leadership

#### **3.6.1 Leadership style in Educational reform**

Many studies have pointed to the significance of the principals' leadership style, including aspects of teamwork, communication, decision making and problem solving, in promoting reform. Principals play an important role in raising teachers' awareness of changes and addressing their concerns about these changes by becoming more open with information when it comes to all stakeholders regarding processes of change (Ibrahim, 2013). In addition, principals who have sufficient knowledge about the nature of resistance are also able to aid the teachers in overcoming their resistance in an effective way (Knight, 2009; Ibrahim, 2013; Park and Jeong, 2013).

The actions of the principal contribute to teachers' support for or resistance to changes; Park and Jeong (2013) examined the relationship between the principal of a school and levels of resistance displayed by teachers, this resistance split into cognitive, emotional, and behavioural manifestations. In order to measure how resistant teachers are to change, 967

teachers and 32 principals in Korean schools were surveyed. Their result showed that a positive principle role went a long way to reducing their staff's resistance to change; further, they found more decreases in emotional and behavioural resistance. As well as this, they also observed that the characteristics of teachers and principals, including gender, teaching experience and teaching subject, played a significant role in how resistant a teacher was to change. It was found that teachers who have more years of teaching experience have a higher level of resistance to change than teachers who have less experience. Kursunoglu et al. (2009) reached a similar conclusion through means of a quantitative survey, collecting their data from a sample of 326 teachers in primary schools in Turkey. Their results suggested that principals who engaged in instructional leadership were more likely to foster a teaching environment more open to change, with increasing principal leadership contributing to lower resistance to change in teachers. Ibrahim (2013) found, in a similar study, that when a positive style is adopted by a principal, one which considers cultural factors in education, this improves teachers' openness to change.

Despite the geographical and cultural differences between the countries in which these studies took place, they have yielded similar results; this contradicts the idea that every school has a radically different leadership style and, consequently, methods of dealing with school change (Hall and George, 1999; and Park and Jeong, 2013). Hall & George (1999) and Park & Jeong (2013) claimed that a principal's leadership style is one of the cornerstones of teacher's attitudes toward educational reform; Park & Jeong (2013) suggested that there are three different leadership styles with regard to implementing school change. These are 'initiators' who "make school change happen", 'managers' who "help school change happen", and 'responders' who "let school change happen" (p. 37). Park & Jeong (2013) have stated that "teachers would show a low level of resistance to change when they are under the principal leadership of being initiative, or managerial rather than responding" (37).

In contrast, Kursunoglu et al, (2009) have constructed a different definition of these leadership styles, which can also be split into three distinct categories: instructional leadership, transformational leadership and inquiry leadership. Principals in different schools have different methods of dealing with school change and this may play a significant role in how teachers react to this change and the reasons behind this reaction. Kursunoglu et al. (2009) took the position that instructional leadership plays a significant role in teacher attitude toward school change and transformational leadership allows teachers to commit to this change.

### 3.6.2 Effective Leadership

Denton (2005) and Park and Jeong (2013) have shown that lasting change requires effort, not only from teachers, but also principals. Therefore, to bring about necessary changes and improvements, the leader of the school needs to be effective at encouraging teachers to engage in implementing educational changes in their schools and helping to remove barriers to implementing changes in order to make those changes effective and lasting. There are many methods that effective principals can use to encourage teachers to adopt changes in their schools, which will be explained in the following paragraphs.

School principals have the power and capacity to motivate and build their teachers in order to achieve and drive successful education reform. Therefore, an effective school leader has a role that is crucial in facilitating and supporting education reform to encourage teachers to implement changes. In this role, the principal needs to support teachers externally and internally in order to encourage teachers to participate in educational change. There are different forms of such support. For instance, principals need to make efforts to provide teachers with a suitable environment that is orderly and also has adequate material conditions with adequate teaching resources. Moreover, teachers also need to work in an environment that has a reasonable workload (Park and Jeong, 2013; Wang, 2013). All these factors are important to teachers because a teacher's attitude directly relates to a school's environment and facilities, whether regarding classroom space, the number of students per class or other issues. An unsuitable environment could negatively impact teachers' attitudes and might lead them to resist changes (Belagali, 2011; Issan et al., 2011).

In addition, successful external and internal support also happens via effective principals seeking to support teachers' psychological development and security, which means developing their sense of agency and self-efficacy. For example, principals should create a positive working relationship between themselves and teachers by making the school environment and atmosphere open and supportive. This could also be achieved by giving teachers opportunities to have collective engagement and communication and cooperation together, which helps teachers to exchange their experience and build proper outlooks and attitudes towards teaching (Denton, 2005; Wang, 2013). In addition, the principal should give teachers significant power and autonomy rather than viewing the role of the principal as controlling teachers and requiring their subordination. These strategies can encourage innovation in education reforms and instruction and can also allow teachers to diversify their roles in school settings. All these supports help to reduce feelings of helplessness and lead teachers to feel a personal-psychological capability. Finally, they help to support teachers

infeeling that they can engage with education reform: this will promote their abilities and give them opportunities to be creative in their work (Denton, 2005; Pearson and Moomaw, 2005; Wang, 2013; Avidov-Ungar and Arviv-Elyashiv, 2018).

In addition, principals need to have a moral purpose for their schools or their organisations that is shared with their teachers and their employee, and moreover, that makes a significant and positive difference in the lives of students, teachers and all communities in schools. This can be achieved if principals treat their teachers well, collaborate with them, try to build trust among them and share responsibility and authority because teachers have the greatest influence on students out of anyone in the school. The moral purpose for their schools can be successfully fulfilled via principals seeking to provide teachers with the skills and knowledge they need to lead productive and fulfilling lives and moreover, to encourage them to achieve changes and excellence. Along with the moral purpose, it is important for leaders to seek to invest in relationships through established peer networks of teachers and principals who visit each others' schools on a regular basis. These relationships determine the success of schools or other organisations and it is important for participants to share what they observe and to build, share and create knowledge; moreover, they can lead to improved student achievement (Denton, 2005).

Rewarding teachers is important to motivate them to engage in educational changes. Therefore, an effective leader plays an important role in motivating teachers by showing their appreciation through thoughtful gestures, actions and words. Moreover, it is important that principals celebrate both group and individual achievements (Denton, 2005). The reward makes teachers feel respected and recognised for their efforts, which can lead them to embrace change. In addition, rewarding teachers also contributes to increasing their job performance and leads to a desire to stay in their profession (Pearson and Moomaw, 2005). Although rewarding teachers is important for motivating them, rewarding them repeatedly has more of a positive impact on changing behavioural attitudes and helps to avoid the conflict between old and new attitudes by introducing persuasive communication (Johnson and Christensen, 2008; Tok, 2011).

In addition to rewarding teachers, having a positive impact on engaging them with education reforms, Biesta, Priestley and Robinson (2015) and Denton (2005) have shown that people change more when their beliefs change and they tend to hold beliefs about the need for change in areas that can lead them to enact the change, as explained in Section 3.3. Therefore, Denton (2005) pointed out that principals could play a role in influencing teachers' beliefs, and this could be done through trying to create a sense of urgency for change in their teachers.

After this, the principal should identify and clearly explain the most significant changes needed; moreover, the leader must make their objectives real and relevant to these changes.

Although all these actions should be undertaken by an effective principal, in order to be effective, principals must be pioneers who are willing to face any obstacles or difficulties that might impact implementing changes. Therefore, effective principals who understand that change is a complex process should seek to diversify the strategies used to face any challenges or situations rather than using a single checklist of practices to solve all problems (Denton, 2005).

### **3.6.3 Summary**

It could be concluded that leadership has a great impact on encouraging or failing to encourage teachers to adopt education changes. This could be one factor that has led some of the schools in the KSA to fail to adopt the changes, whereas other schools have implemented them. As leaders in the KSA are highly committed to their work even though they have limited resources to support it, the leaders' commitment tends to influence others to also be committed to the work of implementing changes (Ali and AlShakhis, 2004).

## **3.7. Culture and its role in Educational Reform**

Culture is an important factor that could affect success in many aspects of life in general and have an impact on education styles,

in particular (Hofstede, 2009; Thanh Pham, 2013). Hofstede (2001) defined culture as 'the collective programming of the mind that distinguishes the members of one group or category of people from others' (p. 9). He also defined culture: 'every person carries within him or herself patterns of thinking and feeling and potential acting that were learned throughout their lifetime' (Hofstede, 2001, p. 2).

Culture has five different dimensions outlined by (Hofstede, 2009): individualism–collectivism, power distance, uncertainty avoidance, masculinity–femininity and short- and long-term orientation. There are important distinctions between Middle Eastern countries (such as the KSA) and Western countries (such as the UK and the USA) (Hofstede, 2009; Albawardy, 2010).



For example, Western cultures are considered to be individualistic cultures; these tend to expect people to work alone and prefer individual achievement. They also tend to expect individuals to take care of themselves and others with whom the individual has a strong relationship, such as immediate family members (Hofstede, 2001; Jones, 2007; Albawardy, 2010). In contrast, non-Western cultures, such as the KSA, are considered to be collectivistic cultures. People in collectivistic cultures tend to build strong relationships and to be integrated into strong groups, factions and families. People in collectivistic cultures prefer to work on interdependent group tasks, to work with other people to reach their goals and to work in groups in order to enhance their own ability to succeed (Hofstede, 2001; Jones, 2007; Albawardy, 2010). Despite this relationship system existing in Saudi culture, managers in the KSA tend to focus more on certain groups rather than engaging all individuals in the organisation to achieve their goals (Albawardy, 2010).

In addition, there is a difference between Western cultures and Saudi culture in terms of the power distance dimension. Western cultures have lower power distances than other cultures, such as Saudi culture. The countries that have lower power distances are characterised by smaller gaps between managers and employees, which helps with communication and enables information-sharing in both directions. The leadership styles in low-power-distance cultures tend to empower employees, and tend to support flexibility and innovation, which leads them to produce good results in their work. In contrast, Saudi culture features high power distances between social strata. For example, employees expect and accept some major differences between themselves and their managers, such as managers separating themselves from the group and having the power to act autocratically (Jones, 2007; Hofstede, 2009; Albawardy, 2010). Because of these high power distances, this is accepted by people in society as part of their traditional culture (Albawardy, 2010).

Regarding the uncertainty avoidance dimension, Western cultures, such as the USA and the UK, have a low average compared to the Saudi culture. People in Western cultures are generally able to tolerate ambiguity and uncertainty, whereas people in Saudi culture generally cannot deal with uncertainty about the future and with the reality of risk. employees and managers seek to deal with and tolerate ambiguous situations by implementing strict rules and laws in order to try to reduce the possibility of these situations occurring and to avoid unexpected outcomes. Moreover, the people in this culture do not easily accept change (Jones, 2007; Hofstede, 2009; Albawardy, 2010).

Regarding the masculinity–femininity dimension, the USA, the UK and the KSA have nearly the same average regarding the masculinity side and they feature a higher average than the overall average of countries on the masculinity side. These cultures have high degrees of

discrimination against women; furthermore, masculinity plays a significant role in these countries, and women have increasingly become more assertive and competitive due to this environment (Jones, 2007; Hofstede, 2009; Albawardy, 2010).

In terms of the short- and long-term orientation dimension, Hofstede (2001) stated:

*'Long Term Orientation stands for the fostering of virtues oriented towards future rewards, in particular perseverance and thrift. Its opposite pole, Short Term Orientation, stands for the fostering of virtues related to the past and present, in particular, respect for tradition, preservation of "face" and fulfilling social obligations'*(p. 354).

Albawardy (2010) pointed out that this dimension has not yet been examined in Saudi culture.

Despite these dimensions helping to provide an understanding of national cultures, this model has been criticised because the original study was based on a single organisation and it was difficult to generalise the findings to other organisations (Albawardy, 2010).

To conclude, understanding the difference between cultures could help to explain why teachers adopt, ignore or resist educational changes. Especially, since these educational changes in Saudi Arabia came from a foreign culture.

## **Chapter 4: Research Methodology**

This chapter aims to provide an explanation of the key concepts of philosophical social science and the research paradigm. It describes not only my position on this study, but also the best approach to use to address the research questions. It also discusses the research methodologies and the rationale for the choice of methods. It describes the method by which the data was collected and the sample used in this study. It also explains the data analyses and the ethical issues. The chapter concludes with an examination of the validity and reliability of the study.

### **Research Questions**

This study aimed to answer the following questions:

- a) What do female teachers in primary schools in the KSA think about educational reform?
- b) Why do female teachers in the KSA tend to adopt, ignore or resist change?
- c) Why do some primary schools in the KSA (particularly female schools) resist MoE-advocated educational initiatives while other schools do not?

### **4.1 The Key Philosophies and Approaches in Social Science**

Social science research entails different ontological, epistemological and methodological aspects (Creswell, 2007; Eriksson and Kovalainen, 2008). Several researchers have stated that each of these concepts is related to the other as part of a framework but ‘in various ways, depending on the more general philosophical position of your research’ (Eriksson et al., 2008, p. 13). In this section, I will define the ontological and epistemological positions:

#### **4.1.1 The Ontological Position**

The ontological position concerns one’s beliefs regarding the reality and existence of the world and how they evolve from nature or cognition; it can originate from outside the individual or from inside (Creswell, 2007; Cohen, Manion and Morrison, 2011).

There are two broad to ontology: objectivism and subjectivism. The objectivism view assumes that the social world exists independently from the researcher or people or their activities - that the reality of the world has existed independently outside the researcher. In addition, reality could be a single truth that exists and can be revealed (Eriksson and Kovalainen, 2008).

Subjectivism, on the other hand, is the view that the reality of society and the world comes from social actors through social interaction. The subjective view assumes that the reality for the researcher and the participants is the outcome of continuous interactions among people and cognitive and other social phenomena. This aspect assumes that reality is always inside the individual and has multiple perspectives of truth (Creswell, 2007; Eriksson and Kovalainen, 2008; Cohen, Manion and Morrison, 2011). Therefore, it is necessary to fully understand what is happening beyond the situations and actions. This view asserts that social interactions may have various interpretations and meanings. Subjectivism is the most appropriate ontological approach for this study because I believe there are multiple realities and the idea or the knowledge is constructed from different individuals, as explained by Cohen et al. (2007) and Creswell (2007). It is also appropriate to this study, as RQs require understanding the subjective view of participants.

#### **4.1.2 The Epistemological Position**

The epistemological position concerns the best or different ways to gain the knowledge that a researcher wants or to know the nature of the world, reality and existence (Creswell, 2007; Easterby-Smith, Thorpe and Jackson, 2012). Eriksson et al, (2008) note that the epistemological position concerns the way knowledge is created, the limits of knowledge and its sources.

The main epistemological views are positivism and interpretivism. With the positivistic view, the researcher is objective and tends to produce knowledge and fact rather than this being contingent on the researcher's beliefs or biases. This view presumes that reality is measurable and can be quantified. This perspective occurs because the researchers believe that they can look at the same reality and find the same thing (O'Leary, 2004; Robson and McCartan, 2011). The role of the researcher is to identify something that is independent from human consciousness (Blaikie, 2007). The researcher tends to prove, measure, examine or investigate the reality and the researcher may also use the same method that has been previously tested and repeated. This position generally relies on the quantitative method, which leads to being

able to generalize the findings, such as those from surveys or experiments. The methodology for this position is not flexible because not only is the researcher unable to obtain in-depth information, but the characteristics of the participants also affect the data (Cohen, Manion and Morrison, 2011; Robson and McCartan, 2011).

Interpretivism and constructivism are terms that could be used interchangeably. These are the theoretical perspectives on which my study is based because, as explained above, I believe there are multiple realities, and knowledge and ideas are constructed by different individuals. In addition, we interpret different phenomena according to the meanings provided, so identifying how teachers interpret their feelings or attitudes towards educational change is important in this study. More specifically, I needed to explore the motivation or inhibition in teachers' attitudes that led to them adopting certain changes in their schools, such as the cooperative learning approach. In addition, I have sought to recognise how teacher development and teacher satisfaction may facilitate educational change processes. Therefore, I needed to understand and gain various teachers' perceptions to recognize the different reasons for advocating or resisting change. Easterby-Smith et al. (2012) explain that the interpretivist position helps to understand how processes change over time, which may lead to some recommendations to adjust the current situation in the educational environment.

Reality in this paradigm is built on a socially constructed basis; it advocates that there are multiple perspectives of truth. This position aims to identify and understand how people or individuals interpret the social situation and the world in which they live and work. The assumption is that our view of the world is limited by our interpretations and observations (Eriksson and Kovalainen, 2008). Accordingly, Creswell (2007) notes that the interpretive paradigm is usually used with qualitative research and that researchers who conduct qualitative research embrace their ideas from different realities. A researcher in this position may use the qualitative approach because this approach focuses more on human actions reactions; the analysis is based on interpretation and a deep understanding. Therefore, knowledge is based on different views and interpretations of complex social actions (Henn, Weinstein and Foard, 2005; Creswell, 2007; Eriksson and Kovalainen, 2008; Cohen, Manion and Morrison, 2011). On the other hand, the problem in this position is that the collection of data takes time and the analysis of the data may be difficult (Easterby-Smith, Thorpe and Jackson, 2012). Henn et al. (2005) and Robson (2011) highlight that in-depth interviews and observations can help the researcher develop multiple perspectives and understand the different knowledge bases.

After discussing the ontological, epistemological and research paradigm, it important to know that the epistemology position leads to increasing methodological considerations, which in

turn leads to data collection (Cohen, Manion and Morrison, 2011). Therefore, the next section discusses methodology and focuses more on qualitative research. Qualitative research is used in this study because it is the best way to gather information from different people, and it may help the researcher to get close to participants, as Creswell (2007) points out.

## **4.2 Methodology**

Methodologies, as Eriksson & Kovalainen (2008) explain, are practical by nature and are concerned with how researchers come to know the world. Methodology is considered the guide to the research process and research design. Methodology also focuses on specific ways in which research is used to better understand the world. It is important to know the distinction between methodology and method. Henn et al., (2005) explain that ‘method refers to the range of techniques that are available to us to collect evidence about the social world. Methodology, however, concerns the research strategy as a whole, including the political, theoretical and philosophical implications of making choices of method when doing research’ (p. 9).

Data can be collected by using one of several research methodologies and there is no right or wrong one. However, choosing the methodology depends upon which one is more advantageous or can best answer the research question. Research methodology can be classified into qualitative research, quantitative research or mixed method. Quantitative research uses analytical and inferential statistics. While it can measure a large number of people and organisations, it faces difficulty obtaining in-depth replies. Moreover, quantitative research seeks to measure and investigate variables as well as to discover causes and provide explanations for the relationship between them. Quantitative research also aims to support or refute a knowledge claim by establishing empirical tests. It is ‘based in a familiarisation with current research rather than specific situations’ (Anderson, 2009, p. 137). Quantitative research is usually based on the positivism paradigm and deductive approaches, with the researcher keen to use the same sample to receive the same results (Anderson, 2009; Cohen, Manion and Morrison, 2011; Robson and McCartan, 2011). This approach is not presented in my study because it would not answer my research questions, which seek to explore teachers’ attitudes and thinking about educational change. This approach also would not allow me to get close to participants or gain information from them directly.

My study uses qualitative research, which is employed when a researcher wants to understand multiple realities and to get close to the participants to understand their experiences or to

enable them to express their opinions (Johnson and Christensen, 2008). The definition of qualitative research proposed by Denzin & Lincoln (2005) cited by Creswell (2007) states that 'Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, (p. 36)'. They also shows that 'qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them' (p. 36).

Moreover, Eriksson & Kovalainen (2008) report that qualitative research is important because 'it produces new knowledge about how people and things work in real life, why they work in a specific way, and how we can make sense of them in a way that may enable us to change something for the better' (p. 3).

Qualitative research is concerned with interpretation and understanding and is suitable for certain research problems. Qualitative research is concerned with how participants fit with their surroundings and their experience. In addition, it focuses neither on measurements nor on numeracy in nature (Eriksson and Kovalainen, 2008). Qualitative researchers tend to collect data in the field at the site where participants are living or working. Although this type of research is usually linked with a small number of participants, its strength lies in the richness of the data that is collected. Typically, this data is rich in details gathered from the complete and believable information obtained from the participants' views and experiences (Hakim, 2000). Researchers using this type of methodology can collect data by examining documents, observing behaviour or interviewing participants (Henn, Weinstein and Foard, 2005; Creswell, 2007).

Qualitative research is appropriate to use in several circumstances, for example, when researchers want to explore certain problem or issues, or when researchers need in-depth information from participants to understand how they see the world around them and complex details to understand an issue. Detailed information can be established by direct conversation with people, carried out by going to their homes or places of work to find what the researchers want to discover and explore. In addition, qualitative research can be conducted when researchers want to allow participants to share their voices and their stories. Moreover, researchers conduct qualitative research when they want to understand the contexts or settings in which to address a problem or issue. It is difficult to separate what participants say from the context – home, work or family – in which they say it. Furthermore, qualitative research can

provide a clear understanding of issues that have remained unclear from quantitative studies (Creswell, 2007; Eriksson and Kovalainen, 2008).

Although qualitative research has a few limitations, such as the difficulties in generalizing the findings or analysing the data and the length of time required to analyse the data, it is a suitable choice for this study because qualitative research helps researchers to understand the different views of people around the world and to get in-depth information.

There are different approaches in qualitative research, such as case study, action research and experiential methods. Although case study can be used to gather quantitative data, it is almost invariably used to obtain qualitative data (Cohen, Manion and Morrison, 2011; Robson and McCartan, 2011). Cohen et al., (2007) and Robson and McCartan (2011) point out that case studies often employ interpretive rather than quantitative designs, as researchers seek to know their selected case through the participants. This investigation includes two case studies of two schools in the KSA. The research design was selected to enable the researcher to get a fuller picture of the target situation than other approaches would have allowed. A goal of this project was to get deeply into the thinking of the teacher participants in order to interpret and understand their attitudes and reasons for advocating or resisting change.

#### **4.2.1 Case Study**

The case study approach has several distinguishing features. It is concerned with normal, specific events, which are related to the case. It allows the researcher to focus on key events and communicate their characteristics using rich description, deep information and a chronological narrative. Beyond merely describing significant events, the case study researcher seeks to analyse these events to bring their meaning into sharp focus. The case study strategy is also characterized by a focus on individuals or groups that are active; the researcher strives to understand their attitudes towards events (Cohen, Manion and Morrison, 2011; Yin, 2013). The case study in this research focuses on teachers in order to understand their attitude toward educational change. It seeks to explore those factors that lead teachers to ignore, resist or adopt certain changes in their schools, such as the cooperative learning approach. In addition, it investigates how teachers' development and satisfaction may facilitate educational change processes and analyses cases in KSA schools to obtain optimal understanding of their meaning.

It is difficult to identify a clear, singular definition of a case study; however, while many definitions exist, they tend to have similar features. For example, Robson and McCartan (2011) define the case study approach as 'a strategy for doing research which involves an



empirical investigation of a particular contemporary phenomenon within its real life context, using multiple sources of evidence' (p. 136). In addition, Creswell (2007) asserts that 'case study research involves the study of an issue explored through one or more cases within a bounded system' (p. 73). Cohen et al., (2007) also assert that researchers using case study design seek to get more in-depth information when investigating a particular situation, which allows them to develop a more intimate feel for and come to understand the participants' lived experiences, thoughts and feelings.

Cohen et al., (2007) and Yin (2013) state that case studies seek to investigate the factors present in a unique instance, such as the complex, dynamic interaction between humans and events. Furthermore, case studies are designed to focus on and enable researchers to interpret a specific 'case', which may be comprised of an individual, a group or groups, a situation and/or an organization. Case study design is commonly employed when the researcher aims to explain a general principle and tends to involve analysis and description rather than statistical generalization. This approach may lead to the development of theories that assist future researchers with similar cases. Case study design also helps researchers observe what they want to know in real-world contexts and recognize possible causes for specific events.

Although case studies have numerous potentially beneficial features, they may also present problems. For instance, it is difficult to generalize the findings of a case study into a wider context because most case studies consist of a small number of cases (Yin, 2013). However, Cohen et al, (2007) show that a case study can be generalized in one of these ways: 'from the single instance to the class of instances that it represents (for example, a single-sex selective school might act as a case study to catch significant features of other single-sex selective schools), from features of the single case to a multiplicity of classes with the same features, from the single features of part of the case to the whole of that case' (p. 254). Therefore, this study will focus solely on female schools because they have similar workplace environments. This study will also explore the perceptions of participants who have experienced both teaching and educational change during the last several years. Accordingly, this could help generalize the findings to other female schools.

Another potential problem with case studies is researcher bias; the researcher may select only the evidence or information that will support a particular conclusion. Researchers in case studies might also rule out behaviour or information that occurred only once. In my study, I have avoided exclusion of any information, even if it occurred only once, because it could be vital to gaining insight into a participant, situation or case. Cohen et al., (2007) assert that 'significance rather than frequency is a hallmark of case studies, offering the researcher an

insight into the real dynamics of situations and people' (p. 258). For this situation, coding the data helped me avoid losing meaningful pieces of information, as suggested by Daley (2004).

Robson and McCartan (2011) identify several types of case study, including the individual case study, which focuses on one person and provides rich detail about antecedents, contextual factors, experiences and processes and attitudes preceding a known outcome. Another type is the set of individual case studies, which is similar in design to the individual case study but focuses on a small number of participants rather than just one person.

Community studies are considered another case study type. Community studies focus on one or more local communities and describe the main issues of community life. This type of approach may be employed in theory testing and/or used to explore specific issues. Similarly, social group study can be used to study small and large groups in order to describe and analyse their relationships and activities (Robson and McCartan, 2011).

The current research adopts a another type of case study that focuses on events, roles and relationships which enables the researcher to deeply explore a specific event, such as a conflict, teacher-headteacher interactions and the process of adaptation (Cohen, Manion and Morrison, 2011; Robson and McCartan, 2011). These types of studies involve the investigation of organisations and institutions, such as companies, workplaces or schools. This research adopts this type of case study using two Saudi female primary schools. It focuses on policy implementation, leadership issues and attitudes towards the change process.

Many researchers, such as Cohen et al. (2007), Robson and McCartan (2011) and Yin (2013), have suggested that a case study needs to collect a significant amount of data to gain a deep understanding of the case through methods such as examining documents, observing behaviour and interviewing participants. Therefore, this study uses concept mapping, interviewing, scenario-based interviews and observation to gain a deep understanding of two case schools in the KSA.

### **4.3 Pilot Study**

Conducting a pilot study in any research project is an important step in order to discover any problems in advance before conducting the full study and also to determine how to avoid any conflicts with individual personalities or any other issues. Moreover, it ensures that the participants are able to understand the questions similarly (Cohen, Manion and Morrison, 2011). Therefore, before carrying out the pilot study, I reviewed the schedule of interviews,

concept mapping and scenario-based interviews many times with my supervisors in order to make sure that these methods would help to answer the main research questions and to improve all the schedules. Reviewing with my supervisors also helped me to change the order of the questions in the interview schedule and to avoid leading questions.

Then, I conducted two pilot study interviews, concept mapping and scenario-based interviews with two teachers who had past experience with teaching and educational changes, which resulted in changes to some questions in the interview schedule (Rabionet, 2011). These two pilot interviews helped to eliminate ambiguities in the interview questions and to make the content and wording of the questions clear for the participants (Cohen, Manion and Morrison, 2011). For example, the question in the beginning of the interview was ‘What is your opinion of the educational changes?’ which confused the teachers regarding what I meant about the educational changes because many have happened in education in the KSA. Therefore, this question was changed in order to enable the participants to give useful answers by asking, ‘What major educational changes have you experienced in the past couple of years?’ and asking follow-up questions to confirm their opinions. In this way, I have used open-ended and closed questions, which helped to enable the respondents to demonstrate their unique ways of looking at the new educational changes and allowed them to express their feelings about their current situation. Moreover, diversity in the style of the interview questions helped the participants to answer them: what might be a suitable sequence of questions for one respondent might be less suitable for another (Cohen, Manion and Morrison, 2011). In addition, as revealed through the participants’ feedback during the pilot study interviews, it appeared that there were some terms that created ambiguities because the translation from English to Arabic sometimes changed the meaning, such as with the word ‘initiatives’. Consequently, any ambiguous or difficult terms or questions were re-worded in order to make the meaning clear for the participants and to enable them to understand the question in the same way.

In addition, there was a pilot study for the observation component, during which I carried out the first classroom observation, which helped to improve the future classroom observations and also allowed for the observation of some aspects that were not taken into account. For instance, it helped me to know about the types of teaching strategies that teachers apply in the classroom and led me to read more about these strategies before attending the rest of the classroom observations; it was also important to match these types of strategies to the interviewees. All of these pilot studies also gave me the chance to determine how long the interviews and observations would take to conduct.

## 4.4 Study sample

The quality of research depends not only on the appropriateness of methodology and instrumentation, but also on the suitability of the sampling strategy chosen (Cohen, Manion and Morrison, 2011). Therefore, difficult questions facing researchers concern the size of sample, the method of choosing the sample and who should be sampled. As Cohen et al, (2007) explain, there is no clear answer. The sample size depends on the aim of study and the nature of the population. Moreover, constraints are imposed on the sample size in terms of time, costs, administrative support, stress and so on.

With regard to a qualitative research sample, the sample size is often much smaller than for quantitative research. This is due to the need for more depth and less breadth. Therefore, the collection of in-depth data may generate problems in analysing and managing the data. In addition, it takes time to gather, transcribe and analyse qualitative data (Cohen, Manion and Morrison, 2011; Ritchie et al. 2013). Moreover, Creswell (2007) shows that qualitative data can make use of a non-probability sample, which does not have to create a statistically representative sample or provide statistical inference.

This study uses a non-probability sample. In a non-probability sample, only a particular group or section of the wider population, such as a single class of students, group of teachers or sex, is represented (Cohen, Manion and Morrison, 2011). The particular group in this study comprises female teachers in primary schools in a specific city in the KSA, which will be explained in more detail below. There are several types of non-probability sampling, including convenience sampling, snowball sampling, purposive sampling, quota sampling and dimensional sampling.

The schools, teachers and head teachers chosen for this study were selected using purposive sampling. Purposive sampling involves choosing a sample with particular characteristics. It aims to handpick the sample to suit a specific purpose, usually to access 'knowledgeable people' (Cohen, Manion and Morrison, 2011; Robson and McCartan, 2011). Therefore, the participants in this study were from two schools in the southwestern KSA, and the schools were selected by the MoE after the researcher explained the aim and the objective of the study. The MoE sent a letter to the southwestern KSA local education authority informing it of the aims and purpose of the study and asking for its cooperation and assistance in the matter. The southwestern KSA local education authority, in turn, sent letters to these two schools to obtain their agreement to participate in this research and asking them to assist the

researcher in carrying out this empirical work. Then permission to carry out this study in the schools was obtained, as these two schools provide rich information from which to describe or interpret the attitude of teachers toward educational reform. Most importantly, both schools provide a clear picture of why teachers adopt, ignore or resist change, as well as a better understanding of the role of teachers' development in job satisfaction. I chose primary schools because most teachers in these schools are quite experienced; there are few novices at this school level. In addition, new teaching methods, cooperative learning in particular, are applied to a greater degree in primary schools. All of these factors are considered the purpose and reasons for choosing this kind of sample.

Because schools in the KSA are segregated by gender and because the researcher could only access girls' schools, the study was carried out in these. Teachers were selected based on their desire to participate and volunteer. The study focuses on both experienced and novice teachers; experienced teachers were chosen because they have more knowledge about education in the past and in the present and they have lived through the experience of educational reform. Additionally, primary schools in the KSA contain greater numbers of more experienced teachers, which eased the process of locating participants. Novice teachers were chosen to participate in this study in order to understand their attitudes towards educational reform. Moreover, novice teachers may have received more support, training and courses about educational reform than experienced teachers have. Therefore, novice teachers' opinions may add new information about educational reform, teachers' development and job satisfaction.

The diversity of teachers provides different opinions and different information. As such, teachers of different ages who teach varying subjects (e.g. mathematics, social sciences, reading, writing and history) were selected (see tables 4.1 & 4.2). In terms of the number of participants in this study, Saunders et al. (2012) point out that the minimum sample size for a semi-structured in-depth interview is between 12 and 25 participants and the minimum sample size for heterogeneous participants is between 12 and 30. I therefore applied my study to 14 teachers, 6 in school 1 and 8 in school 2. I was keen to apply my study to gain detailed and vital information regarding the teachers' situation. Data collection from a small number of participants allowed me to question them closely and in depth, as required for a case study. Case studies should generate rich descriptions of a situation; interviewing 14 teachers helped me achieve that requirement.

Additional participants in this study were two head teachers, one from each school. The reason for choosing the head teachers was to learn more about the attitude of teachers towards educational reform and to see how teachers adopt, ignore or resist change. Moreover, it was

considered that head teachers may be able to provide even more information about factors that may encourage or discourage teachers to apply the educational reforms.

| <b>Teacher's name</b> | <b>Subject</b>   | <b>Qualifications</b>        | <b>Teaching Experience</b> |
|-----------------------|------------------|------------------------------|----------------------------|
| Zahra                 | Science          | Bachelor of Science          | 16 years                   |
| Jamelah               | Family Education | Bachelor of Family Education | 18 years                   |
| Liela                 | Religion         | Teaching Diploma             | 28 years                   |
| Aida                  | Family Education | Bachelor of Family Education | 18 years                   |
| Safia                 | Maths            | Teaching Diploma             | 20 years                   |
| Salma                 | Social Education | Bachelor of Social Education | 21 years                   |

*Table 4.1: Background of teachers in School 1*

| <b>Teacher's name</b> | <b>Subject</b>   | <b>Qualifications</b>        | <b>Teaching Experience</b> |
|-----------------------|------------------|------------------------------|----------------------------|
| Mona                  | Science          | Bachelor of Science          | 13 years                   |
| Aisha                 | Social Education | Bachelor of Social Education | 11 years                   |
| Abeer                 | English language | Bachelor of English language | 9 years                    |
| Bandari               | Arabic language  | Bachelor of Arabic language  | 5 years                    |
| Noha                  | Maths            | Bachelor of Maths            | 10 years                   |
| Aitera                | Arabic language  | Bachelor of Religion         | 13 years                   |
| Shaima                | Math             | Bachelor of Maths            | 15 years                   |
| Faiza                 | Math             | Teaching Diploma             | 20 years                   |

*Table 4.2: Background of teachers in School 2*

## **4.5 Data Collection**

Eriksson and Kovalainen (2008) note that methodology is often divided into methods of data collection (for instance, interview and observation) and methods of data analysis (for instance, thematic analysis and narrative analysis). This section presents the four methods believed to be the most appropriate for gathering the data required for this study: concept mapping, interviewing, scenario-based interviews, and observation. These methods were selected because they enabled deep exploration of teachers' attitudes. The concept map approach

facilitated an understanding of the participants' attitudes and interviewing was used to explore how the areas identified on the map affected the development of the teachers' job satisfaction and how they adapted to educational changes. The scenario-based interviews provided a clearer picture of the attitudes of the participants and the current situation in KSA schools. Finally, observations were conducted to ensure that the participants' interview responses reflected their actual practices. Observation was also conducted in case it yielded new data that did not surface in the interviews.

#### **4.5.1 Concept Map as an Interview Tool**

A concept map, also called a mind map, was created and used in this study (see Appendix 2.1 & 2.2). This tool is frequently used in social science research and is considered a qualitative method. Wheeldon and Faubert (2009) describe concept mapping as "a technique that can demonstrate how people visualise relationships between various concepts" (p. 69). A concept map does not need to be comprehensive; it may include only the participants' key experiences and perceptions (Wheeldon and Faubert, 2009). The map may also include participants' words, clear hierarchies, labelled concepts, and graphic representations of concepts and propositions, any or all of which may lead the researcher to better understand the participants' expressed ideas or demonstrate relationships among concepts within the map. Wheeldon and Faubert (2009) suggest that such a map might also include "word links, directional arrows, or just simple connectors like lines or overlapping circles" (p. 70).

Concept maps have diverse features that can provide researchers with useful data and a clear picture of participants' thinking. Having a concept map may be particularly important for researchers using the qualitative approach because it allows the researcher to arrange research, identify data and themes and analyse findings. In addition, these maps can provide researchers with an opportunity to easily code qualitative data and promote the identification and development of subsequent data collection tools, such as interview protocols and focus groups. Further, concept maps can play an important role in explaining complex processes and can help researchers translate knowledge represented by participants' input into meaningful conclusions (Wheeldon, 2009; Wheeldon & Faubert, 2009).

According to some researchers Ebener & Khan (2006) & Wheeldon (2009) and Wheeldon & Faubert (2009), concept maps can be used to characterise and categorise participants' spontaneous answers to questions posed to them, which in turn helps researchers to understand the reality of the target situation and to identify individual concepts. These characterisations help researchers to uncover participants' beliefs, attitudes, experiences, and perceptions, gauge their importance, and reveal relationships between and across different

concepts (Ebener & Khan, 2006; Wheeldon, 2009; Wheeldon & Faubert, 2009). Ebener and Khan (2006) note that the successful use of a concept map depends to a great extent on the participants' answers and their ability to engage in the exercise. Maps can also assist in the analysis of a large amount of information that is difficult to capture and convey in text alone. Due to the many helpful features of concept mapping, the tool helped provide an understanding of the reality of the situation in KSA schools as described by the participating teachers' spontaneous answers. It also provided a clear picture of the teachers' thinking and attitudes towards a change in education procedures.

The use of concept mapping is considered a complementary strategy; thus, it couldn't be used alone to understand the teachers' attitudes. In addition, Wheeldon and Faubert (2009) claim that these maps are not appropriate for understanding an individual view. Using additional data collection strategies, such as interviews or focus groups, helps researchers to test and explore ideas and provides further detail about the concepts included on the map. Thus, semi-structured interviews were also used to gather data for this study to obtain a deep understanding of teachers' attitudes towards a new education change in KSA schools and to explore the factors that influence their attitudes.

#### **4.5.2 Interview**

Cohen et al. (2007) explain that "interviews enable participants – be they interviewers or interviewees – to discuss their interpretations of the world in which they live and to express how they regard situations from their own point of view" (p. 349). Robson and McCartan (2011) and Kvale (1996) state that the interview method asks question of and receives answers from participants. Although this method is typically conducted between two people and carried out face to face, it can occur in a group setting and it can be done via telephone or over the internet.

In addition, the interview method is considered a flexible method for collecting data. It allows the use of multi-sensory perceptions, such as verbal, non-verbal, spoken, and heard. This interview tool allows not only for answers, but it also provides an opportunity to discuss complex issues (Cohen, Manion and Morrison, 2011). This interview method has three purposes, according to Cohen et al. (2007). Firstly, it can be considered the key means of gathering information that has a direct bearing on or relation to research objectives. Secondly, this interview method can be used to test hypotheses or to suggest new ones and it can help identify variables and relationships. Thirdly, it can be used in conjunction with other methods.



There are three types of interviews: structured interviews, semi-structured interviews, and unstructured interviews. A structured interview, which is also called a standardised interview, comprises questions that are closed-ended and the sequence of questions is the same in every interview. In addition, the questions or the content of this type of interview are organised in advance (Cohen, Manion and Morrison, 2011; Robson and McCartan, 2011). Cohen et al. (2007) believe that a structured interview is useful when the researcher knows or is aware of what they do not know. Consequently, questions that will provide the knowledge sought are formulated. In addition, this type of interview has advantages, including ease of data analysis and ease of aggregating responses. Also, many questions can be asked in a short time. However, structured interviews have their limitations in that they are not flexible with regard to particular individuals and circumstances. Moreover, using standardised wording for questions may limit the naturalness and relevance of questions and answers (Cohen, Manion and Morrison, 2011).

An unstructured interview, which is also known as a non-standardised interview, asks questions that are open-ended and in-depth. The questions asked in an unstructured interview depend on the purpose of the research, but the content, sequence, and wording are wholly in the hands of the interviewer. An unstructured interview can be useful when the researcher is not aware or does not know what they do not know. Therefore, they rely on the respondents telling them what they do not know. Although this type of interview takes time, needs careful planning and can make data analysis difficult, information can be explored in greater depth (Cohen, Manion and Morrison, 2011; Robson and McCartan, 2011).

In order to successfully conduct this research, semi-structured interviews were conducted (see appendix 2.3 & 2.4). This type of interview was chosen in order to be able the explanation of questions in the event that they were not well understood by participants, as well as to obtain rich and in-depth information on the experiences of the individuals interviewed, in particular information regarding the teachers' experiences in educational reform. Furthermore, Miles and Gilbert (2005) state that semi-structured interviews are ideal for finding out reasons. As such, semi-structured interviews were carried out to help shed light on why teachers in the KSA tend to adopt, ignore, or resist change and help generate an understanding of other issues pertaining to the attitude of teachers toward educational reform. Another reason why semi-structured interviews were used was to address other important aspects that arose from the participants' answers.

A semi-structured interview is concerned with conversations in which researchers want to find out more about something. The interviewer prepares questions to ask regarding whatever it is they want to know. These questions can be either open-ended or closed-ended and not all

of the questions are set in advance. This type of interview is flexible and allows the interviewer to add new questions based on the answers given by the interviewee. Moreover, semi-structured interviews help researchers to explore further information. Researchers have freedom in the sequencing of questions, the exact wording used, and the time given to the discussion of different themes (Kvale, 1996; Miles and Gilbert, 2005; Cohen, Manion and Morrison, 2011; Robson and McCartan, 2011).

Although using interviews as a methodology has many advantages, it can also be problematic. Daley (2004) and Cohen et al. (2007) point out that one problem with qualitative data in general is that it often consists of a large amount of discrete information and it may be difficult to control and manage the data. In addition, with large data sets, it may be difficult to identify the important and salient information; therefore, it could be inadvertently lost. Daley (2004) claims that using a concept map and coding the data can help researchers to retain the key data and avoid the loss of meaningful information. Tightly controlling an interview may also make subsequent data analysis easier as it allows the researcher to sort and classify the participants' responses and to clarify meanings during the interview (Kvale, 1996; Cohen, Manion and Morrison, 2011). In this study, concept mapping and coding were used in an attempt to control the data and to avoid the loss of relevant information.

Another challenge researchers conducting interviews face is that it is a time-consuming process (Anderson, 2009; Cohen et al., 2007; Robson & McCartan, 2001). To minimise this problem, it is important to be prepared prior to the interviews. This preparation should involve clarification of the research objectives, preparation of the questions that will be asked in the interviews and identification of the key themes that will be explored with the respondent (Kvale, 1996; Anderson, 2009; Cohen, Manion and Morrison, 2011; Robson and McCartan, 2011).

The length of time allocated for each interview is another important consideration. Anderson (2009), Cohen et al. (2007), and Robson and McCartan (2001) warn that dedicating less than half an hour per interview will likely lead to interview data of little value. On the other hand, interviews that last over an hour can place an unreasonable demand on the interviewee as they may be busy. Long interviews can also reduce the number of participants willing to participate.

Further, lengthy interviews may affect the researcher by causing fatigue. This fatigue may then be reflected onto the participants, who subsequently may be unwilling to continue the interview. Such situations affect the quality and validity of research. In light of these considerations, each interview conducted for this study was approximately 45 minutes long to

avoid over-taxing the participants and the researcher while still providing good quality data. To further avoid any issues concerning time, the number of participants was limited to 14 per general case study limit recommendations (Anderson, 2009; Cohen, Manion and Morrison, 2011; Robson and McCartan, 2011).

Another challenge facing researchers who conduct interviews is that the participant may not speak freely and openly during the interview. The researcher's behaviour plays a key role in helping interviewees feel willing to speak freely and openly. Active listening is an important strategy for researchers to employ. A good listener needs to listen more than speak, utilise non-verbal communication such as eye contact, and show respect. In addition, phrasing questions in a straightforward manner is important to enable participants to speak freely. The researcher needs to express the interview questions in a clear, non-threatening manner and to avoid the use of academic jargon. In addition, the researcher should vary their vocal tone and facial expressions to help sustain participants' attention and avoid conveying any suggestion of boredom or dissatisfaction with participants' answers (Kvale, 1996; Anderson, 2009; Cohen, Manion and Morrison, 2011; Robson and McCartan, 2011).

Cohen et al. (2007) and Kvale (1996) point out that interviewers may face the additional problem of interviewees providing misinformation or evading the issues being probed in the interview, both of which limit the reliability of the data. These behaviours are more likely to happen in telephone interviews, with Anderson (2009) noting that conducting interviews face to face can help researchers to avoid this problem and to build a positive, trusting relationship with participants.

Further, researchers need to be mindful, keep the conversation going, and motivate participants to discuss their thoughts, attitudes, and experiences. An effective researcher makes introductions before the interview and explains the situation, the topic, the interview protocols and the aim of the study. It is important that the researcher is clear about what it is they wish to find out. During the interview, the researcher needs to give participants appropriate verbal and non-verbal feedback (Kvale, 1996; Anderson, 2009; Cohen, Manion and Morrison, 2011; Robson and McCartan, 2011).

The teachers previously interviewed during the author's master's degree research were cooperative and willing to share their opinions freely and openly, even though there was no relationship between them and the author outside the research setting. In addition, they were willing to complete the full interview and they tried to provide important information. Similar willingness and cooperation was expected to occur with the participants in this study. As with the above-mentioned master's degree research, for this study, interviews were conducted with

teachers and head teachers who did not know the author. A lack of familiarity helps avoid problems that can occur when researchers and participants have a personal relationship, such as reluctance by participants to discuss any aspects that might reflect badly on them. Such hesitancy can arise when participants believe they might see the researcher again. Furthermore, the problems described in the literature on interviewing techniques were taken into account and actively avoided. Special attention was paid to the participants' facial expressions and body language, as these can signal important information about the credibility of their opinions.

Interviews with a number of teachers and head teachers were carried out in order to explore the teachers' attitudes toward educational reform. Numerous interviews were conducted in order to gather a large enough quantity of the necessary information. Each interview lasted around 45 minutes. For part of the session, a scenario-based interview was conducted to learn what the teachers, including the head teachers, actually thought about the scenario.

#### **4.5.3 Scenario Interview**

Although many researchers believe that a semi-structured interview will generate meaningful data and obtain rich, in-depth information about the experiences of individuals (Miles and Gilbert, 2005; Cohen, Manion and Morrison, 2011; Robson and McCartan, 2011), Freebody (2003) claims that semi-structured interviews do not always provide a clear picture of participants' attitudes, as participants sometimes say they do things that differ from what they actually do. Therefore, scenario interviews were held to generate further data and to learn more about what the participants think.

Bradfield, Wright and Burt (2005) define a 'scenario' as an indirect technique to explore something. They also refer to it as "logics for organising themes or principles (often in the form of matrices)" (p. 808). They note that scenarios are primarily used with the qualitative approach and that either inductive or deductive methods can be used to develop a scenario. McDiarmid (1992) states that participants occasionally state things in an interview that differ from what they actually do. He claims that scenarios can grasp this and that "what they notice in the scenarios and how they reason through the various teaching tasks tells us about what they are capable of doing" (p. 6). Joram (2007) notes that scenarios help us understand participants' attitudes indirectly. Scenarios are also designed to show the position of participants via their responses. For this study, three interview scenarios were used to gain a better understanding of the teachers' attitudes (see Appendix, 2.5&2.6).

#### 4.5.4 Observation Method

Data was also collected through observation, which can be used as either a primary or supporting method in any research (Robson and McCartan, 2011). This study used observation to support the interviews that were undertaken. Observations were used to measure the participants' response behaviour in real life and to reveal additional data that was not captured during the interviews. According to Robson and McCartan (2011) and Cohen et al. (2007), the aim of observation is to check reality when interview responses seem to offer information that is contradictory to what people do in real life, as well as to discover new aspects or new data that participants may not feel comfortable discussing during an interview.

Observation is considered a direct technique that enables researchers to watch, record, describe, analyse and interpret the nature of a situation, or the nature of events under study and what researchers have observed. Observation allows researchers to use immediate awareness and cognition to produce authentic and more valid data (Cohen, Manion and Morrison, 2011; Robson and McCartan, 2011). Moreover, observation is considered an important tool in some sciences, because this form of data collection can shape research decisions and form new ideas. In addition, observation increases researchers' information and their experience (Cohen, Manion and Morrison, 2011; Robson and McCartan, 2011).

There are many advantages to using observation for data collection. Observation primarily enables the researcher to look at the case or investigate it directly and to observe what occurs rather than depending on second-hand accounts.

Researchers do not need to ask people about their feelings or attitudes; they only need to watch and listen to what they do and say. A feature of direct observation that research methods rarely have is a lack of artificiality. Observation is optimal because it permits researchers to collect live data that relates directly to the research question as events unfold. Moreover, observation allows researchers to focus on participants' behaviour or qualities. Researchers can observe non-verbal behaviour and determine whether this behaviour is natural or contrived. Furthermore, data can be analysed at the same time it is collected.

However, observation also has some disadvantages. Some researchers claim that the process of observation can affect the observed participants by confusing them or making them hypertrophic (Anderson, 2009; Cohen, Manion and Morrison, 2011; Robson and McCartan, 2011). Borich (2007) points out that these obstacles can be overcome if researchers build a

good relationship with participants before observing them. Researchers should explain to participants the purpose of the study, why they are observing, what will be observed and how long the time of observation will take. In addition, if researchers explain that all data will be kept secret and that the data will only be used for research, this can reduce participants' confusion.

It takes time to prepare for observation and to analyse the collected data. In addition, poor preparation before observation might produce incorrect data (Anderson, 2009; Cohen, Manion and Morrison, 2011; Robson and McCartan, 2011). Some researchers state that many considerations should be taken into account to save time. For example, before observation, the observer needs to gain permission from the field and the participants. Observers should identify the venue and time. Observers also need to set up recorders, video cameras and observation cards. Observers need to create a sheet or schedule for identifying issues or agendas they will observe, as this makes data collection easier and more efficient. This approach may also help researchers avoid bias, which is one of the disadvantages of observation that can occur when data is collected (Cohen, Manion and Morrison, 2011; Robson and McCartan, 2011).

Sometimes, there is a significant gap in time between the observation and when the information is recorded, which can confuse the observer or lead them to provide the incorrect data (Cohen, Manion and Morrison, 2011). To avoid this, observers should carefully prepare recording schedules and indicate the time of the event on their schedules (Cohen, Manion and Morrison, 2011).

There are five different types of observations. First, structured observations focus on quantitative data and are widely used with fixed research designs, such as experimental and non-experimental designs. Structured observations test existing hypotheses (Croll, 1986; Anderson, 2009; Cohen, Manion and Morrison, 2011; Robson and McCartan, 2011). Second, unstructured observations are not as clearly defined because researchers do not know exactly what they are looking for in the data. Since researchers who use unstructured observations need to observe the situation before they determine its significance, these types of observations require less preparation time but more time to analyse the data (Cohen, Manion and Morrison, 2011). Third, participant observation occurs when researchers engage with participants' activities while they observe. Participants may be familiar or unfamiliar with the participant-observer; also, the purpose of the research could be overt or covert (Croll, 1986; Flick, 2009; DeWalt and DeWalt, 2010; Cohen, Manion and Morrison, 2011; Robson and McCartan, 2011). These three types were not used for this study as hypotheses were not tested and the researcher did not engage with the participants' activities.

The other two types of observation, non-participant observation and descriptive observation, were used for the current study. These types of observations are nearly identical and often overlap, according to Cohen et al., (2007). Non-participant observation is when the researcher plays the role of the observer, but rather than engaging in the participants' activities, they remain detached. They only investigate and observe what they want to observe. In this type of observation, the purpose of the study is clearly stated to the participants (Flick, 2009; Cohen, Manion and Morrison, 2011). For example, Cohen et al., (2007) explain that in this situation, observers may sit at the back of a classroom and code what they want to investigate or explore. Descriptive observation occurs when researchers do not intervene with participants' activities, but they can still describe the complexity of the events. Robson and McCartan (2011) explain that "the basic aim here is to describe the setting, the people, and the events that have taken place"(p. 324).

Robson and McCartan (2011) recommend nine ways to make descriptive data collection easier. First, the researcher should describe the space, such as the rooms and outdoor spaces. Second, researchers should record information about the actors, such as their names and relevant details of the people involved. Third, the activities, such as the various activities of the actors, should be noted. Fourth, researchers should document objects, such as physical elements and furniture. Fifth, researchers should describe acts, such as specific individual actions. Sixth, particular occasions and meetings should be logged. Seventh, researchers should note the timing or sequence of events. Eighth, the goals or what actors are attempting to accomplish should be recorded. Ninth, researchers should describe feelings, such as emotions, in particular contexts.

The researchers' role in this study can be described as a non-participant observer because they sat at the back of a classroom and did not participate in the lesson. In addition, they performed descriptive observation as they recorded specific data, including the teacher's attitude during the lesson, the classroom's facilities and their impact on the teacher's job satisfaction, the technology used in the classroom (for example, a black board), how many strategies the teacher used in the lessons, the teacher's application of cooperative learning, which is required by the Ministry of Education in the KSA but may not be applied in all schools, and the size of the class, as the literature suggests that this can affect a teacher's decision to apply cooperative learning. Moreover, evidence of behaviours or activities indicated by teachers and head teachers during their interviews was also looked at. Finally, any issues that arose in the classroom during the observation that were relevant to the study were recorded.

For this study, 12 lessons were observed in two schools. Each lesson lasted 45 minutes. The data was only collected using recording and notes. Video cameras were not used for this study

because the KSA schools do not allow the use of video cameras in primary schools and female schools. The nine types of descriptive data indicated by Robson and McCartan (2011) were collected.

## **4.6 Data Analysis**

When the participants gave permission, the interviews were audio-recorded and in all cases, notes were taken. The data includes transcripts of the interviews and their translations. I have done this by myself in order to keep accuracy and help to make the process of analysis easy (Lichtan, 2014). This study used software programme (MAXqda programme) in order to facilitate and assist the process of analysis (Cohen et al., 201) as the files of audio interviews transcribed were in Arabic. while other software, such as NVivo, does not have capacity to deal with Arabic.

Qualitative research includes different approaches to analysing data, such as the quasi-statistical, thematic coding and grounded theory methods (Robson and McCartan, 2011). For this study, thematic analysis, which some researchers describe as a popular method of analysing qualitative data, was chosen. Researchers add that it may help the researcher to generate unanticipated ideas (Braun & Clarke, 2006; Robson & McCartan, 2011).

Braun and Clarke (2006, p. 77) define thematic analysis as “locating the data in relation to other qualitative analytic methods that search for themes or patterns and in relation to different epistemological and ontological positions”.

Thematic analysis is considered a tool for identifying themes within data. It also helps the organisation and description of the data in more detail. In addition, it is considered a flexible and useful approach with the potential to provide rich and detailed analysis of data. Frequently, it provides different interpretations of selected issues or aspects of a research topic (Braun and Clarke, 2006; Robson and McCartan, 2011).

Some researchers claim that analysis is an exciting part of research, as the researcher may discover themes and concepts that were not immediately apparent during the interviews. Thematic analysis is also seen as accessible as it does not require detailed theoretical or technological knowledge like other approaches, such as the grounded theory. In addition, the process of analysis seeks to reflect reality and to uncover meaning below the surface of reality (Braun & Clarke, 2006; Robson & McCartan, 2011).



Thematic analysis is a realist method in terms of ontology as it helps to unveil the experiences and reality of participants. It is also a constructivist method as it attempts to study events, experiences, and meaning that occur within society. In addition, it is a contextualist method, which can be a bridge between essentialism and constructionism (Braun and Clarke, 2006). Braun and Clarke (2006, p. 81) point out that thematic analysis is characterised by theories that aim to illuminate how individuals make meaning of their experiences and “in turn, the ways the broader social context impinges on those meanings, while retaining focus on the material and other limits of reality”.

Regarding the theme, across the data set there may be instances that correspond to a theme, but this does not mean all other instances should be considered less important. The theme(s) could cover a large number of data items or on the contrary, could appear in the smallest portion of the data set. The theme could be found in every interview or it could be articulated by a smaller number of individuals who express the theme with more vigour. This can produce complex questions about where the theme is to be found within an extended sequence of discussions. Thematic analysis helps to reduce this problem by determining themes in a variety of ways. In addition, it helps to provide more detail and accuracy for one theme or a group of themes inside the data (Braun & Clarke, 2006; Robson & McCartan, 2011). Regarding the coding of the data, the selected codes could depend on a quite specific research question or a specific research question could be developed during the coding process. Thematic analysis seeks to discover repeated patterns of meaning within data.

Thematic analysis has two ways of identifying themes or patterns within data, namely inductive and deductive. Cohen et al. (2007) and Eriksson and Kovalainen (2008) point out that the deductive approach tests theories and hypotheses that can then explain particular phenomena. Therefore, the deductive approach is taken when the researcher begins their research by studying theory from literature reviews and looking at evidence; therefore, the themes for their research are derived from the literature. Conversely, Braun and Clarke (2006, p. 83) describe inductive analysis as “a process of coding the data without trying to fit it into a pre-existing coding frame or the researcher’s analytic preconceptions”. Thus, this form depends on the data, even if the researcher is unable to abandon their theoretical and epistemological commitments. In addition, the identification of themes in this approach depends on the specific questions that are directed to the participants. This form of analysis may seek a more detailed description of some aspect of the data, with a less than rich overview of all the data. In this study, the identification of themes was based on the literature review, concept map and interview transcripts. Therefore, both a deductive and an inductive approach were used for this study.

The process of performing thematic analysis starts when the researcher searches in the data for patterns and issues that have meaning and potential interest. Then it involves reporting on the themes that may be identified before, during and after the analysis of the data (Braun and Clarke, 2006).

According to Braun and Clarke (2006), there is debate about when a researcher should engage the literature with the analysis. Some academics claim that early reading can help focus the analysis on important issues that may be addressed by the data, while others argue that delaying engagement of the literature could enhance the analysis by encouraging the researcher to recognise the novel features of the data. According to Braun and Clarke (2006) there is no clear or right way to conduct thematic analysis.

In this study, the researcher adopts a thematic analysis in serial distinct phases. The first phase involves the researcher familiarising herself with the data, including transcribing the data, rereading it and making notes of ideas. The second phase involves generating the initial codes, which includes identifying the interesting features of the data and collating the data that is relevant to each code. Searching for themes is considered the third phase of thematic analysis. It involves grouping the codes into potential themes and collecting all the data that has relevance to each potential theme. The fourth phase is reviewing the themes, which involves checking whether the themes work with the coding. In the fifth phase, clear names and definitions are assigned to each theme and in the final phase, the report, which involves the production of the analysis, is produced (Braun & Clarke, 2006; Robson & McCartan, 2011).

#### **4.7 Validity and Reliability**

Whether gathering data using a qualitative method or a quantitative method, steps need to be taken to ensure data quality and verifiable findings in order for a study to be sound and to make the research more effective (Golafshani, 2003; Cohen, Manion and Morrison, 2011; Robson and McCartan, 2011; Yin, 2013). The quality of the data can be measured using two concepts, which are reliability and validity. Validity and reliability are important measures to test and evaluate both quantitative and qualitative types of research (Cohen, Manion and Morrison, 2011; Robson and McCartan, 2011). However, these concepts seem to work more effectively for the quantitative paradigm than the qualitative paradigm. This is particularly the case in terms of reliability, which is less of an issue in qualitative research (Hammersley, 2007; Cohen, Manion and Morrison, 2011), despite Brock-Utne (1996), cited by Cohen, Manion and Morrison (2011), having claimed that qualitative research is noted for reliability because the data in qualitative research usually produces multiple interpretations. Validity, in

contrast, is important and required in both quantitative and qualitative research (Hammersley, 2007; Cohen, Manion and Morrison, 2011).

Denzin and Lincoln (2005) believed that reliability and validity in qualitative research can be addressed in several ways, and these ways have been taken into consideration in this study in order to ensure the quality of this research, to reduce the threats to its validity, and moreover, to increase the reliability of the study.

Therefore, this study has external validity, as many of the findings match with previous studies in instances where this study involved implementing theories from previous studies in order to interpret what was found (Cohen, Manion and Morrison, 2011). In addition, this study has great internal validity, as it was possible to generalise the findings to specific groups, communities or situations, particularly female teachers, using two primary schools in the KSA. This study's researcher also sought to increase the study's validity by using different instruments for data collection, and moreover, by choosing appropriate methods for answering the research questions (Cohen, Manion and Morrison, 2011; Edmonds, W.A. and Kennedy, 2013). The methods selected were semi-structured interviews, concept maps as interview tools, a scenario interviews and observation in order to allow the researcher to explore the teachers' attitudes towards education changes and also to understand the factors that encourage or discourage teachers in terms of adopting changes. It was also helpful to observe the current education situation in the KSA.

Furthermore, the researcher in this study was careful to follow many steps before and during the data collection process to ensure the quality of the data and increase the validity and reliability of the study. For instance, before data collection, the sample of data collection questions was reviewed by the researcher's supervisors, who provided feedback on the suitability of the semi-structured interviews questions, scenario interview questions, concept map sheet and observation schedules. Moreover, the researcher conducted two interviews as pilot studies with two participants in order to ensure that future participants would understand the questions similarly, and then modifications were made. This method of interview piloting was important in order to enhance the reliability and validity of the study, according to Silverman (1993), cited by Cohen, Manion and Morrison (2011).

Regarding the sample in the study, Cohen, Manion and Morrison (2011) showed that the samples of a study created by the researcher lead to biases in interviews, which affects the possibility of achieving reliability in the study. Therefore, the researcher in this study took this into consideration by making participation in the study voluntary. Moreover, the researcher in this study was keen to carefully formulate the questions in order to make the

meaning of each question clear to participants. In addition, the researcher thoroughly explained the aim and purpose of the study to participants before conducting the interviews and the researcher gave detailed information and clear explanations to those who wanted to know more about the study; moreover, the researcher gave the participants freedom during the interview to ask about any questions that were not clear to them. As Cohen, Manion and Morrison (2011) and Yin (2013) pointed out, misunderstandings from participants about what is being asked are not helpful to achieving validity in a study.

Furthermore, the researcher in this study sought to achieve validity by conducting face-to-face interviews in order to build a positive and trusting relationship between the researcher and participants (Anderson, 2009). Moreover, conducting several visits to the schools helped to build good relationships between the researcher and participants, which also facilitated more interaction and, consequently, helped to achieve validity in the interviews. As Cohen et al. (2007) and Kvale (1996) pointed out, interviewers may have a problem building trust with interviewees if interviewers provide misinformation or evade the issues being probed in the interview, which leads to limiting the validity of the data. This is more common in telephone interviews; moreover, these result in the absence of non-verbal cues, such as facial expressions and gestures, which could have helped to convey the meaning behind words, whereas face-to-face interviewing could help the researcher to avoid this problem (Anderson, 2009). In addition, Cohen, Manion and Morrison (2011) also showed that making conversation and friendly interactions between the researcher and participants enhances the validity of a study by allowing participants to feel at ease and also allowing the researcher to discover information easily.

During the interview, the researcher was careful to avoid using leading questions, as these affect the validity of a study by influencing participants' answers in order to obtain information or to elicit a particular answer that the interviewer needs to support their expectations (Cohen, Manion and Morrison, 2011). In addition, the researcher in this study attempted to avoid lengthy interviews, as they may negatively affect both the researcher and participants. Participants may be unwilling to continue the interview, and might not be able to provide good-quality data, which would affect the quality and validity of the research (Anderson, 2009; Cohen, Manion and Morrison, 2011; Robson and McCartan, 2011).

In addition, the researcher in this study also paid attention to strengthening the reliability of the study through classroom observations: the researcher conducted observations in two different schools at different times, as Cohen, Manion and Morrison (2011) pointed out that doing the same observations at a different time or in a different place enhances the reliability of a study. In addition, during the classroom observations, the researcher in this study sought

to focus not only on the teachers' attitudes during the class, but also on other aspects, such as the interactions between the students and teachers, lessons and group activities. This type of observation was encouraged by Cohen, Manion and Morrison (2011), who pointed out that researchers paying attention to other phenomena during observations is important for addressing the study's reliability.

The issues of validity do not only need to be considered during data collection; they also need to be taken into account in the analysis of the interviews (Cohen, Manion and Morrison, 2011). As explained in section (4.6), this study used a thematic analysis by coding the data, which helped in this study's production of unanticipated ideas and aided to uncover themes or concepts that were not apparent during the interviews. Moreover, it helped to describe the data in more detail and provided different interpretations of selected issues, which also contributed to avoiding biases that could have affected the validity of the data (Braun and Clarke, 2006; Robson and McCartan, 2011).

#### **4.8 Ethical Considerations**

Ethical issues are an important consideration for any study, particularly when it involves people. In addition, any ethical issues can threaten the consistency of a study. Therefore, it is important to take into account the fact that each phase of research might raise ethical problems (Cohen, Manion and Morrison, 2011). Ethical issues may stem from the nature of the research and/or the selected data collection strategies. Researchers such as Anderson (2009), Cohen et al., (2007), and Robson and McCartan (2011) point out that some data-collection methods, such as interviews and observations, may be more prone to ethical problems because the researcher must relate directly with the participants. In interviews, for example, participants may not cooperate and talk openly with the researcher because they see the researcher as an outsider and therefore do not feel safe sharing potentially sensitive information. In addition, participants may worry about saying something that could affect their relationship with their manager, such as the head teacher (Anderson, 2009; Cohen, Manion and Morrison, 2011). During observations, for instance, some participants may change their behaviour because they are concerned about what the researcher will observe (Anderson, 2009; Cohen, Manion and Morrison, 2011; Robson and McCartan, 2011).

Researchers need to take these and other potential ethical issues into account and to have a plan to eliminate or at least minimise them. For this study, the ethical guidelines for research recommended by the British Educational Research Association (2011) were followed. Many

researchers also point out areas of ethical issues that should be considered, such as informed consent, participant anonymity, confidentiality with respect to data and sources of tension (Anderson, 2009; Cohen, Manion and Morrison, 2011; Robson and McCartan, 2011). Therefore, some steps were taken before commencing this study's empirical work. To begin with, an official letter from the School of Education at Reading University was mailed to the Saudi Culture Office in London. Next, the agreement of the researcher's sponsor to carry out this empirical work was sent to the Ministry of the KSA. Then permission to carry out this study in schools was obtained (see appendix 1).

Furthermore, voluntary participants for the study were found and informed consent from all participants was obtained. The aims and purpose of the study were explained by writing and speaking to the head teacher and to other teachers. Moreover, detailed information and clear explanations were given to those wanting to know more about the study to ensure that the process of data collection ran smoothly. It was clarified that participants could withdraw from the research at any time and that they could see copies of their transcript if they wished. This allows participants to see that their names have not been used in data collection. They were also informed that pseudonyms were going to be used in the final paper instead of their names and the schools' names. These steps preserved participant anonymity throughout the research project.

Further, participant confidentiality was guaranteed by using the data gathered only for research purposes and by ensuring it was not shared with unauthorised people. Therefore, it is important, as pointed out by Anderson (2009), that participants know who will be able to read and scrutinise the information they provide. Teacher-participants were informed that their data will be held in strict confidence and will not be shared with their head teacher or with the Ministry of Education. Head teachers were assured that their information will not be shared with any of their staff, other teachers, or the Ministry of Education. To further help guarantee confidentiality, any information on transcripts that might allow others to infer participant identities was altered or concealed. These steps should have facilitated privacy and confidentiality, which in turn should have helped the participants to feel comfortable with the researcher.

Data storage is considered another potential privacy issue and participants may be aware of the danger posed by loss of confidential information (Anderson, 2009). Therefore, before the information was gathered, the participants were informed about how the data would be collected and stored. Data collection was achieved through the use of handwritten notes and the interviews were recorded using a portable tape recorder. The participants were also told how the data would be stored. All print data is being kept on a password-protected computer

that is only accessible to the researcher. Audio data was stored on the device used to record it, which again was only accessible to the researcher. This data was destroyed after use as the audio recording data was deleted immediately after it was transferred to transcript form, while the print data is still to be destroyed at the end of study.





## Chapter 5: Analysis for the Research Question One

The research questions in this study were:

1. What do female teachers in primary schools in the KSA think about educational reform?
2. Why do female teachers in the KSA adopt, ignore or resist change?
3. Why do some primary schools in the KSA (particularly female schools) resist MoE-advocated educational initiatives while other schools do not?

The findings of this study will now be presented in relation to these research questions.

### **Research Question One:**

#### **What do female teachers in primary schools in the KSA think about educational reform?**

This question explored female teachers' attitudes, opinions and experiences about educational reform, in general and towards cooperative learning in particular. This study had two schools as case studies to collect the opinions of the teachers, using concept maps, interviews, scenario interviews and observation methods. The responses of teachers in both schools during the scenario interviews did not answer the first research question explicitly but did answer the second and the third research questions.

In this chapter, the analysis will present the major themes that emerged inductively from the data (interview, scenario interview, concept maps and observation) and deductively from the literature review. As explained in the methodology chapter, the researcher adopted a thematic analysis in serial distinct phases. The researcher familiarised herself with the data by transcribing the data, reading it and making notes of ideas. The second phase involved generating the initial codes, which the researcher used to identify the interesting features of the data and collating the data that was relevant to each code. Some examples of the codes mentioned in this chapter are series, brevity, the curriculum is full, expand students' minds, linking students with their life, not organised, encourage weak students and class size (see Appendix 4.2 and 4.3).

Then, the third phase was grouping the codes into potential themes and collecting all the data that had relevance to each potential theme. Examples of some themes and sub-themes that were noted before giving clear names and definitions to each theme are obstacles of CL, benefits of CL, school's role in educational changes and disadvantages of new curricula. The fourth and the fifth phases were reviewing the themes, which involved checking whether the themes worked with the coding and also reviewing the names of the themes by assigning clear names and definitions to each theme. The final phase was the report, which involved the production of the analysis.

Therefore, the final overview of the themes of research question number one are identified as the following themes and sub-themes: curriculum changes (curriculum content, curriculum resources), assessment changes, positive attitudes towards the pedagogy strategies (opportunity to develop skills), positive attitudes towards cooperative learning (helping teachers, and opportunity to develop students' skills), and negative attitudes towards the pedagogy strategies and cooperative learning (cost to teachers, insufficient time for lessons, school environment is not fit for purpose, and no improvement in students' skills).

## **5. 1. Curriculum Changes**

### **5.1.1 Curriculum Content**

Analysis of the interview showed that two teachers in S1 and four teachers in S2 displayed a positive attitude towards the content of the new curriculum. In contrast, five out of six teachers in S1 and four out of eight teachers in S2 had negative attitudes towards some aspects of the developments in the new curriculum. However, teachers in S1 seemed to have had more negative attitudes than teachers in S2. Therefore, the following sections and the series of sub-themes will explore these attitudes in depth.

#### ***5.1.1.1 Well-sequenced***

Zahra (in S1) and Noha and Shaima (in S2) believed that their new curriculums are better than in the past because it is sequenced more coherently in the primary stages. Noha happily explained,

The good thing about the new curriculum is that it is a series, whereas before it was disjointed.

These three teachers had a strong positive attitude about the new curriculum; their happiness showed in their body language and they used strong words during the interviews to express

their satisfaction, such as “the good advantage” and “wholeheartedly.” They focused on the sequencing of subject, in which knowledge is hierarchical rather than cumulative, as this helps develop students’ learning and may make it easier to learn.

Zahra’s concept map corroborated her interview, as she expressed that “the new curriculum has become more developmental” and confirmed her willingness to adopt it. No teachers in S2 expressed this point in their concept maps, although the two teachers from S2 were happy about new changes, which was clear from their tone. However, there might have been other aspects within education reform that were important to them, rather than the sequencing of the subjects.

Surprisingly, these examples of both schools were mentioned by maths and science teachers. This might be because knowledge in these two subjects is hierarchical, rather than cumulative. However, there were teachers in both schools who taught both maths and science and they did not mention this point. Moreover, they expressed in general a negative attitude towards the new curriculum.

#### ***5.1.1.2 New Content Quantity***

Only one teacher in S1 and one teacher in S2 found the new content to be streamlined, whereas four teachers in S1 and two teachers in S2 complained about the heaviness of the new content in the new curriculum, as will be made clear in the following sections.

##### **5.1.1.2.1 Streamlined**

In two subjects – Arabic and religion – many subjects have been combined into one subject. For example, in the past, there were six subjects related to Arabic that were combined into one subject. The religion subject also contained four subjects that were combined into one subject. Aida (in S1) explained this and Bandari (in S2) talked about it. Both of these teachers preferred the new curriculum to the old one and they admired the new curriculum for its brevity. As Aida explained,

The curriculum has been shortened; as the Arabic subject and religion subject...It is true that the book is brief, but its usefulness...It [the new curriculum] is much better than before...now all the areas that are related to the Arabic subject are collected in one book...

It seems that Aida and Bandari were happy about streamlining what was to be taught. It was also clear in their interviews that this helps improve different skills among students with one

lesson, while in the past, each book concentrated on improving only one skill per lesson. For example, one lesson now includes grammar, text for reading, text for expression, text for writing and so on. All these skills are related to each other and to the lesson. While in the past, there was one lesson focused only on improving expression skills and the other lesson focused only on writing skills.

Despite these two teachers being satisfied that the new curriculum is streamlined, they did not express this point in their concept maps. They focused on other aspects of the new curriculum that were of more interest to them.

The classroom observations matched with the teachers' interviews, for example, it was observed in Bandari's class which was an Arabic lesson, the lesson focused on improving the students' skills. It was observed that students read the text and described the pictures, which allowed them to express what they saw. It was also observed that students wrote and practised other skills.

Surprisingly, only Aida and Bandari talked about the brevity of the new Arabic and religious subjects, despite the fact that Liela (in S1) teaches religion and Aitera (in S2) teaches Arabic. Neither of them mentioned the brevity; they instead talked more about the heavy content, especially Liela (in S1), which will be explained in the next section. For example, Aitera has 13 years' experience in teaching, while Bandari only five years, which means Bandari had only one year to teach the old curriculum; the rest of her experience is with the new curriculum.

#### **5.1.1.2.2 Heavy Content**

Liela, Salma, Safia and Zahra (in S1) and Aisha, Faiza and Mona (in S2) teaching different subjects, such as maths, religion, social education and science. They had the same view that the content of the new curriculum was information-heavy.

For example, Safia criticised the new curriculum. She believed that the new maths curriculum was better than the old one; she explained, with hesitation,

The [new] curriculum is better than before, but it needs to be reduced a little; I mean, I have mathematics in stage one, and the curriculum is full. And the students' level still needs to improve, so they firstly need to learn how to write.

This response and the responses of other teachers, indicated that these teachers were complaining about the heavy information in the new curriculum. Their body language showed their unhappiness about the heavy content. However, some teachers used a "hedging"

technique. Hedging is a way to minimise one's criticism of others and avoid offending them, and some people may use phrases such as "a bit" or "a little" out of politeness. For example, Safia used the phrase "it needs to be reduced a little."

Despite these teachers being concerned about the heavy new content, no teachers, except Mona, expressed this issue in their concept maps and scenario interviews. They might have done that to avoid causing offence. Mona's concept map confirmed that she was not happy about the heavy content of the new curriculum, as she expressed her wish that the Ministry of Education reduce the information in the official textbook.

Although the teachers in both schools were not happy about the heavy content, they adopted the new curriculum in their classes, as is clear in the classroom observations. However, some of them still used the old method of teaching, which will be explained in (section 5.3).

There are interesting findings here. First, Liela and Aida (in S1) contradict each other in their interviews. Aida indicated that the new religion subject became briefer (see section 5.1.1.2.1), while Liela indicated that the new religion subject has heavy content. This may be because Liela teaches religion and knows more about it, while Aida teaches family education and might have heard from other teachers that the new religion subject had become briefer. The other explanation might be that Aida taught religion before she taught family education. Teachers in Saudi schools, especially in the primary stage, can teach any subject, even if the teacher does not specialise in the subject. This might have led her to talk in the interview about the religion subject.

The second interesting finding is that Zahra (in S1) and Mona (in S2) teach the same subject, science, but they had different feelings. Zahra had a completely positive attitude towards the new curriculum, while Mona had a completely negative attitude.

Their responses also contradicted each other. For example, Zahra was unhappy about the previous curriculum because it had comparatively few pages of content and it was clear that she liked the new content-heavy curriculum because she may value the need for students to learn many facts. Mona, however, said she liked the old science curriculum because it had one or two pages of content and she said, "the whole lesson was only one page or a page and a half." This contradiction is possibly because of Mona's strong identification with the old curriculum, which she made clearer in her response to the second research question. In addition, it might be the case that Mona prefers a lighter curriculum because it allows time to develop certain skills or a better understanding of an issue.

Although Zahra (in S1) and Mona (in S2 ) contradict each other, Salma (in S1) and Aisha (in S2) teach the same subject, social education and Safia (in S1)and Faiza (in S2) teach the same subject, maths; all their responses contend that the new content is heavy. The range of views suggests that the issue rests more with the teachers' attitudes than with the curriculum itself.

### ***5.1.1.3 The Impact of New Content on Students' Skills***

Analysis of the interview showed that only one teacher in S1 and three teachers in S2 had positive attitudes towards the new curriculum in terms of thinking that the content of the new curriculum will help to develop students' skills. Three out of six teachers in S1 and three out of eight teachers in S2 believed that the content of the new curriculum ignores the development of students' skills. This will be explained in the following sections.

#### **5.1.1.3.1 Skill development**

Only Zahra (in S1) and Noha, Bandari and Shaima (in S2) were willing to use the new curriculum, because it concentrates on building the skills of students. These teachers highlighted some of the students' skills improved by the new curriculum.

For instance, these teachers believe that the new curriculum helps improve and expand students' minds and also helps students to be more engaged in class. Bandari (in S2)found that the new curriculum had an emphasis on improving communication and cooperation between students, as there were many exercises to be done by groups of students, rather than individually.

Interestingly, Noha clarified that the new maths seeks to develop writing skills among students at a young age, which is unusual in a maths subject. As she said,

It (old curriculum) didn't teach students to hold the pen. But if you see the curriculum now of stage one, it has become wonderful. The most important thing is to train the girl to hold the pen.

All these examples show that these teachers seemed happy about the outcomes from adopting the new curriculum. But Noha mentioned an interesting finding that the maths subject contained good materials to help younger students learn to hold a pen. Learning to hold a pen usually happens in the Arabic lesson, as this subject focuses more on teaching students how to write, while maths usually teaches numbers, counting and others to younger students.

Surprisingly, Noha (in S2) contradicted Safia (in S1), despite both these teachers teaching maths. Safia believed that new maths did not support students' skills in holding a pen.

Some of the teachers' concept maps, particularly teachers in S2, confirmed their willingness to use the new curriculum: in the concept maps; they stated that some skills were improved by adopting the new curriculum. Shaima mentioned that "it helps (new curriculum) students rely on themselves."

In addition, classroom observation confirmed what Bandari (in S2) said in the beginning of this sub-theme: that many exercises in the new curriculum were to be done by groups of students, rather than individually and this focussed on improving communication and cooperation between students. It was observed that when Aisha and Shaima implemented cooperative learning strategies, some exercises required group work from students. It was further observed that the students read the exercise, which asked, 'Can you please answer this exercise by working with your group?' Therefore, these teachers directly gave every group a task, and each group consisted of a leader, writer, reader, presenter and time-checker. It is clear that these tasks improved cooperation between the students and also improved different skills. For example, the leader was responsible for all the members of the group and engaging in supervision of all the students in her group. The reader read the question taken from the teacher or from the book and then all the members of the group cooperated in carrying out the task and discussing it together. The writer worked to write the answer that all the members of the group agreed on, and then the presenter presented the group's answer to all the students in the classroom. Finally, the time-checker was responsible for checking the time left for the task, as the teachers gave the groups four minutes to carry out the task.

#### **5.1.1.3.2 Ignores Some Skills**

Liela, Salma and Safia (in S1) and Bandari, Mona and Aisha (in S2) believed that the new curriculum does not improve some students' skills. However, the three teachers in S2 had different feelings about this..

For instance, Liela and Salma (in S1) were not happy about the new curriculum, as they found it focuses more on making students memorise, instead of making them search and explore by themselves. As Salma said,

There is nothing (in the new curriculum) that the students can discover. For example, I teach history, and it's a course that I don't feel has anything that the

students can discover. This course depends mostly on the students having a good memory for memorising things.

Bandari and Aisha (in S2) agreed that the new curriculum ignores improving students' writing skills, which negatively affects other skills related to writing, such as spelling skills. However, Aisha seemed to be sadder about this than Bandari, as Aisha talked very sadly when she said:

Students now don't write as much as they used to in the past. They just observe the teacher, listen and do some tasks. They don't write much anymore. Thus, their handwriting has become terrible. The fact that students don't write much really makes me feel bad - especially since they don't express themselves in writing anymore.

This statement shows that these teachers believed that the new curriculum does not focus on improving students' skills, which might contradict some of the teachers' values and expectations in adopting the new curriculum. This might have led these teachers (except Bandari) to find the new curriculum unacceptable. It was apparent in their responses, and in their tone of voice, that they were annoyed with the changes to their curriculum.

In addition, some of the teachers' concept maps expressed their feelings that the new changes still need to be developed, but it is not clear what they mean by this. It might mean new curriculum, strategies or other changes. In addition, these teachers adopted the new curriculum in their classroom observations, despite being unhappy about it.

Another surprising finding was that both Bandari and Aisha (in S2) found that the new curriculum ignored improving writing skills, but Bandari was happier about the new Arabic curriculum than Aisha and found it better than in the past. This is probably because Bandari had the power to try to resolve this problem, which I have explained under the theme of teacher agency.

The other interesting finding is that only Liela and Salma, in both schools, mentioned that their subjects require the students to memorise, rather than explore by themselves. This might be because one teaches social education

, and the other teaches religion. These subjects might require the students to memorise more than discover. However, Aisha (in S2) also teaches social education, but she did not mention this issue, possibly because social education has two subjects: history and geography. Salma, in her responses, talked about history, while most of Aisha's responses were about geography.



Therefore, it could be concluded from these two sub-themes that teachers in S2 had more positive attitudes than teachers in S1 regarding the perception that the new curriculum seeks to develop students' skills.

#### ***5.1.1.4 The Impact of the New Content on Modern Life for Students and Saudi Culture***

Only one teacher in S1 and three teachers in S2 believed that the content of the new curriculum fits with the modern life of students. In contrast, there were four teachers in S1 who believed that the content of the new curriculum is not appropriate for students' lives or students' age groups, whereas no teachers in S2 complained about this.

##### **5.1.1.4.1 Value for Modern World**

Zahra (in S1) and Faiza, Bandari and Shaima (in S2) believed that the new curriculum is better connected to the contemporary world, thus linking students with their life. They were frustrated by the curriculum in the past, as it did not fit with students' experiences as well as the new curriculum. As Faiza said:

Curriculum in the past was complicated and did not fit with the students' level of thinking...But now it is more suitable for them because it suits this era. As you know, this is the age of technology. Students are now using mobile phones...which extended the minds of students. The internet extended their perception, so the new curriculum is suitable for their minds and for this era.

In addition, Shaima found that the information explained to students was related to the contemporary world. She pointed out:

We thought in the past that equations were separated from our life but now the curriculum is related to life.

It seems these teachers are happy in believing that the new curriculum was more relevant, has real-life examples and applications and is better structured. They also found the new curriculum offers a better learning experience.

One teacher (in S1) and also one teacher (in S2) confirmed this finding in their concept maps. Zahra(in S1) wrote the key words "the new curriculum is in accordance with the era."

##### **5.1.1.4.2 Unsuitable Content**

Liela, Jamelah, Safia and Zahra (in S1) believed that the new curriculum was inappropriate for the Saudi context and the age of the students. However, in S2, no one mentioned this point.

Zahra criticised the activities in the science textbook. She said,

The problem is in the activities...I mean these activities—hmm—these curricula are American. We know that the American schools are not like ours...they have the chance to apply [the activities] outside the classroom...They have taken the activities, translated them and put them here...some activities are okay.

It is clear that teachers in S1 found the new curriculum, or some aspects of the new curriculum, unsuitable for the age of students and for Saudi schools. For instance, Liela believed that some lessons in Religion were higher than the level of thinking of primary students. She believed these lessons were suitable for university students rather than primary school students.

Zahra was very happy about the new science curriculum, but she was not happy about the activities or the specific strategies in it, which were different to the ones she would choose to use in her lessons. Zahra believed that some of the activities in the new science curriculum were not appropriate in the Saudi context, such as outdoor study, which was not in the education policy for Saudi girls' schools. However, she had a different attitude towards the strategies that were outside the new curriculum. This will be explained in section (5.3).

Zahra's scenario interview aligned with the above answers and it gave further explanation of her annoyance regarding the decision to follow American curricula. She said the following:

An example is the science curriculum in American schools. They teach the whole curriculum, regardless of the semester. If the semester is over and they have not finished the curriculum, they would continue it the following year. There, the students have great benefits. At the same time, they (teachers) could concentrate on the skills to be acquired. They could provide the students with [valuable] information. Not like the nonsense, of which we have so much here.

This statement confirmed that the policy of education in American schools is not the same as the policy of Saudi schools. In Saudi policy, all the lessons in one subject must be finished before the end of semester, which might lead teachers to not concentrate enough on other tasks, such as adopting strategies and improving students' skills.

There were two concept maps that confirmed that teachers were not happy about the new curriculum's suitability for students. For example, Jamelah expressed in her concept map that "some of the curriculum does not fit with students." Although these teachers mentioned that the content of the new curriculum is not appropriate for Saudi schools or at the students' level of thinking, it was observed in classroom observation that the students participated and engaged with the lesson, which might suggest that the content is appropriate or that the lessons that were observed did fit with the students' level of thinking.

#### ***5.1.1.5 The Impact of New Content on Teachers***

##### **5.1.1.5.1 Provided Enthusiasm**

In both schools, only Zahra commented that the new science curriculum gave her the desire to teach the science subject at the primary stage and it also gave her a feeling of importance regarding herself. As she explained,

Honestly, I found myself in them (the new curricula)...I used to teach in a secondary school. Then I moved to a primary school where all the curricula are just pages and papers. I don't feel like I am giving the students something valuable. When the new curricula were proposed, I started to accept the fact of teaching in primary school. I am speaking frankly, I think this might have affected me.

It seems that this teacher is happy about the new curriculum, as she used the phrase "affected me" to express her view about the new curriculum. Her concept map also confirmed her feelings, as she expressed that "it (new curriculum) gives teacher new teaching skills." This response showed that the content of the new curriculum does help to develop teachers' pedagogical abilities, and it also indicated that the new curriculum could change attitudes for the better; the evidence is that this teacher accepted teaching children after she had negative feelings about the old curriculum and it also seems to have given her new enthusiasm.

#### **5.1.2 Curriculum Resources**

##### ***5.1.2.1 Illustrative Materials***

Zahra (in S1), who teaches science, and Faiza, Noha and Shaima in (in S2), who teach maths, were very satisfied with the new curriculum because the content used strong illustrative materials. As Faiza said,

The curriculum now is very nice; the material contains colours and examples that help the student to understand.

These responses indicated that the new science and maths curricula are helpful to these teachers and students, as the content has illustrative materials that expand students' perception and make it easier for teachers to connect explanations with clear examples. In addition, it was clear in Noha's interview and in Shaima's scenario interview that the new maths curriculum helps students who were absent because the new book contains illustrative exercises and examples that could help students without them having to depend on their teacher. As Shaima said in her scenario interview:

The book in the past was based on the teacher; the students who are absent cannot return to the book, because the book was a vague...but now the one lesson is supported by more than one example...

These teachers did not express this point in their concept maps, except Zahra (in S1), who expressed that the new curriculum is better than in the past. It is probable that they did not express this in their concept maps because they felt there were other, more important, points that needed to be mentioned.

However, their statements matched with classroom observations, in which the teachers used a projector to show the content of the books, highlighting useful and clear information, such as pictures, questions and exercises. All of these materials allowed students in the classrooms to interact with the lesson.

## **5. 2. Assessment Changes**

Analysis of the interview showed that only the teachers in S1 expressed their feelings towards the new assessment, while the teachers in S2 simply said there was a change in assessment without any explanation. In S1, there were two teachers who had a positive attitude towards the new assessment and two teachers who had a negative attitude towards it.

### **5.2.1. Positive Attitude towards New Assessment**

Liela and Jamelah (in S1) expressed a positive attitude towards the new assessment, as they found some benefits from applying it. It became better organised than in the past; part of the new assessment includes paper exams, which helps prepare students for the next educational stage - the intermediate stage - where students have paper exams.

Moreover, Liela noted that the students' skills developed with the implementation of the new assessment, which gave the students the confidence to start holding a pen, writing, expressing themselves and conveying the information the student has received, which was not the case before the new curriculum. Jamelah confirmed that assessment of the students in the past seemed to be unfair for the students. She clarified:

Now the exam paper is only part of the assessment. It's unfair to assess the students on the basis of only an exam paper as in the past...Let's suppose that the student is sick on that day (so she is not going to do well).

The responses of these two teachers showed that they had a positive attitude towards the new assessment, making it clear that the old assessment contradicted their values. This was confirmed by observations during a day of school that showed that students were more interested in exams, and when these were finished, students spent time discussing the exams with other students. Perhaps this evidence shows that students are interested in assessment, or that they may be interested because they see an exam as having higher stakes.

However, no teachers in S1 expressed opinions about the new assessment in their concept maps or their scenario interviews, possibly because other changes seemed to be, or are, more important than assessment. For example, for Jamelah, most of the key words in her concept map were about the negative effects of applying strategies and the role of her school.

In S2, there were no teachers who expressed their feelings regarding the new assessment, but there were two teachers who mentioned that there was a change to assessment without any explanation. It could be that this study happened in S2 after exams were finished, which might have led them to not express their feelings about it, while in S1, the interviews and the observations happened during the exam period, causing the teachers to talk about it.

### **5.2.2. Negative Attitude towards New Assessment**

Aida and Zahra (in S1) had negative attitudes towards the new assessment. Both teachers were unhappy about the standards of assessment and about passing students who were not worthy of success or passing. As Aida said:

It is true that we tested students and there are degrees and there is prestige from the exam words, but in the end the students are equal; this is what I did not like because there is not the level of appreciation or a percentage. It is true, that it is better than in the past, but I return, and I say that the student will pass. There is no failure in the primary stage.

The assessments of students in the past depended on exam papers and students who did not pass must re-exam or re-study again in the same year. However, this policy changed to assess students every day, without exam papers, and all students can pass and go to the next stage. The assessments now combine both exam papers and assessment of students during class, to assess their participation in class, reading skills and so on.

However, it seems to be that Aida and Zahra still found some difficulties with the new assessment. They seemed to believe the standards of assessment were not clear despite Aida believing that the new assessment was better than in the past. It was clear that the most important issue to Aida and Zahra was that all students were equal and passed, even students who did not deserve to succeed.

Although these two teachers were not happy about the new assessment, they did not express their feelings in their concept maps. For example, most of the key words that Zahra expressed in her concept map were about the new curriculum, whereas Aida's key words were about the positive issues in the pedagogic strategies. This showed that there were other aspects that were more important or interesting to these teachers than the new assessment.

Interestingly, the reason for the difference in attitude between Liela and Jamelah, who had a positive attitude towards the new assessment, and Aida and Zahra, who had a negative one, might be because of the subject, and it might be because the new assessment is appropriate for some subjects but not others, despite Jamelah and Aida teaching the same family education. This might suggest that the issues are less to do with the curriculum changes and more about teachers' personal attitudes and values which shape their reaction to the changes.

### **5. 3. Pedagogy Changes**

#### **5.3.1 Positive Attitudes Towards The Pedagogy Strategies**

Analysis of the interview showed that five out of six teachers in S1 and six out of eight teachers in S2 had a positive attitude towards the new pedagogy strategies; however, it seems that teachers in S2 had a more positive attitude than teachers in S1.

### *5.3.1.1 Opportunity to Develop Skills*

Aida, Jamelah, Liela, Salma and Zahra (in S1) found some benefits in applying new strategies to improve their students' skills. Aisha, Aitera, Bandari, Faiza, Shaima and Noha (in S2) saw many benefits when they applied new strategies that positively affected the students' skills. Overall, teachers in S2 seemed to have more positive attitudes towards the new strategies than those in S1.

Teachers in both schools clearly explained that the new pedagogical strategies, such as using visual material or act, were beneficial in that they assisted the **students' understanding** of the lesson, which led them to practise what they learned. As Liela mentioned:

Now, it is not just indoctrination - not just repeating what I said. Now, the student first understands [the subject] and then applies it in practice. For example, when I ask the student who wants to act out the Eid prayer, and one of them acts it out, this strategy is called the role playing learning strategy.... Therefore, the students will understand the act, so it will be easy to remember.

Some teachers in S2 found that the strategies improved the **students' ability** to link what they were studying with their own lives. Aisha pointed to a number of skills that students gained from the strategy:

The reciprocal teaching strategy...makes the students think not only about the class itself but about how to link with real life or with the previous class. This way the students could think comprehensively. That is why I apply the reciprocal teaching strategy, especially since it works with History. History lessons are so long and detailed, so I teach my students how to summarise and how to get the gist of the lesson.

Teachers in both schools were confident in allowing students to **work independently**, as the new strategies encouraged students to rely on themselves. Noha said,

Because now I only explain the basics which are new to the students...for example, I clarify the main goal, or a difficult item of vocabulary, then I do one

or two exercises with them to make sure they understand the procedure. Then they do the rest by themselves. It is much better now than in the past...

Salma (in S1) was not very happy with the new strategies, but she noted that one of the strategies might help **students think and explore the problem**. Despite this, it is clear in her response that she was not very confident in her answer. It might be that she was a bit reluctant because she might be expected to use investigations all the time. Salma said:

I applied the investigation strategy to a lesson on pollution problems...but it only works in lessons that include a problem because the students take the problem, try to solve [it], and give me the solution. I feel that it is not bad.

There are other behaviours that were increased by adopting the new pedagogy strategies, such as helping the students become **excited to learn, so they participated more** in their lessons. Teachers grew the students' **confidence**, taught the students how to **give presentations** and other skills. These statements indicate that there is now more emphasis on the students having to work things out for themselves and apply their knowledge in different contexts, so the pedagogical strategies are designed to develop students' skills, which leads to improving learning outcomes of students.

However, teachers in S1 had a less positive attitude towards new strategies than teachers in S2. Teachers in S1 noted only some benefits of the new strategies, compared with teachers in S2, who noted many benefits of the new strategies for their students. Moreover, teachers in S1 criticised the new strategies more than teachers in S2, which is discussed in more details in section 5.3.3, despite the fact that teachers in S1 were also very critical of the old way of teaching.

The concept maps of teachers in both schools confirmed the difference between their attitudes. Most concept maps of teachers in S1 noted the negative aspects of adopting new strategies in their classes (see section 5.3.3), except Aida (in S1), who expressed three key phrases in her concept map about the benefits of new strategies, such as "gives students more confidence". While in S2, there were four teachers who expressed that some of their students' skills were positively impacted by adopting new pedagogical strategies. For instance, Bandari wrote "using strategies help the students to discuss, describe the picture and conversing." Another key phrase in Aisha's concept map was "encouraging scientific research for young girls."

Although differences were seen between the schools, most of the teachers in classroom observations (in both S1 and S2) used many of the new strategies, and the projector, to



explain the lessons. In addition, the classroom observations indicated that some strategies applied by the teachers benefitted students by improving their learning. It was observed in both schools that students became active and engaged with the teacher, and with other students, when the teachers applied the new strategies.

For instance, it was observed that Liela gave each student two circles made out of cardboard: one green and one red. The green circle was used if a girl pronounced a word correctly and the red circle was used if she pronounced the accents incorrectly. Liela had one student start reading while the other students focused on how she read. If the girl said something wrong regarding either pronunciation or accents, the other students would raise the circle that was related to her mistake. This strategy led to the students becoming active and engaged with the teacher and with the other students and helped the students to focus more on the other students' reading.

It was observed that Safia adopted the “acting” strategy, in which the teacher explained the lesson and required some students to act out one part of the lesson and the other students to correct anything that was wrong in the act. This strategy reinforced the information for students. Although Safia adopted this strategy and students found benefits in this strategy, Safia did not mention benefits from adopting strategies in her interview and she seemed to not be happy about the strategies (see section 5.3.3).

However, some teachers, particularly in S1, who found benefits in adopting the new strategies still used the old method of teaching in parts of their lessons. It was observed that Liela still used the indoctrination method to explain the lesson and asked students to repeat and memorise the lesson. Despite this, in her interview Liela criticised this method, but this was probably because her curriculum is religion and some lessons in this subject still require students to memorise, or because her beliefs require it, as this teacher had 28 years of experience in teaching, and she might have had strong beliefs about the old method.

### **5.3.2 Positive Attitudes towards Cooperative Learning Strategy**

Four teachers in S1 and seven out of eight teachers in S2 had positive attitudes towards the cooperative learning strategy.

#### ***5.3.2.1 Helping Teachers***

Only Jamelah (in S1) and Faiza, Shaima and Noha (in S2) believed that the teacher is no longer the sole source of knowledge in the classroom, and that the role has been extended to

the students. These teachers found that cooperative learning strategies can help teachers **facilitate learning for students** rather than in the past, where teachers were guardians of knowledge. As Jamelah said,

They (the higher-level students) get encouraged and start teaching the other students in the class. As a result, I get the information across to more students.

Then I reward the top students, because they helped me teach more students.

This and other statements show that adopting a cooperative learning strategy facilitates the teaching process. In addition, these teachers found that group work allowed them to **concentrate more on all students** in the classroom and led them to better understand their students' ability levels. It also helped teachers focus on assisting students with weaker abilities. These led these teachers to have a positive attitude towards adopting cooperative learning strategies in their classrooms.

The classroom observations confirmed that cooperative learning strategy and some of the strategies helped teachers focus on all students and allowed teachers to know if the students understood the lesson. For example, it was observed that Shaima used cards with different questions related to the lesson. She used this game to choose different students to answer the questions on the cards. This strategy helped Shaima focus on all students and test their understanding of the lesson. In addition, the classroom observation of Jamelah confirmed that cooperation between students in groups enables teachers to facilitate the knowledge to students. Jamelah gave the leader in each group the responsibility of teaching and explaining some of the exercises to other members of the group, which might have helped improve the students' learning and also could have helped the students who took on the explaining role to understand the lesson.

It is likely that Jamelah (in S1) and Shaima (in S2) also felt that CL helps them facilitate students' learning, because they used a list of cooperative learning settings, as classroom observations show. For example, it was observed that Shaima used a list of cooperative learning settings during the students' group work. The list of cooperative learning settings included the names of the groups, team cooperation, discipline, organisation, quick answers, the accuracy of the answers and appreciation. It was observed that the students in each group tried not to talk with their colleagues about something that was outside the scope of the exercise and tried to work well within their group, because they did not want to reduce their group's grade. This strategy appears to be a good way to manage students, as it can help teachers to facilitate their learning.

Three classroom observations did not correspond with teachers' answers that cooperative learning strategies help all students concentrate in class. During the application of the cooperative learning strategies, some of teachers were not able to focus on all groups and did not notice that some students did not participate. This might indicate that these teachers did not understand this strategy very well or might have showed unhappiness to adopt a cooperative learning strategy. Moreover, it might be because these teachers found it difficult to manage their students' group work and they did not use a list of cooperative learning settings, as classroom observation showed. This is what happened with Aida (in S1) in her classroom when she did not use a list of cooperative learning settings. Where this led the groups of students to lack discipline during the lesson and speak loudly, which meant that the teacher could not effectively pass on the information to the students, and it also caused her to lose control of the class.

#### *5.3.2.2 Opportunity to Develop Students' Skills*

Aida, Liela, Safia and Jamelah (in S1) and Noha, Abeer, Aitera, Faiza, Shaima, Bandari and Aisha (in S2) agreed that there were some benefits to using cooperative learning strategies, which led to an improvement in their students' skills. They listed different benefits of cooperative learning.

All the teachers, except Aisha, found that applying cooperative learning strategies in the classroom encouraged most of students to **understand the lesson** by engaging with other students. Moreover, it helped **encourage lower-level students to participate** and also helped to **improve their achievement**, which made the teachers happy. As Noha stated:

We do it (cooperative learning strategy) because we want the weak students to discuss with other students, we want students who do not talk, to talk...I am sure they would understand something from what is discussed...they might start to read the answer and raise their voice.

Most teachers in both schools mentioned that cooperative learning strategies help students learn to **cooperate and exchange their ideas**. Bandari pointed out what they observed in their students:

Cooperative learning strategies are essential in the new educational change. What is important is to teach the students how to cooperate and what the benefits of cooperation are. This allows each student to learn from their

classmates' experiences. I have experience, but you do not have the same experience, so I gain from you and you gain from me.

The teachers might have been happy about applying cooperative learning strategies, because they found that the motivation of the students made lessons more interesting and engaging. In addition, Safia (in S1) and Aitera (in S2) confirmed their happiness about the benefits of using cooperative learning strategies in terms of developing students' skills. For example, Safia (in S1) expressed in her concept map that the cooperative learning strategies led to an increase in the achievement levels of weak students and instilled confidence.

However, although Noha (in S2) seemed happy about engaging the lower-level students with the higher-level students to improve their skills, which was made clear in her above quotation, her concept map contradicted her interview, as she expressed in her concept map that: 'I want a special classroom for the differences between students' abilities; one classroom for students who learn quickly and one classroom for students who learn slowly.'

It might be that Noha found only one benefit from mixing students of different abilities into one group, and this might have led to her wish to have separate classrooms for students of different abilities. The other explanation is that she wishes this because her subject requires her to teach students separately, as she teaches maths, and students in each class have differing abilities and different understanding. However, Faiza and Shaima teach maths, yet they did not express this in their data.

The classroom observations showed that the teachers adopted cooperative learning strategies in their classrooms, which might indicate that the teachers were willing to adopt the min their lessons. It was observed that each student group sought to give a better performance than the other groups. They tried to cooperate and share their ideas, to make their group "win" and improve their learning. In addition, classroom observation showed that most of the group members in most of classes engaged with each other and also helped to encourage all the levels of students' achievements (lower-level students, middle-level students and higher-level students) when participating with their groups and they did not rely on higher-level students' achievements. For example, Zahra gave every group a paper-based exercise in which a hand was drawn with the five extended fingers, which is called the five-finger strategy. Zahra asked the groups to work together to come up with different questions and write on the paper or put one question on each finger and then each group asked another group the questions they made. It was observed in this classroom that the students worked hard with their groups and it was clear that the students were confident in working together. Moreover, it was clear that most of the students understood the lesson when they engaged with other students.

Interestingly, the teachers, particularly the teachers in S1, seemed to be willing to adopt cooperative learning strategies more than any other strategies. This was maybe because they saw more benefits for improving their students' skills when using cooperative learning strategies than when using other strategies. In contrast, Zahra (in S1) was willing to adopt learning strategies in general, but completely disagreed with the cooperative learning strategies (see section 5.3.3).

### **5.3.3 Negative Attitudes towards the Pedagogical Strategies And Cooperative Learning**

Analysis of the interview showed that all six teachers in S1 and six out of eight teachers in S2 had negative attitudes about some aspects of the new strategies and cooperative learning. However, teachers in S1 seemed to have more negative attitudes than teachers in S2.

#### ***5.3.3.1 Pedagogy Strategies are Not New***

Liela, Salma, Aida and Jamelah (in S1) and Abeer and Aitera (in S2) clarified that these strategies have been used in the past, so they are not new. All these teachers, except Aida (in S1) and Aitera (in S2), were very angry when the ministry of education imposed the application of strategies that they had used in the past. Salma said,

I felt that they [the Ministry] have not brought us something new - they only named these strategies for us...We attended three workshops over three years...They trained us. I tell you, they trained us in an approach which we had already applied before...

It was probable that the teachers were aware of these strategies but did not use them very often, and that they now used them more regularly. Moreover, the MoE made these strategies compulsory, which reduces teachers' autonomy. This was clear in Abeer's interview, as she repeated her unhappiness many times. This will be explained under the autonomy theme.

Although teachers pointed out that pedagogy strategies were not new, they did not express the idea in their concept maps or in their scenario interviews. However, this issue did not seem to negatively affect the teachers' attitudes in their classroom observations, as they adopted some of the strategies and they seemed happy during the classes in which they adopted the strategies.

### 5.3.3.2 *Cost to Teachers*

Safia (in S1) and Shaima (in S2) had a negative attitude towards self-funding that led to them providing the requirements and the materials for the strategies themselves. This indicated that these teachers had a problem with spending a great deal of money to successfully apply new strategies, as Safia discussed repeatedly:

Difficulty in providing physical resources. Most of the teachers might not make these resources available to them [the students] as I do, and honestly, I am unable to provide everything by myself. I have other tasks. I cannot provide everything; although I wish I could, I am not able.

This statement shows that the school was not paying for materials, though the school would be expected to buy resources for the teachers to use, such as coloured pens, paper and printers. This led the two teachers to be unhappy that the new strategies created costs for them and that financial support was required to provide the tools needed to apply the new strategies. In addition, Safia's phrase "I wish" could indicate that she was willing to apply the new strategies, but self-funding might make adopting the strategies difficult for her.

Self-funding seemed to more be important for teachers in S1 than teachers in S2, as no teachers in S2 expressed this issue in their concept maps, not even Shaima, while Safia, Jamelah and Salma (in S1) did express their negative feelings towards self-funding in their concept maps. As Jamelah stated, "it is costly for the teacher." It is probable that financial support is a larger issue to teachers in S1 than teachers in S2 because of the role of leadership, which will be explained under the theme "Facilitating applying new changes." It seemed to be that Principal 2 supported teachers in S2 with materials more than Principal 1, despite Principal 1 claiming she did so in her interview:

I am the one who provided the projectors in each class, because whenever I asked them (The Ministry of Education) to provide them they said, "we do not have any." So we were forced to take money from the school budget and we bought them.

In scenario interviews, when teachers were asked "If they were provided with the necessary requirements, would they apply them?" Safia and Shaima confirmed that they needed support. Shaima reported that, "It will be great, it will be great." This indicated that Shaima needed support to adopt these strategies and to make their application easier.

Although the teachers were upset about the financial components, it did not negatively affect their attitude, in both schools, especially Safia (in S1) and Shaima (in S2), as their classroom

observations showed they were willing to adopt new strategies. They were happy during class, and they adopted some of the strategies in their classrooms, such as concept maps strategy and exploring strategy. It was also observed that both used many materials when teaching maths, such as pictures, cards and coloured pens. Interestingly, Shaima, (in S2) and Safia, (in S1) taught the same subject—maths. This might show that maths, as a subject, might need significant preparation, while other subjects do not.

### ***5.3.3.3 Insufficient Time for Lessons***

Safia (in S1) and Aitera and Faiza (in S2) had problems with time spent in class when applying new strategies, in general, and cooperative learning strategies, in particular, which led to time wasting in getting the class to adopt the strategies. As Aitera (in S2) said,

Some inspectors request you apply more than one strategy...but it will waste lesson time, which is only 45 minutes. You feel like you have to do it quickly, quickly; you want to apply the strategies and you want to give the students the important skills in the lesson...I feel so much tension and stress.

This showed that these three teachers were not happy and that the lesson period was not long enough to cover all the material in the adopted strategies and to apply more than one strategy. They seemed to be concerned about the students' progress, which might limit their time, leading them to cover a lot of information too quickly, preventing the students from understanding the lesson. In addition, it also seemed the teachers might feel it more appropriate to include one particular approach to meet the aims of the lesson, but they were compelled to use more than one.

Although these teachers criticised the limited time for adopting the new strategies, they did not express it in their concept maps and their scenario interviews.

However, Safia's classroom observation corresponded with her claim in the interview that she had to quickly do the lessons because the class was not long enough to cover all the information and adopt the strategies. It was observed that Safia progressed through the lessons and activities with students as quickly as possible. This problem, in which it is the necessary to cover heavy content and apply some strategies within the limited time of the class, might not have been carefully considered by the Ministry of Education.

However, Aitera and Faiza's classroom observations were different from their interviews, as these two teachers adopted new strategies and, at the same time, focused on the important skills in their lessons. For instance, it was observed that Aitera focused on improving her

students' reading skills, giving all students in the classroom the opportunity to read one line of the text. She might have adopted the strategies that do not take a long time, such as describing the pictures.

Although teachers at both schools had problems with class time when applying the new strategies, it seemed to be less of an issue for Aitera and Faiza (in S2) than for Safia (in S1). The reason for this was clear in Aitera's interview, where she reported trying to choose suitable strategies that did not take a lot of time, so that she could help students to understand the lesson at the same time. This might indicate that teachers in S2 had the more freedom than teachers in S1 to choose the strategy that was most appropriate.

#### ***5.3.3.4 School Environment is Not Fit for Purpose***

Aida, Jamelah, Salma, Safia and Zahra (in S1) and Shaima and Mona (in S2) agreed that the number of students in a class did not fit in the small space of the classroom, which might discourage the teachers from applying new strategies or might negatively affect their performance when adopting new strategies. Jamelah (in S1) explained:

If they were 40 and the classroom is big enough, then it would be fine. But we used to have 36 students (in small classrooms) so it's hard to reach the students sitting at the back. I told you the first criticism I have is about the building... When I look on the Internet, I find that most of the strategies require the students to be active... How I can apply this activity in these small classrooms...

In addition, these teachers in both schools found problems with the small classrooms when they adopted cooperative learning strategies. Jamelah said:

The group desks here are in the shape of a square. So... I feel the students' (suffering). If the desks were in the shape of a horse shoe, crescent, or the letter (L), I think the students would be engaged in the class in a better way... I told you the classrooms are hindering us.

These examples show the teachers' unhappiness regarding the small classrooms and the number of students per class, despite most classrooms in S1 containing only 18 students. This might be considered a small number, but the classroom space was still not sufficient. While most of classrooms in S2 are larger than classrooms in S1, they contain 27–40 students, and the classroom space is considered small for this number of students.



It seems the small classrooms in S1 are problems for teachers in adopting new strategies, in general, and the cooperative learning strategy, in particular. The two teachers in S2 struggled when adopting cooperative learning strategies but not when they applied other strategies. This might have been what led Shaima to provide a private classroom for herself, using her own money, which shows that teachers in S2 might have empowerment to do what they think is necessary.

The narrow classroom spaces in S1 did not allow the school to provide suitable desks for group work, which might have negatively affected students. Jamelah, and Zahra showed that the desks harm the students' backs and necks. In addition, Jamelah explains, "If the desks were in the shape of a horse shoe, crescent, or the letter (L) would be good," indicating that teachers in S1 lack the autonomy to make the groups of desks suitable for students.

However, the interview with the principal of S1 was contradictory to the teachers' answers regarding class size and the small classrooms. Principal 1 stated:

The classroom used to have 36 students and it was difficult for the teacher to teach in the crowded classroom. Therefore, I solved the problem by dividing the crowded classroom into two classrooms and trying to provide the appropriate conditions for the teacher to apply cooperative learning.

Although Principal 1 stated that she solved this issue, the solution happened for the fifth and sixth stages, while the rest of the stages still had the same problem, according to Aida.

The lack of classroom space was a bigger issue for teachers in S1 than teachers in S2, as no teachers in S2 expressed this issue in their concept maps and scenario interviews. It seems that the problem of classroom space was a big issue for teachers in S1, as half of them expressed their frustrations over this problem in their concept maps. Safia reported that "small school buildings do not help with applying strategies." Aida and Jamelah (in S1) confirmed this in their scenario interviews. Aida said:

The disadvantages of the rented schools are the narrow classrooms. I mean, imagine that you wish to move between the students. If, as a teacher, you wish to walk between the students, how do you walk? What can you do if you see one student not concentrating and you want to go to her to make her focus?

The classroom observations confirmed that the classrooms were narrow in both schools and were not large enough for the number of students. The group desks, particularly in S1, were

not suitable for the students, as some students found it difficult to look at the teachers and the blackboard.

It was clear that many of classrooms in both schools made it difficult to apply any strategies that required students to move. It was also observed that some teachers could not move between the groups to see what they were doing, especially in S1. Although most of the teachers in both schools were unhappy with classroom size, the teachers did adopt some strategies with their classes, including some cooperative learning strategies. The strategies they adopted did not require students to move around, which shows that the teachers tried to choose strategies that adapt to their classrooms.

However, it was observed that Mona (in S2) used the old style of classroom arrangement, in which students study individually, by making each student sit at his or her own desks, without sharing with other students. This is probably because the classroom was narrow, although the other teachers in S2 who had the same problem did try to divide the class into groups.

Interestingly, there were differing attitudes among the teachers from S1 and S2 regarding the small classrooms and class sizes. Teachers in S2 seemed to be less negatively affected by this problem when adopting new strategies, in general, and cooperative learning strategies, in particular. It seems that the reason for this difference was in the leadership of the schools, as Principal 2 worked with her teachers to choose suitable strategies that fit with the class sizes and classroom space, which will be explained under the autonomy theme. This means that the teachers in S2 might not have faced the same problems as in S1 regarding the classroom environment.

#### *5.3.3.5 No Improvement in Students' Skills*

Safia, Salma and Zahra (in S1) and Mona and Aisha (in S2) had differing attitudes towards new strategies, in general, and cooperative learning strategies, specifically, in terms of improving the students' skills.

For instance, Safia, Salma (in S1) and Mona (in S2), had a negative attitude towards new strategies in general, as they believe that the new strategies did not help improve their students' skills. Mona (in S2) believed that all strategies **distracted the students**. She has a more traditional view of education that seems to revolve around the old methods, which she believes led the children to absorb the lessons. She said:

I believe that the indoctrination way was better and more useful, because it causes the student to memorise [lessons], so that they are stuck in the students' minds.

Safia (in S1) seemed to be reluctant about answering questions about the new strategies improving her students' skills, despite noting one benefit:

The new strategies are active for students but still...

All the teachers above, except Safia, were unhappy with cooperative learning strategies, as they believe those strategies do not provide a benefit to students' skills and can **distract students from concentrating on their lessons**. In addition, all these teachers, except Safia, believed that the cooperative learning strategies did not teach their students **to rely on themselves**. Zahra explains:

It (cooperative learning) has disadvantages though they keep telling us that weak students will improve, I always say: they won't...If you ask anyone, why is she going to feel lost? (They will answer), because she is going to be dependent. She is going to be dependent. No matter how much they say about it and try to brighten this picture, it's bad to the bone. Because she (the student) is not going to work. We see this; we try to make her work but the students become (dependent on one another).

Interestingly, Safia seemed to be unhappy about the strategies, but she was happy to apply a cooperative learning strategy, as discussed under the theme of positive attitude towards cooperative learning.

Salma and Zahra (in S1) and Mona and Aisha (in S2) agreed that the cooperative learning strategy does not give students the opportunity to develop their skills. They believe that cooperative learning does not help students work by themselves. Salma also believes that working in groups teaches students to cheat. This shows that these teachers may not have understood the aim of cooperative learning strategies, which is to make students work together and exchange ideas. Interestingly, although Zahra and Aisha were unhappy about the cooperative learning strategy, they were satisfied about new strategies in general, which was discussed under the theme of opportunity to develop skills (section 5.3.1.1.).

Although new strategies, in general, and cooperative learning strategies, in particular, seemed to be the big issue for these five teachers, in terms of improving students' skills, they did not mention it in their concept maps, except Salma (in S1) and Mona (in S2). Salma confirmed in her concept map that cooperative learning strategies teach students how to cheat and cause the lower-level students' achievements to rely on the higher-level students' achievements. Surprisingly, her key words in her concept map contradicted each other, as she also expressed "motivating the lower-level students' achievements," in her concept map, though she did not

identify whether she meant strategies, curriculum, technology or cooperative learning strategy. Moreover, it was clear in her interview that she was refusing all new changes. It was probably that Salma noted that new changes motivated lower-level students' achievements, but her values did not allow her to recognise this (see value and beliefs theme).

In terms of classroom observation, some observations of these teachers confirmed that the cooperative learning strategies did not teach their students to rely on themselves. It was observed in Safia's S1 classroom that Safia gave each group different exercises and the chance to work together to complete them. For example, she gave the students a worksheet that required them to discuss, draw and write together. This classroom had four groups, each of which had four students, except for one group that had six students. All the students in these groups cooperated except the larger group that had six students, where it was clear that some of the students were not dependent on one another. This led these students to be quiet and not share their ideas with the other group members; moreover, it led them to have no opportunities to develop their skills. However, when the teacher gave the students the chance to work individually, they had the ability to work independently without relying on other students. The larger group size might have made it more difficult for the students to share information and there was also one student being overly controlling and not giving the other group members a chance to engage in the exercise.

Only Mona confirmed her negative attitude towards the new strategies in her scenario interview, stating that applying new strategies distracts students and wastes time. Mona also stated that cooperative learning strategies do not help improve students' skills:

As I said, cooperative learning makes the student busy with the other student whether by a pen or a bag and others...[If] they put barriers between each student, I feel that the students would be more creative and would do their best...I say again that cooperative learning is a distraction to the students and leads to less concentration.

This confirms that Mona had a strong negative attitude towards new strategies, in general, and cooperative learning strategies, in particular. She expressed this attitude in all data. However, there were some contradictions in Mona's data. For instance, she expressed only one benefit of the new changes in her concept map, but she pointed out her admiration for students now, as they love school more than they did in the past. It is probable that Mona, like Salma, noted this benefit, but perhaps her values did not allow her to recognise it.

Although some of these teachers were not happy with the new strategies and other teachers were not happy with cooperative learning, their classroom observations showed that these

teachers adopted the new strategies with their classes, despite Salma (in S1) using only the concept map strategy during the lesson, she also adopted the cooperative learning strategy. In addition, Mona made mistakes when adopting some of the strategies, such as the learning schedule strategy, which will be discussed under a different theme. Moreover, Mona did not apply cooperative learning in her classroom and did not divide her class into groups, despite new educational changes forcing all classrooms to be divided into groups, to adopt cooperative learning strategies. This is evidence that Salma and Mona were not satisfied with the new strategy, which means that Salma would not seek to adopt different strategies, and Mona's mistakes might mean she may not have learned how to apply the strategies in the correct way.

One interesting finding is that it seems to be role-play that made the difference in the attitude of teachers towards the cooperative learning strategy, which all except Safia unhappy about cooperative learning strategy despite two of them being very happy to adopt new strategies in general. This might be because Safia teaches only maths, while both Salma (in S1) and Aisha (in S2) teach social education, and Zahra (in S1) and Mona (in S2) teach science. Therefore, it might be that the maths subject needs to adopt cooperative learning and the other subjects do not need it. However, I tend to refer this discrepancy to their values and beliefs more than their subjects. This will be explored further in the discussion of teachers' values and beliefs (see section 7.1).

## 5.4 Summary of the Analysis of Research Question One

Before going into a deeper explanation of the following table, it is necessary to outline the criteria used in this study:

- a) The phrase '**highly positive attitude**' was selected for teachers who were clear in their words, repetitive of some words and displayed body language that showed that they were pleased about these changes; even if they had any complaints, the overall attitude was still positive. It was also selected for teachers whose other data matched their interviews.
- b) The phrase '**moderately positive attitude**' was selected for teachers who were not satisfied with the old education system, but were happy about the changes despite criticism. It was also selected for teachers whose other data matched their interviews.
- c) The phrase '**minimally positive attitude**' was selected for teachers who were clear in their words, body language and hesitation that they were not very happy about these

changes even if they mentioned some positive or advantageous aspects. It was also selected for teachers whose other data matched their interviews.

- d) The phrase ‘**negative attitude**’ was selected for teachers who expressed in clear words that they were not happy about the changes and preferred the old education system.

| Teachers | Education Reform |                    |                    |                               |
|----------|------------------|--------------------|--------------------|-------------------------------|
|          | Curriculum       | Pedagogic Strategy | Student Assessment | Cooperative Learning Strategy |
| Zahra    | √√√              | √√                 | X                  | X                             |
| Jamelah  | √√               | √                  | √√                 | √√                            |
| Liela    | X                | √                  | √√√                | √√√                           |
| Aida     | √√               | √√                 | X                  | √√                            |
| Safia    | √                | √                  | —                  | √√√                           |
| Salma    | X                | X                  | —                  | X                             |

√√√ indicates that the teacher had a highly positive attitude, √√ indicates that the teacher had a moderately positive attitude, √ indicates that the teacher had a minimally positive attitude, X indicates that the teacher had a negative attitude, — indicates that the teacher did not talk about this kind of change.

Table 5.1: Teachers’ attitudes towards educational changes in school one.

Table [5.1] shows that **teachers in the first school (S1)** had different attitudes, depending on the type of education reform. Most of the teachers expressed minimally positive attitudes towards the new curriculum. The table also shows that half of the teachers displayed minimally positive attitudes towards new strategies, but their attitudes towards the cooperative strategy were different; most of the teachers had a moderately positive attitude towards it. Regarding the new assessments, only four teachers talked about them; half of these four had negative attitudes, and the other half had moderately and highly positive attitudes towards them.

It can be concluded that teachers in the first case study have a minimally positive attitude to new educational changes overall, as they indicated a minimally positive attitude to most of the types of changes. Their concept map also confirms this, as half the concept maps showed that teachers have a positive attitude, while half of concept maps showed that teachers have a negative attitude. Although teachers in S1 have different attitudes towards the educational changes, based on classroom observation, all of them have adopted the new methods, despite a few of them still also applying some of the old education styles.

**In the second school (S2),** teachers seem to have a more positive attitude about the new educational changes than teachers (in S1), as shown in [Table 5. 2].

| Teachers | Educational Reform |                   |                     |                               |
|----------|--------------------|-------------------|---------------------|-------------------------------|
|          | Curriculum         | Pedagogy Strategy | Students Assessment | Cooperative learning strategy |
| Mona     | X                  | X                 | —                   | X                             |
| Aisha    | X                  | √√√               | —                   | √                             |
| Abeer    | —                  | X                 | —                   | √                             |
| Bandari  | √√√                | √√√               | —                   | √√√                           |
| Noha     | √√√                | √√√               | —                   | √√√                           |
| Aitera   | —                  | √√                | —                   | √√                            |
| Shaima   | √√√                | √√√               | —                   | √√√                           |
| Faiza    | √√√                | √√√               | —                   | √√√                           |

*√√√ indicates that the teacher had a highly positive attitude, √√ indicates that the teacher had a moderately positive attitude, √ indicates that the teacher had a minimally positive attitude, X indicates that the teacher had a negative attitude, — indicates that the teacher did not talk about this kind of change.*

*Table 5.2: Teachers’ attitudes towards educational changes in school two.*

Table 2 demonstrates that, in S2, most of the teachers seem to have a strong positive attitude to the new curriculum and to the new strategy. Half of them have a strong positive attitude to the cooperative learning strategy and half of them have a minimal positive attitude to the cooperative learning strategy. Therefore, teachers in S2 seem to have a more positive attitude to the educational changes than teachers in S1. Most of the concept maps from the teachers in S2 also show a more positive attitude than the concept maps of teachers in S1. Moreover, their classroom observation seemed to show that the teachers had adopted the new education changes.

Overall, teachers in S2 have a more positive attitude than teachers in S1. In addition, the differences in teachers’ attitudes towards the changes are more varied in S1 than S2. For instance, most of the teachers in S1 showed a negative attitude to one or more of the changes, while only a few of the teachers in S2 had a negative attitude to any of the changes. Moreover, the attitudes of the teachers in S1 were also different from each other despite teaching in the same school, and in some cases, teaching the same subject.

The results of both case studies show that the answer to RQ1 is that the range of responses to the education changes would suggest that different factors play the main role in teachers’ reactions rather than the education changes themselves. Therefore, these findings led to raising the second and third research questions, where the second question was aimed to explore the factors that lead teachers to adopt, ignore or resist changes despite some of the

teachers teaching the same subject or teaching in the same school, whereas question three is designed to fill gaps in the understanding of why some schools in the KSA resist MoE-advocated educational initiatives while others do not.



## **Chapter 6: Analysis for Research Question Two and Three**

### **Research Question Two and Three:**

**Why do female teachers in the KSA adopt, adapt, ignore or resist change?**

**Why do some primary schools in the KSA (particularly female schools) resist MoE-advocated educational initiatives while other schools do not?**

This chapter identifies different themes related to the research question number two and three. Question number two is focused on the multiple factors that influence teachers in the process of change, whereas question three is designed to fill gaps in the understanding of why some schools in the KSA resist MoE-advocated educational initiatives while others do not. The analysis in this chapter also involved the same process used for RQ1 (see, pp95–96) by generating the initial codes and putting them under the themes. Examples of some of the codes mentioned in this chapter are providing a projector in each classroom, model classes, I try to teach myself via the Internet, reciprocal classes, it's compulsory, rewards, no practical training, not qualified, I might sometimes replace them and no one listens to such criticisms (see Appendix 4.2 and 4.3). These codes, under the analysis, reveal the following themes: teacher values and beliefs, changing from known to unknown conditions, role of leadership, professional development and learning and teacher agency.

### **6.1 Teachers' Values and Beliefs**

Teachers in both schools seemed to have beliefs and several values but their beliefs and some of their values corresponded with the changes, while other teachers' beliefs and other values contradicted the principles of change. Half of the teachers in S1 held values and beliefs that might not support the changes when compared with teachers in S2. This finding may explain why teachers in S1 were less likely to advocate the changes when compared to their counterparts in S2.

In S1, the teachers demonstrated diverse values, such as respect, commitment and valuing individual effort and attainment. Interestingly, most of these values seemed to have hindered teachers in S1 when applying the planned changes, especially three of those teachers. For

instance, in the response of RQ1, a few teachers in S1, particularly Zahra, were unhappy with the strategies inside the new subject book, perhaps because she believes that these new strategies were not appropriate to the Saudi context and culture. Outdoor studies, for one, were not in the policy of education in Saudi schools, especially girls' schools; this type of change has come from foreign cultures. Thus, Zahra might have been unhappy about this to show her respect for Saudi culture, or she was potentially concerned about going against societal norms.

In addition, Zahra and Salma's beliefs and values seemed to contradict the application of cooperative learning in their classes as they believe that the old methods, which are based on individual effort, were better than the cooperative learning strategy. To be specific, Salma pointed out that:

'Groups teach the students cheating, did you know? .... I mean, I tell her to benefit from the ways of your colleague, but when she benefited that meant that she was cheating.'

A possible explanation for the above finding is the suggestion that teachers' beliefs and values contradicted the changes, whether or not the teachers understood the principles and effective application of cooperative learning. This was evident when observing Salma in her class. The classroom was divided into four groups, with the students cooperating twice during the class, and although she made the groups work together, this was not applied very well. For example, she did not give them exploratory questions; nor did she make them brainstorm, solve problems or apply any other strategies that introduce something new to make them think and work together. Therefore, this teacher adopted cooperative learning in her classroom without fully understanding it, or she might have understood how it can be applied, but because it contradicted her beliefs and values, she may have had a negative attitude towards the changes. It seems that she valued individual effort, which is at odds with cooperative learning.

In S2, teachers differed from those in S1, meaning that the former supported the educational changes. A common view among the interviewees in S2 was that five teachers display the values of commitment, social justice and achievement, which ultimately creates a great environment for successful change.

For instance, teachers in S2 demonstrated values, such as social justice and achievement towards providing valuable learning to their students and wanting them all to be successful. It is possible, therefore, that their beliefs that the progress of students will improve when students work together. For example, Shaima seemed to possess a willingness to work hard

and do more than expected. She was keen to place students into groups of mixed ability to encourage the weak students in the group to achieve more in their studies. Talking about this issue, Shaima said passionately:

'I am the one who divided them into groups, and I know their weaknesses and their strengths.... I mean, I tried to make each group have an excellent student, a very good student, a good student and a low student...because I want all the groups to join and co-operate together. The higher-level students' achievements join with the lower students' achievements.'

Other teachers confirmed such values in their concept maps and observations. In particular, Noha, Aitera and Shaima expressed their concerns about the students' differences in ability and repeated this concern three times in their interviews. It seems that they possess the values of social justice and achievement, which encourage them to accomplish the required changes in the cooperative learning approach and make them eager to succeed. In the classroom observation, it was noticeable that Noha was driven by her values of caring, respect, social justice and achievement for her students. It was observed that while the teacher checked the answers from each group, she found one student in a group who did not understand the answer. This led this teacher to spend a few minutes of her time with this student to patiently explain what this student struggled with, while keeping the other groups working together until she had finished with this student. This shows that the values and beliefs of teachers can be translated into productive behaviours that advocate new changes in their schools. This suggests that their values and beliefs aligned with implementation of the changes and teachers could see the value of cooperation in helping all students.

Having said that, some inconsistent beliefs regarding the intended changes may hinder their successful implementation. Only one respondent, Mona, believed that the latest changes in education, such as cooperative learning, undermine a teacher's prestige and honour. She said:

'The prestige of the teacher is no longer as it was in the past. This is because of the student's lack of interest in teaching.'

This matched with her scenario interview, which showed that her beliefs made her reluctant to apply the changes in her classroom. She seemed to lack understanding of the cooperative learning principles, as she said the following: 'I say again, the cooperative learning strategy is distracting to students and it did not allow the students to concentrate'. Such a belief diminished the strategy's likelihood of effective implementation. This was also clear in her classroom observations, when she did not apply the cooperative learning strategy, as Mona (in S2) continued to use the old methods, by explaining points and requesting the students to

memorise them and repeat them back to her. Mona's beliefs did not allow her to be convinced that learning occurs when students work together. Apparently, she seems to believe that she will lose her 'prestige' and considerable part of her role as a teacher, working mainly to transfer knowledge from her to the students. This might have led her to continuing to use old methods to improve her students' learning.

## **6.2 Change from Known to Unknown Conditions**

Having discussed teachers' values and beliefs, this section of this thesis addresses changing from known to unknown conditions. It is considered that a known condition is related to old experience, beliefs, values and habits of teachers (Després, 2013).

As evident in RQ1, some teachers at both schools, especially in S1, were unhappy with some aspects of the changes, if not all of them. They probably found it difficult to change from a known to an unknown condition. For instance, Salma in S1 and Mona in S2 had a strongly negative attitude towards all the changes: new curriculum, new strategies, etc. Their responses in interviews, their concept maps and their scenario interviews all confirmed this. Granted, they did apply some new strategies, as evident in their classroom observations, but especially Mona in S2 still used old methods of teaching (indoctrination). She gave students information and asked them to repeat what she had explained, despite her subject being science; she did not need to use indoctrination, as in some other subjects, such as religion. This matched with her interview response: 'I believed that the indoctrination method is better and more useful'. Moreover, she did not apply the cooperative learning strategy during her classroom observation, which is an important strategy in the new style of education to make students share together. This matched with an interview response in which she completely disagreed with this strategy: 'Honestly, I refuse to accept it.'

As another example, these teachers showed a lack of knowledge about how to apply some strategies. For instance, the learning schedule strategy had three parts. One part required the teacher to ask students about what they wanted to know or learn during a lesson. Students needed to answer this to discover some information in a lesson. However, Mona in S2 did not give students the opportunity to state what they wanted to learn. Instead, she wrote on the blackboard the idea that she wanted to explain to her students. Strangely, Mona and other teachers in S2 were supported through training to develop their skills and knowledge when applying the new strategies but Mona still made mistakes in applying strategies.

All these examples (and others) might indicate that these teachers did not want to change from a known to an unknown condition, preserving old teaching practices and customs.

## **6.3 Role of Leadership**

This theme contains three sub-themes that may explain the role of leader (principle) to encourage teachers to adopt and implement planned changes effectively.

### **6.3.1 Facilitating Applying New Changes**

This theme relates to the role of the principal in both school case studies in facilitating the application of new changes for teachers and how this can positively or negatively affect teachers in adapting to new educational changes. There are five teachers in S1 and seven teachers in S2 who spoke of what the principals do in terms of helping them to apply new changes in their school. However, they have different attitudes toward this facilitation.

In S1, five teachers noted that the principal works to facilitate implementing new changes in their school; for example, by providing a projector in each classroom, making tables into groups that are ready to be placed in each classroom, or dividing a crowded class into two classrooms in order to reduce the problem of class size. Regarding one of the principal's roles in facilitating the application of changes in her school, Aida said:

‘It [applying cooperative learning] was difficult last year, but this year, they divided the stage six into two classes, the number was lessened and became around 17 or 18 students in each class.’

This statement shows that Principal (1) in this school contributes to new changes among teachers and she is keen to encourage teachers to apply new changes, as confirmed by the interview of the principal who observed that:

‘The classroom used to have 36 students and it was difficult for the teacher to teach in the crowded classroom. Therefore, I solved the problem by dividing the crowded classroom into two classrooms and trying to provide the appropriate conditions for the teacher to apply cooperative learning. I am the one who provided the projectors in each class room, because whenever I asked them (the Ministry of Education) to

provide them they said, "we do not have any". So we were forced to take funds from the school budget to buy them.'

All the responses from the teachers and also from the principal showed that the principal is keen to encourage teachers to apply new changes and to help facilitate this. However, other direct and indirect phrases from the teachers' interviews indicated that teachers are not totally happy about their school encouragement and facilitation. In this case, the teachers in S1 expressed implicitly that their principal does not work enough to facilitate implementation of the intended changes. For instance, Zahra, when asked about the encouragement of school, said, 'they really want to encourage us, but as I told you there are obstacles, which I think, we can overcome'.

This finding is supported by the concept maps of all the teachers (except Aida), who expressed the difficulties that they face in their school and mentioned that the physical environment of the school is not appropriate for encouraging the application of changes, especially new strategies. As Safia stated, 'the narrow building of the school does not help to apply it [new changes]'. Although they acknowledge that there are many obstacles and difficulties in the school, they believe that their principal has the power and capability to overcome these challenges if she should wish to do so, as Zahra indicated in the previous paragraph. This means that, from the teachers' perspectives, the principal might not make enough extra effort to tackle the difficulties that arise.

Thus, their concept maps showed that the teachers lack encouragement from their school. This is also confirmed by the scenario interviews, as Safia said, when asked about the needed requirements, 'Yes, of course, because I need a smart board which is great for presenting videos, I cannot carry my laptop, lessons book, paper sheet and bag every day, it's so hard'. This confirmed that teachers carry the basic things which should supposedly be provided by the school.

However, although the teachers are provided with insufficient facilities by their school, it was observed that most of them manage to adapt to new changes, whether strategies, technology or other. For example, they adapted some strategies such as the cooperative learning strategy and check the work of each group, despite finding it difficult to move between groups because of classroom space# as Jamelah explained. the size of the room is about 3.5 m ×3 m and each classroom has a small number of students, about 18 students, but the space is inadequate..

In contrast, teachers in S2 seem to feel that their school gets provision to implement new educational changes more than the teachers in S1. Teachers in S2 are happier than the

teachers in the S1 about the principal's role in facilitating new educational changes. But all teachers in the second case study talked about the role of the previous principal who had retired before doing the interview about two months previously..

Teachers in S2 highlighted a number of roles that principal 2 takes on to facilitate implementing new changes in her school in general and specifically in terms of cooperative learning. For example, in general, teachers pointed out that principal 2 is keen to meet them to discuss and choose appropriate strategies to fit with the environment of the school. In addition, principal 2 acknowledges the importance of a learning resources room in the school and is keen to provide the necessary equipment in this room to support teaching, such as computers, a library and so on.

There are other examples that show the role of principal 2 – the following teacher response highlights one of these roles, as teachers in this school pointed out that the school has a projector and other materials in order to facilitate change. As Bandari in S2 said:

‘The principal does the best she can do as she provided us in each classroom a projector and provided us all materials that we need in the classroom..., she makes everything tidy and you won't find things are scattered around.’

Principal 2 specifically takes action to facilitate applying a cooperative learning strategy in S2 in many ways, whether by making the tables of groups ready to use and suitable for group work, or by seeking to help her teachers manage the groups during lessons. As Bandari said:

‘She [principal] asked teachers to use a board for cooperative learning. Each group was distinguished by colour... and we distributed it in all classrooms.... This board has a list which contain five criteria about each group to manage them.’

It is clear from these responses that Principal 2 of this school seems to be a facilitator of change in her school and she plays a significant role in overcoming the difficulties that hinder new changes. This is also confirmed by the new principal's interview, where she talked about the effort of previous principals to facilitate new changes: ‘I see that in all the classrooms there are projectors, but what I know is that the previous principal is the one who provided these, not the Ministry of Education’.

The teachers' key words in their concept map match their responses in the interviews, as teachers in the S2 did not express their annoyance about the difficulties which they face when applying new changes. This shows that they have good facilities and resources from their school to apply new changes.

The scenario interview of teachers is also confirmed by teachers' responses in interviews that their Principal 2 plays a significant role in supporting them by facilities and this shows that the principal in this school is keen on teachers implementing new changes. When the researcher asked teachers this question 'If the educational ministry provided you with the necessary requirements, would you apply these?', five of them believed that they did not need any resources because they had enough facilities in their school. As Aisha said:

'Praise be to Allah. The school here is wonderful. I mean, when I enter the classroom I bring a film for example about King Abdulaziz or... I found it easy to show the students and it isn't as difficult as in the past... But now it is good, there are resources in classrooms and there is a learning resources room.'

The classroom observations also confirmed what teachers said in their interviews, that their principal provides facilities in order to encourage and help them to adopt new changes in their classes. In addition, it is clear that the role of Principal 2 affects the teachers' classroom observations, positively. Teachers found these facilitations useful and helpful for them in applying new changes. Teachers in classroom observations showed the pictures and the exercises in the students' books via the projector. This made the explanation of the lesson easy for teachers, and they can make all students focus together at the same time on what the projector shows. As teacher Bandari explained, the projector 'shortens the process of writing on the blackboard; it saves me from checking if all the students have opened their books or not. Because the things that I show on the projector are the same as in their books'.

It could be concluded that Principal 2 takes on more of a role in facilitating the adoption of new changes in her school than Principal 1, which might be the reason that led to the teachers in S2 being more satisfied with the role of their principal and happier to adopt new changes than the S1 teachers.

### **6.3.2. Developing Teachers**

In this theme, principals in each school play a role in developing their teachers' ability and skills to apply new educational changes but principals have different ways of developing their teachers as it is clear in the teacher interviews and principal interviews. However, most of the teachers in S1 seem to have less development than teachers in S2.

In S1, only Liela mentioned the role of the principal in developing them to adapt to new changes in their classes. Moreover, she mentioned only one role of her principal related to



developing teachers, stating that S1 offers a model class about the new changes. This involves one of the teachers presenting a lesson that includes the new educational changes in order to exchange experiences between teachers who come from different schools and also to get feedback from experts that could improve their teaching. As Liela said:

‘I mean, that’s good; we have around 5 or 6 model classes that have been made in this school which are at the level of the southern region of the KSA... and there are experts who come from Riyadh (the capital city) to attend these model classes. The school does its best to encourage teachers.’

This statement indicates that the principal in this school developed teachers by applying the model class and it is clear that Liela seemed to be happy about the role of Principal 1 in developing teachers to apply new changes. In contrast, other teachers’ data indicated that teachers in S1 get less development from their school.

For example, when asked about the initiative of the principal to encourage them to apply new education changes, the response of teacher Aida seemed to be less confident on agreeing about the initiative of her principal in encouraging or developing them to apply new changes. As she stated:

‘She [principal] might encourage us by attending the class’

Another example might show that teachers in S1 have a lack of development from the school to assist them in applying new changes: Liela said that, when she finds it difficult to understand the content of the new curriculum:

‘I search the net and my uncles help me.... I ask for his help and he teaches me things’.

These examples and also other responses from the teachers’ interviews seem to confirm that teachers in S1 lack development from their school to assist them in applying new changes. Teachers in S1 did not give clear or direct responses that showed they faced a lack of development, but when the researcher asked the teachers a direct and clear question about the initiatives of their principal, they tried to avoid answering the question or used phrases that showed there is no initiative from their principal. For example, in one of the responses shown above, the teacher used the phrase ‘might encourage us by attending the class’, Particularly the evasive word ‘might’ which she used to avoid offending in order to be polite to the principal. It’s a way to minimize one’s criticism of others and avoid offending them, the technique being called “hedging”. Aida might not feel spontaneously or freely to talk about

the role of her principal; Trivedi (2007) noted the salient characteristic of attitude in that people might express their attitude about something freely, but, for other issues, they might not feel so free; this could happen with this teacher.

In addition, the other example above shows that there might be a lack of interaction between this teacher and other teachers who teach the same subject at the same school. The Ministry of Education requires that teachers do reciprocal classes between teachers who teach the same subject in order to help each other and exchange their experience. Moreover, no teachers mentioned in their data that they do reciprocal classes, considered one sort of development. One teacher from S2 noted that reciprocal classes in school is basic school policy, noting 'This is from the Ministry and it's compulsory, but it depends on the administration of the school. If the administration is bound by these rules, you will adapt to it and you'll do it instinctively. And my principal is committed to teachers doing this'.

Although, all this data indicated that teachers in S1 seem to lack development within their school, the classroom observations show that most teachers adapt new changes in their classes, so they are not affected negatively by the lack of development from their principal. For example, Safia showed, via the projector, some pictures and text and she explained these to the students and tried to link these to students' lives. In addition, it is clear that teachers did not only apply new changes simply because they must; rather, they were keen to develop the ability, skills and thinking of students in different ways. Zahra in S1, for instance, showed students some pictures, and she stimulated their thinking in making them think and describe the picture, whereby students used different vocabulary.

However, lacking the role of Principal 1 in developing them to adapt to changes might affect Liela, Salma and Safia negatively, as these teachers do not seem to understand how to apply some of the new changes, or lack knowledge about the aims of some of the changes, as explained by the example about this in the theme of teachers' values and also in some of the themes in RQ1. This could indicate that these three teachers lack development regarding some of the changes, despite demonstrating good performance in applying some of the new changes. This might be because they may try to learn via the internet or by reading books about applying strategies in the classroom, as recommended by the Ministry of Education and this is clear under the theme of good agency.

Although this data show that teachers lack a leader's role in developing their ability, skills or their knowledge, the interviews with the principal show conflict with the interviews of the teachers. Principal's 1 interview indicates that she seeks to develop her teachers in many ways. It is clear in her response that Principal 1 is keen on teachers leading reciprocal classes

and she encourages teachers to attend a model class, either presented in her school or in other schools. Moreover, Principal 1 is seeking to establish a workshop in her school to develop older teachers' skills in adopting new educational changes. One example from the roles of Principal 1 shows her role in her school – as she stated:

‘We hold up the new teachers and take their hand, and those who did not attend the workshops from the beginning of the year we register their name and we send it to the Department of Education... The old teachers have already attended the workshop, but we do not stop there because they might begin to slip. So, we must always remind them and do workshops at school. For example, we make the distinguished teacher do courses or workshops for their colleagues and so on.’

This response and responses from Principal 1 indicate that the principal in this case plays a significant role in developing her teachers' knowledge and skills by different means in order to help teachers to adapt to changes in their classes. However, the teachers are dissatisfied, and this might mean these initiatives do not meet the teachers' expectations, as they might hope for more development from their school. Moreover, it could be that the issues with the role of Principal 1 are the reason that S1 teachers (S1 in the RQ1) showed a minimally positive attitude to new educational changes.

In contrast, Principal 2 plays a more significant role in developing teachers, since she uses diversity to develop teachers' skills and knowledge to adopt new changes. This leadership role focuses on teachers' attitude toward new changes. Moreover, seven of the teachers were very satisfied with the role of Principal 2 and believed that their principal does very well in developing them to implement new changes.

For example, two teachers, Aitera and Bandari, pointed out that their principal 2 not only relied on the Ministry's training, but she also conducted workshops on her own initiative and also organised workshops conducted by experienced teachers in her school in, order to develop her teachers' skills and their knowledge. As Aitera said about the workshops that were organised by Principal 2:

‘the principal presented workshops about strategies and about other issues, she did really good work, the best she could do’

Five teachers in S2 pointed out that Principal 2 encouraged teachers to do a model class, as this improves their knowledge and skills regarding new changes, as well as boosting confidence .As Bandari said,

‘She [principal] requires teachers to do the model class; she wants to make our personalities come out... so we do not become scared about people attending our class....This is good because she broke this barrier and that now if someone comes to attend my class from out of the school, I adapt to this situation.’

These statements indicate how Principal 2 seeks to develop the skills of teachers and their knowledge to assist them in adapting to new changes. Moreover, Principal 2 is not only focused on developing teachers’ skills, but also on building the confidence of teachers. In addition, as was clear in other teachers’ responses, Principal 2 also seeks to build effective cooperation between teachers who teach in S2 and teachers from other schools by encouraging teachers to take reciprocal classes in order to share experiences and build their skills regarding applying new changes. Therefore, it is clear that Principal 2 plays a significant role in developing her teachers to adopt new educational changes in their classes.

It is also clear that the teachers are very happy about the role of their Principal 2 as they express that ‘in this school there is motivation and strength’, ‘she did really good work, the best she could do’ and as ‘I hope God gives her wellness in this’ and ‘this is an initiative from her’.

Although teachers in the interviews expressed more about the development of their Principal 2, their concept map and their scenario interview did not mention anything that shows the development of the principal. Teachers may not have expressed this because they might feel there are other roles related to their school more important to them, such as the role of the school in motivating them via rewards, which a number of teachers mentioned in their concept map, which will be explained further in the next sub-theme.

Teachers’ attitudes in their classroom observation show that the development of their principal has a good effect on teacher behaviour in adapting to the new changes in their class. Most of the classes observed had teachers applying new strategies. In addition, the performance of other teachers was good, as they had the ability to use technology in their lesson. In addition, teachers applied a number of strategies correctly to manage class time, limited to about 45 minutes. For example, when they applied a cooperative learning strategy, the teachers did not focus on some students and neglect others; rather, they made all students participate. They ensured students cooperated.

Overall, it seems that principal 2 plays a significant role in developing their teachers’ ability to implement new changes, more so than principal 1.

### 6.3.3. Motivating Teachers

The motivation theme concerns the role of the leader in both schools in motivating teachers by providing appropriate rewards for them to be more active in applying the changes in their schools. Three teachers in S1 and seven teachers in S2 noted the role of their principal in rewarding them, but they have different attitudes, especially in S1.

For example, in S1, Liela alone believed that their school rewards only teachers who are distinguished in teaching performance in general and in applying new changes specifically. Their school rewards and motivates them in different ways; as Liela said:

‘They give us certificates..., they give us .....,.... These happen for the teacher who has made a specific effort, such as when she [principal] was impressed about the performance of what the teacher did in the lesson and when she applies new changes... so that it (rewards) becomes an incentive for the other teachers and leads other teachers to apply it’.

This statement shows that S1 seeks to motivate teachers by rewarding them. Strangely, only Liela is happy about this motivation, and she only expressed this in her concept map, saying, ‘I got moral support from the school’. Some of the other teachers, however, seem to be dissatisfied about the role of Principal 1 in terms of rewarding them for applying new changes. For example, Aida said:

‘But as encouragement, the encouragement will be at the end of the school year and they encourage all the teachers, there is no distinguished teacher in this school’.

This statement indicates that there is motivation from S1, but it was clear in the teacher’s voice and face that she is completely dissatisfied with this motivation. She contradicted Liela in pointing out that the motivation is for all teachers and not for distinguished teachers.

The concept map of some teachers also confirmed that they seem to be dissatisfied with school 1 motivation; as Jamelah in S1 clearly expressed ‘the encouragement or the support are not sufficient’, although it is not clear what this teacher meant about the encouragement or the support; this might mean the reward, facilitation, development or something else, but it is clear she found a lack of support from her school.

Although teachers are dissatisfied about the rewards, they feel happy when they carry out their teaching and apply new changes, as was clear from the classroom observation.

Therefore, it could be concluded that Principal 1 motivates teachers by reward, but the teachers in S1 are dissatisfied about the rewards. It is likely that the teachers are dissatisfied because Principal 1 may not reward them regularly, as Aida said, she rewards them at the end of the year, so teachers may not feel the importance or the value of the reward.

In contrast, S2 is different, as seven teachers from S2 believe that their principal is motivating them to adopt new changes in their class and how positively this has affected their attitude to apply new changes, and they are very satisfied with this reward.

For example, promoting teachers via reward regularly is the way of this Principal 2, as Bandari said:

‘Our principal did her best for everyone and if there is a outstanding class, she directly, after a day or two, gives you a certificate... This strengthens the teacher, she (teacher) needs this motivation.’

Noha and Shaima noted that Principal 2 regularly chooses an outstanding teacher and rewards her. This makes the chosen teacher feel very happy – as Noha said:

‘But I swear the motivation has a role. I remember the day when I was rewarded by a certificate of thanks, I flew from joy, this means there is a distinction between me and my colleague... Work for a whole term and you receive a certificate and it changes your feelings, you feel you are a good person.’

These responses indicate that the principal motivated teachers regularly. It was clear in the teachers’ answers, their faces and their voices that the reward has a strong positive effect on their feelings. Moreover, they expressed their happiness about the reward with strong words and to show the strong impact on their attitude: ‘I flew from joy’, ‘This strengthens the teacher, she (teacher) needs this motivation’, and so on. This also confirmed their concept maps as a number of teachers expressed in their concept maps that their school motivated them and supported them by certificates such as ‘I get from my school a certificate of thanks and appreciation’. This shows that a reward is important to them and they are happy about it.

Despite the principal in this school rewarding teachers only by simple rewards which are mainly non-financial, like thank certificates, it has a strong positive effect on teachers’ feelings, while in S1, rewarding teachers by different sorts of rewards, such as valuable gifts and writing the names of good teachers in the school bulletins, interestingly does not seem to have a significant effect on teachers’ feelings.

## **6.4 Professional Development and Professional Learning**

### **6.4.1 Formal Training**

#### ***6.4.1.1 Quality of Training***

This section will discuss the teachers' attitudes towards training and how training may influence teachers to adopt new changes in education. Teachers in both schools had a lack of training, with the exception of half the teachers from S2 who, it turns out, had positive attitudes towards training.

In S1, five of the six teachers were dissatisfied with their training. They gave different reasons for their dissatisfaction. For example, some of the teachers' interviews showed that the teachers did not receive much training that helped and trained them to adopt new changes relating to the new curriculum, assessment or pedagogy strategies. The lack of training meant that teachers needed supplementation from other resources to understand these changes.

On the other hand, even though the teachers had training workshops, five of the teachers in S1 found that the training did not meet their needs regarding how they could deal with the new curriculum and how to deal with the students or other changes. Moreover, they did not gain any benefit from the workshop training, since they claimed that nothing the trainers taught them had any practical application. Aida explained:

‘Unfortunately, there is no practical training, it’s only like the old education. I mean, it is only a presentation and a slideshow. Sometimes, I comeback from the training without having had any benefit from it.’

Teachers in S1 criticised not only the quality of the training, but also the quality of the trainers. They believed that the trainers were incompetent, with unsatisfactory or unfamiliar pedagogy. Zahra said,

‘It’s 100% better than the trainers who came to train us - they have no training mechanism. They are not qualified, I am telling you they don’t even have a training mechanism.’

All the responses above indicate that the teachers had been trained, but they were dissatisfied with the training, whether it was about their training approach, the information presented in the training workshops, or the ability of the trainers themselves. Despite the responses that they provided, the information obtained from the interviews demonstrated that the teachers also had received intensified training courses regarding contemporary pedagogical changes, such as the new curriculum, teaching strategies, and so on.

Although these teachers seemed dissatisfied with the training they received, Zahra showed signs of happiness with the training in the other part of the interview. She highlighted that the training was effective when it related to her perceived needs, as she said, ‘at the end of the workshop – which is the part that we benefited from- we liked it... This is because she links us to reality. I like the ones who link (things) to reality.’ One possible explanation for this is that each trainer that they were instructed by had a different style of training, with the trainer who spoke about strategies being different from the trainer who taught about the curriculum or the other aspects regarding the new changes.

The scenario interview of these teachers showed that teachers might have a lack of training which might lead them to express their need for training. This was clear when the teachers were asked, “If they offered training workshops for these new ideas, would you attend?”, as most of their interviews showed that they would be happy to attend such training. However, Zahra confirmed her unhappiness with the training: ‘If a trainer were to train a team of teachers, however, ‘the benefit would be greater. This is because they (the teachers) will convey what they learned. Training shouldn’t be exclusive to certain people. They (usually) come and give us the information theoretically but when we come to practising these, things are very different’. Apparently, the significant issue for Zahra was the trainers; it is clear that she did not trust the trainers’ performance or experience. She also wanted a more interactive style of training with more of a focus on application.

Moreover, Zahra confirmed in her concept map that teachers have a lack of training in the new strategies, skills and technology. All of this helps to confirm that the teachers seem to have a problem with training that related to the quality of instruction and instructors, as well as the applicability of the sessions.

Despite the difficulties the teachers faced whilst being trained, it was observed that most of the teachers had to adopt the new educational changes by depending either on the internet or some other resources. This illustrates the fact that the teachers were not supplied with efficient training. Moreover, some of the classroom observations indicated that teachers did not know the aim of adopting some of the strategies. For example, Salma and Zahra have a



negative attitude to cooperative learning, as they believe that the cooperative learning strategy enables students to cheat and leads the lower-achieving students to not depend on herself but on other students. This could indicate that the training the teachers received was superficial and did not fully examine the real issues. This training might have focused on showing teachers the way to apply strategies without explaining the aim of applying the strategies and it might not have focused on improving their beliefs.

**In S2:** Teachers in S2 also faced problems with the training but held less negative attitudes towards training than the teachers from S1, with only half of the teachers in S2 being dissatisfied with the training. The main training issue for the participants from S2 was the style; they were unaccustomed to the cooperative techniques that modelled the approach. In particular, half of the teachers considered the things being taught to be lacking a practical application. As Aisha said,

I took training courses during three different periods. At the first level, they gave me a CD and some instructions. They gave us the same at the second and third levels....There is no application for any of the models... I mean, they do present some tutorial videos, but they are not as effective as when someone applies those strategies before your very eyes, in person.

The other half of the teachers from S2, however, were happy with the training and benefited from it which, in turn, helped them to adopt the new changes .As Bandari said:

We get more benefit from workshops, especially in the first two years. The people who train us, they have a wonderful style. They convinced us how to understand the new subject.

It is clear from these two examples that the two groups of teachers do not hold the same view about the training that they received. In the first example above, for instance, the teachers had intensive training courses but did not like the way the information was presented to them, even though the training provided to them included the basics and requirements which the teachers needed to know about regarding the new educational changes. Their concept map and their scenario interviews also confirmed that they were unhappy about the training that they had received. For example, Faiza asserted in her scenario interview that she will not

attend more training as the training courses do not provide detailed information about the new changes and they are only theoretical, without any practical activities.

On the other hand, it is clear that the other half teachers concurred that the training courses had a great impact on their attitudes, thereby helping teachers to adopt new educational changes, as is evident in the above example provided by Bandari. It is apparent that, even though the teachers found it difficult in the beginning to implement the new education paradigm, the training courses helped them to overcome these difficulties, whether they were with the difficulties of the new curriculum, as was the case in the example above, or with new strategies, as is made clear in the teachers' interviews. Although their interviews showed that they were satisfied regarding the training, their scenario interviews did not match the opinions that they posited in their interviews. The teachers in their interviews indicated that they would not attend training courses, even if the Ministry of Education offered training workshops for those new ideas. Mona explained 'I will not attend because they will repeat the same information and nothing new will be presented.' It is clear that the difference between the teachers' responses in the interview and in their scenario interview is due to the fact that those teachers received poor training, which discourages people from undergoing further training. Therefore, it is all the more important to get training right in the first place.

As explained in another section, teachers in this case adopt new educational changes in their classes. This, in turn, indicated that teachers were not affected negatively by their lack of training.

## **6.4.2 Informal training**

### ***6.4.2.1 Teachers' Self-learning and Communities of Practice***

In this theme, teachers in S1 do not seem to be trying to assess and evaluate their practice in their classes and assess their knowledge about adopting the new changes either by doing reciprocal lessons with other teachers in their school or by asking the other teachers who have more experience to give them feedback on adopting the new changes in order to improve their performance. Although some of the teachers in S1 needed to search in some resources for any information related to the new changes, they did not evaluate their performance to adopt them.

In contrast, as explained in the theme of developing teachers (see section 6.3.2), half of the teachers in S2 are given many opportunities to gain support to assess and improve their performance to apply the new changes. It is clear that half of the teachers in S2 seek to learn

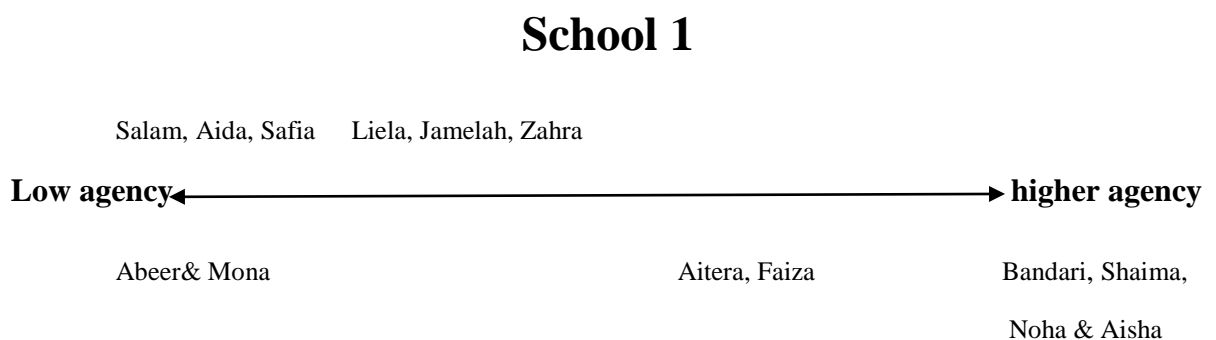
by themselves and evaluate their performance to adopt the new changes, especially the new strategies. These teachers seek to observe other teachers’ classes and allow other teachers to attend their classes to obtain feedback from each other and to assess each other's work. For example, Aisha in S2 was keen to improve and learn how she can apply some of the strategies correctly, which led her to ask a teacher who has experience of the changes, especially the strategies, to evaluate her performance, despite her school imposing the reciprocal lesson policy.

## 6. 5 Teachers’ Agency

Teacher agency and the following related subthemes were apparent in the data from both case studies.

### 6.5.1 Effective Agency

This theme involved teachers who were proactive in seeking ideas or further explanations for the appropriate procedures when they were required to adopt changes. This theme also involved teachers who did not seek any further explanations to help them when adopting changes. The following diagram situates individual teachers in terms of their effective agency:



## School 2

Figure 6.1: The effective agency in school one and in school two

As is clear in Figure6.1, all teachers in both schools exhibited agency, but at different levels. Most teachers in S1seemed reluctant to adopt an approach, while most teachers in S2

positively engaged with the changes, seeking to make the changes work. In addition, teachers in S1 seemed to have less agency than teachers in S2 have; teachers in S1 were only able to exert agency individually, while teachers in S2 were able to exert agency both individually and collectively. Furthermore, teachers in both schools demonstrated agency in different areas, such as curriculum development and pedagogy, but teachers in S2 demonstrated greater agency in terms of personal development.

In S1, teachers could exercise agency in different ways; a few of them implied that teachers are proactive in seeking ideas or further explanations for the appropriate procedures when required to adopt changes. Others did not seek ideas or further explanations that could help them to adopt changes. Liela, for example, was keen to ask her relatives, such as her uncle, to explain some information that she found difficult to understand, despite her not being happy about the new religious curriculum.

In addition, Zahra and Jamelah struggled with the strategies, especially those that exist in the subject books, but they were keen to try to make them work. As Zahra said:

‘The most hindering thing for me was the activities (the exercises in the subject). I apply the activities in whatever way is there. I might sometimes replace them.’

The data indicates that these three teachers in S1 engaged positively with some changes, working hard on their own to make new curriculum work or trying not to let the implementation of changes alter everything they do.

In contrast, four teachers in S1 were reluctant to adopt some changes; they did not seek any ideas or further explanations that could help them to adopt changes. For instance, Zahra and Salma were reluctant to adopt a cooperative learning strategy and they did not seek any further explanations to help them adopt that strategy effectively, as explained in different subsections, even though Zahra did seek ideas or methods to adopt the new curriculum. Therefore, agency was interpreted in different ways, with some teachers in S1 thinking about pedagogy and others thinking about curriculum and resources.

The concept maps of the teachers in S1 do not show any agency but show that most of the key words in their concept maps demonstrate their negative attitudes towards the education changes. However, the scenario interviews of these three teachers align with their interviews. For example, Jamelah, when asked in her scenario interview whether she will apply the new ideas suggested by the Ministry of Education, she replied with the following:

‘I told you, I don’t really have a good background in this subject, so I try to teach myself via the Internet. I sometimes modify these strategies then apply them..., the

thing that hinders us is the classroom. Thus, I always modify the strategies so I can control the classroom, especially when the students have to move around to be active’.

The classroom observations, particularly in four classes (Safia, Liela, Jamelah and Zahra), could have indicated a kind of agency. For example, it was observed that some teachers tried to adopt strategies that fit within the space of the classroom and did not require the students to move, as discussed in RQ1. In addition, the teachers adopted strategies that helped to explain the lesson. For example, Liela taught the subject of religion, which required the old methods of memorisation, but she had the power to apply some strategies to make the new changes work, which also helped her to explain the lesson. All this evidence shows that these teachers had different levels of power to shape their practices and to make the changes work or not.

In S2, most of the teachers seemed to be able to exert more agency than the teachers in S1 were able to do, meaning that most of those in S2 positively engaged with changes and sought to make the changes work. In addition, teachers in S2 were able to exert agency more individually and collectively than teachers in S1 were able to do, the latter only exerting agency individually.

Many examples indicate that most of the teachers in S2 had more effective agency when implementing the educational changes. For instance, seven of the teachers had the power to work alone or collaboratively to implement change when adopting strategies that fit with the subject, with the students’ abilities and within the classroom space. Noha had the power to choose strategies that helped to improve the achievement of lower-level students, stating the following:

‘I sometimes get shocked by the fact that some of them can’t do the exercise because they didn’t fully understand the lesson. In that case I have to implement the strategy of diversity... I have to divide the students into groups, depending on their abilities. So excellent students work together in groups to do the exercise, while I focus more on the groups of weaker students until they fully understand the idea.’

In addition, four teachers have the competence to develop their knowledge about the new changes by themselves. They achieved this by using different resources, and one of these resources in particular. As Aisha said:

‘I like to benefit from other teachers .... Sometimes I ask my colleagues, can you let me attend your class? It is reciprocal teaching, and I benefit from it and see distinct strategies; I want to develop myself.’

These statements indicate that most of teachers in S2 have good agency and capacity that assists them to make the reforms work. This might be because most of them have a positive attitude to the changes and they seek to make these changes work. The agency of these teachers appears in different ways. Some seem to be about personal development, others about pedagogy, curriculum and so on. But most of their agency seems to be more about personal development, with half of the teachers working to improve their knowledge and their ability to adopt the new changes. This might suggest the important role of professional learning when developing a positive sense of agency.

The concept maps of these teachers show that they have a positive attitude to the changes. This might indicate that teachers have good agency and capacity to make the new changes work because they like them.

The scenario interviews of some teachers in S2 confirmed that they had effective agency, which allowed them to build their own educational practices. They pointed out that they sought to have many of their own ideas (or ideas in collaboration with other teachers) to make these changes work. As Bandari said:

‘I am a kind person who accepts any idea. I always associate myself with any new idea and try to adapt to it.’

The classroom observations of these teachers show they have the power to make the new changes work, as they try to adopt the strategies that fit with the classroom space, time of lesson, subject and the different abilities of students. For example, applying cooperative learning, despite the narrow classroom spaces and unsuitable tables, which could negatively affect their students’ necks. Some teachers try to make the students keep their chairs in good positions until the teacher finishes the explanation and they try to replicate this when the students work in groups. This shows how teachers in S2 have the agency to make new educational changes work.

### **6.5.2 Lack of Agency**

The section on agency will explain the engagement in decision making and giving teachers the autonomy and empowerment to do what they want, which is considered part of agency, as both agency and autonomy are the capacity to act and the actor could act independently or under strict control.

### 6.5.2.1 Lack of Engagement in Decision Making and Lack of Paying Attention

The study shows (figure [6.2]) that three teachers in S1 were very unhappy that they were not included in the decision-making process and that their opinions were not considered. In contrast, involvement in the decision-making process is not such a big issue for the teachers in S2. Five of the teachers in S2 seem to engage in the decision-making process regarding new changes, which is a greater number than in S1.

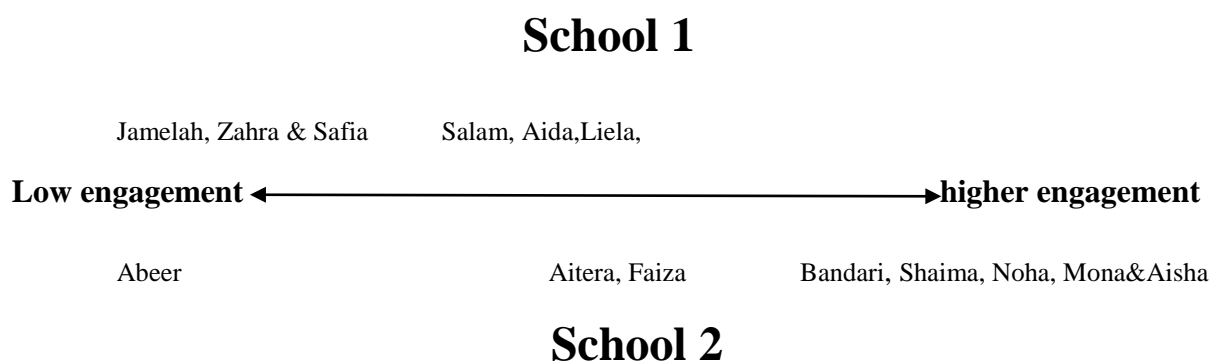


Figure 6.2: Lack of engagement in decision making in school one and in school two

For instance, two of the teachers offered the same response and repeated it many times during their interview. They stated that they feel unhappy with the decision-making process regarding the new changes. Jamelah said:

‘There are things that we criticize, but no one listens to such criticisms. They say it’s a committee that has designed these curricula after doing research. We know they are experts. But you should learn from people who work in the field. People in the field perceive things differently from others.’

The teachers in S1 clearly lacked the power to engage with the decision-making process regarding the changes, whether the decisions were made at a government level or within the school itself. Their facial expressions and tone of voice also made it clear that they were angry about not being consulted. Failing to engage teachers in the decision-making process could negatively affect teacher performance or their attitude towards accepting, adopting and applying educational changes. This seems to reveal a great deal about what they valued and what they disagreed with in the new curriculum or other reforms, as seen in RQ1.

In their concept maps, teachers in S1 did not express their unhappiness about not sharing in the decision-making process for the new education changes, despite it being an important point for them. Although these teachers lacked engagement in the decision-making process regarding the new education changes, this problem did not negatively affect their performance in their classroom observations as most teachers were excited and happy during their classes. Also, their performance was good, as they worked seriously in the lesson and applied some of the changes in class, such as engaging students with the lesson. This suggests either a sense of professionalism or possibly a willingness to do as they are told.

Although their concept map and their classroom observations did not match their interviews, their scenario interviews confirmed that they were not happy about being forced to apply the new changes without having been given justification of effectiveness about these changes. Zahra said:

‘I want to talk [about this]. I want to first know whether it is going to be efficient and beneficial and whether I could see its effects on the students; after that, it’s okay, and I don’t have any problems with it.’

Therefore, teachers in S1 have a lack of engagement in the decision-making process regarding the new education changes, which could be because their school did not undertake the necessary preparations for this. This is explained further in the leadership theme.

Teachers in S2 seemed to have been engaged with the decision-making process more than the teachers in S1 had been, which indicates that although teachers in S2 did not have agency over government-level decisions, they did have more say in school-level decisions either. It is clear that their principal plays a role in engaging them. For instance, three teachers in S2 indicated that their principal was keen to engage the teachers in discussion and chose the appropriate strategies that were suited to the school environment. As Mona said:

‘The principal held a meeting and, together, we chose some of the best strategies that suit our school environment, such as the numbered heads’.

This statement shows that the teachers in S2 have the power to engage with and share their opinions of the new changes. Indeed, the principal tried to prepare the teachers for the new changes by holding meetings with them and discussing the changes. Therefore, engaging and considering the teachers’ opinions could positively influence these teachers’ attitudes towards the new changes and it is clear from their answers to the first research question that they have a strongly positive attitude.



The teachers in S2 did not express any keywords in their concept maps or in their scenario interviews that related to engaging them in the process of making the new changes, however, it could indicate that this issue is not important to them.

Paying attention to S2 teachers' opinions might play a major role in positively impacting most teachers' attitudes towards adopting the new changes in their classes, which was clear in the classroom observation. As explained in many of the different themes, most of the teachers adopted the new changes in their classes and diversified the use of the strategies and materials in order to succeed with the new changes. On the other hand, although teachers in S2 seem to pay more attention to their opinions, there are a few teachers who were not happy about the new changes and also did not care to adopt many of them in their classes. But it seems that there are factors, other than paying attention to their opinions, that might negatively affect the way they adapt to the changes.

### **6.5.2.2 Lack of Autonomy and Control**

All teachers in both case studies mentioned that the educational changes were compulsory when applied in their classes; this was related to their teaching performance assessment. However, the teachers in S1 seemed to lack autonomy and empowerment to do what they wanted when compared to the teachers in S2. The above figure shows that five teachers in S1, but only two teachers in S2, were unhappy with implementing these compulsory changes. Six teachers in S2 seemed to have more autonomy than the teachers in S in terms of doing what they thought was best (figure [6.3]).



*Figure 6.3: Lack of autonomy and control in school 1 and in school 2*

In S1, there are many examples in the interviews that show the lack of autonomy of teachers and show their unhappiness about this issue. Liela and Zahra demonstrated that they knew it was compulsory that teachers should apply a number of strategies in every class, and it is clear that teachers complained about the loss of initiative. Zahra said the following:

‘She (teacher) has to apply three, four, five, or ten strategies.. It’s not up to me..’

As the above remark and other data from the interviews show, teachers in this case seemed to feel that they were being tested and inspected, and it is clear that teachers were not given explicit permission to do what they felt was best within the contexts in which they worked. Moreover, the first research question also confirms that teachers complained that the new strategies are not new but already existed in the past and had been adopted by their own initiative; but in the current situation, the Ministry of Education forced them to apply the strategies. Therefore, the lack of autonomy might be one factor that leads to most of the teachers in S1 having a less positive attitude than the teachers in S2 towards the new changes.

It is clear this issue was very important to most of the teachers in S1, which the data from their concept maps confirmed. Four of the teachers’ concept maps showed agreement that the teachers did not feel they had the freedom to refuse to do things they did not find useful or enjoy doing. As Liela expressed it, ‘giving [a] teacher many tasks which overloaded her’. Moreover, half of the scenario interviews with the teachers in S1 matched their interviews, which confirms that teachers felt a lack of autonomy and a greater concern about whether these changes were compulsory or not. For example, Zahra was asked the following:

‘If the (educational) ministry came up with a new idea, or a new strategy, would you apply it?’

She responded with the following statement:

‘It depends on whether it was compulsory or not.’

Therefore, she lacked empowerment and the freedom to do what she thought was best or what she wanted to do.

However, the scenario interviews with teachers Aida and Safia contradicted their interviews, which showed that these teachers were not influenced by being forced into new changes, as it showed that teachers had autonomy and power to accept and refuse any ideas in educational reforms without any intervention from inspectors. Aida said, ‘if it works, I mean if I started to apply it and felt that it worked I would repeat it, and if I felt that it has no benefit, I wouldn’t’. It seems that the teachers’ inspectors have a role in making teachers feel autonomous and free

to accept or refuse any ideas relating to educational reforms. Each subject has a different inspector, for example, all teachers who teach maths have the same inspector. This means each teacher in S1 has different inspectors because each teacher in S1 teaches a different subject.

Despite this data, which indicated that the teachers felt they lacked autonomy and that they were unhappy when new changes were compulsory, their outlooks did not negatively impact their performance during classroom observations when adopting the new changes, this point being explained in some of the themes.

Although the teachers in S1 seem to lack autonomy, the response of Principal 1 contradicted their responses in terms of applying more than three strategies in each class. The principal showed that she made the application of strategies flexible for teachers. She said ‘there is one point in the teacher performance assessment that evaluates their application to them (new strategies). But I told them if the lesson does not need the strategies, the teachers could show only pictures without wasting their time’. It might be that there is lack of communication between teachers and principals, which leads to conflict between the answers of the teachers and the answers of their principal, as most teachers in S1 pointed out that they must apply a minimum of three strategies.

Similarly, in S2, teachers in this case also commented that applying new changes was compulsory and this was related to teaching performance assessments but only two teachers were very sensitive about making these changes compulsory. While six of the teachers in S2 seem to have autonomy and be more empowered than the teachers in S1, it seems to be these teachers have the freedom and empowerment to be creative in teaching what they want and they have permission to improve their performance in order to achieve the new education changes. For example, Shaima was allowed to have access to a maths classroom in order to adopt the new changes in general and cooperative learning specifically, even though the policy stipulated that every class should have a room, not the other way round, where every teacher, or subject have their own personal room. In addition, schools gave teachers freedom to identify the strategies that they wanted, even though the teacher was required to apply more than three strategies in every class. Noha claimed the following:

‘It is compulsory that the teacher applies at least three strategies and she adopts these. It’s up to her if she wants to change it or adapt it during the school year.’

While the above responses show that the teachers have the power to do what they want, Mona and Abeer were very unhappy about the new strategies being compulsory and feel they do not have autonomy. Abeer said:

‘We were applying the co-operative learning strategy but without a name... We did other things in order to inspire student thinking... but it was not compulsory.... It is compulsory now...I am frankly not convinced by this method, OK, for example if my class doesn’t need to use a strategy, I am the one who’s aware, I am the one who knows. So, I think it’s up to the teacher, who knows how much she needs.’

It is clear that six of the teachers in S2 feel that they have autonomy and power, while two of teachers in S2 feel that they do not. The six teachers who feel they have autonomy can do anything that improves their teaching, as is clear in the above example and under the theme of good agency. Principal 2 also gave those six teachers the power to run their own workshops, as explained in the theme of the role of leadership.

These teachers did not express anything about this issue in concept maps, which confirmed with their interview responses that they did not complain about the new changes, whether they were compulsory or not.

In addition, their scenario interviews also confirmed that these teachers did not complain about these compulsory changes, for example, when asked ‘if they (people in charge of the Education Ministry) come up with a new idea or a new strategy, would you mind applying it’, and also raising the question of attending training workshops. Some of them immediately answered that they would apply it, such as teacher Noha who said, ‘yes, I do not have a problem, I will apply what they want’. Therefore, this indicated that teachers were willing to apply changes, even if compulsory.

Giving the teachers the empowerment and freedom to do what they want might be the factor that led most of the teachers in S2 in the classroom observations to adopt the new changes in their classes. This issue was explained in more details in ‘Effective agency’ and ‘Lack of engagement in decision making (sections 6.5.1 and 6.5.2.1 respectively).

On the other hand, Abeer and Mona in S2 complain about the new changes being compulsory and seem to lack autonomy.

At the beginning of the interviews, they expressed their unwillingness about new educational changes being compulsory in their classes and repeated this idea during their interviews. Moreover, it was clear in their interviews that they were very angry and very unhappy about these changes being compulsory, especially as they involve strategies that teacher Abeer believes were used in the past when they were not compulsory.

Moreover, Mona confirmed this issue in her concept map and she expressed this twice, for example, ‘I prefer to keep the teacher creating with her students by any method without any

intervention'. They also confirmed this again in their scenario interviews, as they again identified that they did not like being forced to adopt the new changes and did not like criticism during inspection. This indicated that making these changes compulsory negatively affected these two teachers to a great extent. Therefore, this lack of autonomy or the imposing of new changes might negatively impact their attitude to new educational changes.

It is correct that this teacher adopted some of the new changes in her classroom, as the classroom observation showed that the teacher applied some of the new strategies. However, her classroom observation seemed to use the old teaching style in terms of placing students at individual desks or explaining the lesson and then requesting the students to memorise and repeat what the teacher said. These were the main features of the old education system, while the new education strategy is against using this style. Therefore, it seemed to be that the behaviour of Mona was negatively impacted on by less autonomy when adopting some of the new changes in her classroom, leading to less motivation in her teaching and increasing her passivity, particularly in her responses to demands imposed by the reform.



## **Chapter 7: Discussion**

This chapter aims to discuss and interpret the findings that relate to research questions. In this chapter, I relate the findings to the literature review in chapter 3. The discussion will be presented in relation to the research's main themes, which are: teacher values and beliefs, changing from known to unknown conditions, role of leadership, professional development and learning and teacher agency.

### **7.1 Discussion of Teachers' Values and Beliefs**

These results indicate that teachers in both schools had desirable values, such as dependability, responsibility, integrity, honesty, empathy, respect and commitment to their teaching, social justice and achievement, which could all make important contributions to the effective implementation of changes related to students' education. Although this study highlights the importance of values and beliefs when supporting changes, it shows that teachers' values and beliefs are aligned with the aims of the changes considerably more in S2 than in S1. Cohen and Caspary (2011) and Nargis et al., (2018) confirmed that individual values play a role in employees' attitudes, either increasing or decreasing the employees' willingness to engage in a changing programme. In addition, previous research has suggested that beliefs, both professional and personal, play a significant role in a successful teaching process (Biesta, Priestley and Robinson, 2015). This might partly explain why most teachers in S1 had minimal positive attitudes towards some of the changes; those changes contradicted their values and beliefs, despite the fact that the teachers had many distinct values to drive their successful implementation of change. They were reluctant to adopt the required changes, and they implemented some changes without the necessary beliefs or sufficient understanding of the changes.

Williamson et al., (2010) and Zimmerman (2006) have shown that educational reform usually faces resistance from teachers who protect their values; this happens when teachers' values and beliefs do not coincide with the value of a change and when teachers do not understand the reasons why change is necessary. This was clear for Zahra and Salma in S1; they highlighted valuing individual effort and attainment, which contradicts the aim of cooperative

learning, which transfers knowledge through collaborative student engagement. Therefore, they believed that the transmission model of education was at odds with cooperative learning. This might have led Salma (during her classroom observations) to not apply the cooperative learning strategy effectively, as discussed above.

It could also be that they did not understand the practicality of implementing cooperative learning, despite Ibrahim's claim (2013) that even if teachers realize the necessity of the change, their values and beliefs influence their resistant attitude towards education reform. This was clear in RQ1, when Salma in S1 expressed one key phrase in her concept map 'motivating the lower-level students' achievements'. Despite this belief, she did not see how cooperative learning might facilitate that goal. She claimed instead that cooperative learning would lead to students cheating.

Bandari in S2 also highlighted integrity and honesty. However, her values corresponded with the aim of the cooperative learning strategy. She explained how she was extremely interested in teaching her students to work collaboratively, because students are like a family, living in one house. This might have led her to have a strongly positive attitude towards cooperative learning, which illustrates that teaching practices are important when they contain essential values, which in turn could positively influence teaching performance (Lovat and Clement, 2008).

Another explanation is that the values and beliefs of some teachers in S1 contradicted the changes. Ibrahim (2013) found that resistance to change increased when teachers worried that changes might lead to lost cultural values and norms, especially when foreign consultants institute the changes. This might explain why Zahra in S1 was unhappy with strategies for a new science curriculum introduced by foreign a culture. The change did not seem to match her respect for the values of Saudi culture, which probably led to her unhappiness about the change.

Although teachers' values and beliefs can diminish their willingness to implement change, it can also increase their willingness to do so, as Cohen and Caspary (2011) have noted. In addition, Brady (2013) and Lovat and Clement (2008)

have stated that particular teacher values are important to support education, generally, and teaching, specifically. Clearly, the values and beliefs of teachers in S2 influenced their willingness to adopt certain types of changes, and it might have helped to adopt new changes more effectively, as evident in the aforementioned examples of Bandari and Shaima in S2. Their commitment is to place their students into groups of mixed ability, encouraging the weaker students in the groups to achieve more in their studies.



The previous literature indicates that teachers' values usually develop when they face challenges (Brady, 2013). This could include a variety of social and emotional issues, as evident with Noha in S2, whose attempts to seek justice and achievement for her students corresponded with the changes. This teacher faced a problem with one student in a group, who did not understand the answer, and she applied the differentiation strategy during her classroom observation. This strategy aims to care for students and achieve equality for them, particularly low-achievement students who do not understand part of a lesson. Noha spent a few minutes of her time with this student, patiently explaining the topic while keeping the other groups working together. Therefore, beliefs and values underpin changes, such as cooperative learning, which led teachers in S2 to accept and then implement changes.

Interestingly, Sharbain and Tan (2012) and Selvi (2010) explained that a teachers' competency is also an important factor in their attitude towards change, affecting teachers' values either positively or negatively. Therefore, teacher competency probably played a role in both schools under study, affecting how teachers' values corresponded with or contradicted the changes. All teachers in S2, except one, had a bachelor's degree, while half of the teachers in S1 only had teaching diploma degrees.

The other interpretation for this difference, as Avidov-Ungar and Arviv-Elyashiv (2018) explained, is that empowering teachers in their teaching helps them to create and shape their values in ways that can adapt to their current situation which will be discussed in more further in the section of teacher agency (section 6.6). Therefore, principals have key roles when implementing successful changes, empowering teachers to think about their values and new educational processes (Priestley et al., 2012). This involves creating a climate for reflective discussion among teachers, allowing them to develop and share their ideas to correct any false beliefs and perceptions (Priestley et al., 2012; Ibrahim, 2013). This was evident with Principal 2 in S2, who conducted a workshop with her teachers, discussing the changes and allowing the teachers to be part of the decision-making process concerning the changes. Teachers in S1 did not have this opportunity, which probably led to the difference between S1 and S2.

## **7. 2 Discussion of Change from Known to Unknown Conditions**

Usually, educational reforms require teachers to change things related to the process of education, such as habits, values and behaviour patterns (Avidov-Ungar and Arviv-Elyashiv, 2018). However, this might cause teachers to worry about educational reform, because the teachers could believe that educational reforms will disrupt the criteria or patterns of their

profession and teaching style (Zimmerman, 2006). This anxiety seems to have been more prevalent among teachers in S1 than among those in S2 when confronted with change. This was clear with Salma, Liela and Safia in S1, but interestingly it was most clear with Mona in S2. She perpetuated her former teaching methods to cover everything in the lesson, while the changes in the new education system required that students be active and to share knowledge with the teacher. This showed that she upheld familiar, hegemonic values.

Moreover, when Mona in S2 was not under the control of her previous principal, she placed her students in the old arrangement, with each student having an individual table and chair, as for a lecture, without sharing this strategy with her colleagues. This directly contradicted the compulsory placement of students in groups, as directed by the Ministry of Education. This decision might indicate that this teacher was unwilling to abandon her past teaching practices and experiences. This is supported by Després (2013), who showed that people often have problems when changing from known to unknown conditions, because inevitably they sustain some habits, traditions and experiences from the known condition.

Therefore, experience might play a role in a teacher's reluctance to change from known to unknown conditions in that teachers might find it difficult to relinquish old habits: Salma in S1 had approximately 21 years of teaching experience and Mona in S2 had 13 years. Park and Jeong (2013) substantiated this conclusion, finding that teachers with less experience were more willing to accept change than teachers with more experience. Hence, Bandari in S2 (with approximately five years of experience in general, and only one year's experience teaching the new Arabic language) had a strongly positive attitude towards all the changes.

Trivedi (2007) demonstrated that sometimes attitudes need sufficient time to accept new ideas. In particular, the training probably influenced the teachers' attitudes towards the changes. Irez and Han (2011) found that a lack of training had a negative effect on teachers in Turkey to accept new implementations, showing that training might play a significant role to assist teachers to adopt new changes. Thus, Bandari and other teachers in S2 overcame this difficulty in due time by undergoing training, as manifested in the theme of professional development and learning (Section 6.5).

Another explanation is that the rest of the teachers in both schools did not have a problem in changing from a known condition to an unknown condition, despite the fact that most of the teachers in both schools have lengthy experience in teaching, because of the positive outcome of students. As explained by the studies of Rasheed, et al. (2010) and Williams (2003), who found that positive feedback from students is play role in increasing teacher satisfaction.. Knight (2009) confirmed this idea, pointing out that understanding the value of a change

motivates teachers to adopt that change in their classes. Therefore, teachers who had a positive attitude towards the changes and were willing to change their teaching methods probably did so because they acknowledged the potential success of educational change in terms of student outcomes, as RQ1 showed.

Ibrahim (2013) demonstrated that teachers might acknowledge change, but resist learning about that change in terms of upholding a former education style, even if the new way is more effective. As explained in RQ1 (in section 5.3.3), Salma in S1 identified 'motivating lower-level students' achievements' as a key phrase on her concept map, even though she did not specify if this motivation was in terms of strategies, curriculum, technology or cooperative learning. It is clear from her interview that she refused the changes; thus, she noted a benefit of cooperative learning while refusing to change her former education style. Moreover, Salma lacked skills in computer usage; she mentioned this in her interview. The changes were based on computer usage, and she did not try to learn or develop these skill sets, as she explained that she did not have time to learn about computers. This could indicate that teachers such as Salma might ignore opportunities to improve their knowledge in relation to change because they do not want change to occur.

Trivedi (2007) demonstrated that 'Attitudes are acquired', meaning that attitudes are not inherited; people acquire an attitude during growth. Only after such growth do people make an attitude permanent. This could be why Salma in S1 found it difficult to leave behind what she had acquired during her experience in the former style of education.

Salma in S1 might also have had low expectations concerning her abilities, and she might have been frustrated by her perceived lack of abilities or inability to absorb new ideas. In her scenario interview, she said the following:

'I feel that I am older, and it is now difficult for me to absorb new ideas. I feel that it [changing education] is better for new teachers because they get to use these new things from the beginning of their teaching career.'

This confirmed Salma's low expectations of her abilities, which may have negatively influenced her attitude towards adopting the changes. Timmermans and Boer (2016) as well as Rubie-Davies (2010) supported this, claiming that teachers' expectations might positively or negatively affect their behaviour in the classroom. Low expectations could reduce a teacher's enthusiasm to teach, leading to perceptions of poor performance if not failure. People who have high expectations for themselves could allow their expectations to help them overcome the challenges of change, encouraging them to do their best.

### **7.3 Discussion for the Role of Leadership**

It could be concluded that there is a significant difference between the roles of Principal 1 and Principal 2 in terms of supporting teachers to adopt new changes in their classes. It seems that Principal 1 provides less encouragement and support to teachers to help them adopt new changes than Principal 2. Moreover, it is clear that teachers in S1 are dissatisfied about their principal's role, even though she claims that she is doing her best to support them.

One of the potential explanations for this difference between the roles of Principals 1 and 2 is that they seem to be different in terms of leadership style. According to Park and Jeong (2013), implementing educational changes is based on the style of leadership. They state that there are three types of leadership and that a principal's leadership style is considered to play a vital role in teachers' attitudes towards new educational changes. The three different leadership styles with regard to implementing school change are: 'responder' style, meaning the leader lets school change happen without any intervention or action; 'manager' style, which means the leader seeks to help school change happen (this might match with Principal 1), and 'initiator' style (which might match with Principal 2), where the leader seeks to make school change happen. The latter is the most effective style for leading to a reduction in the level of resistance to change (Park and Jeong, 2013).

Principal 1 seems to fit into a managerial style, which is clear from the interview with her and those with the teachers in S1. Principal 1 seeks to help to implement new changes in her school in some ways, as explained above; for example, she is keen to reduce the problem of crowded classrooms by dividing the class into two separate classes in order to help teachers adopt new changes in general and cooperative learning in particular. The other example that shows the role of Principal 1 in helping new changes happen in her school is that she is keen to provide workshops in her school for the teachers, but they might begin to neglect adopting new education changes.

All these examples could also show that Principal 1 may have an initiator leadership style, but it is difficult to support this because most of the examples that show her role in helping teachers adopt new changes are taken from her own interview. Most of the teachers' interviews, however, seem to show that, while she tries to help new changes happen in S1, there is no initiative from Principal 1 to encourage teachers to adopt new changes. The

teachers' interviews indicated that Principal 1 might have sought to help implement the changes. Leila specifically pointed out that her principal regularly and without prior warning visited the classrooms to see if the teachers were adopting new strategies. This approach might de-professionalise teachers, testing and inspecting them, as discussed in the section on agency.

Therefore, Principal 1 wants the new changes to happen to her school but does not take any initiative to help teachers by doing workshops to convince them of the benefits of adopting the new changes in their classes, as Principal 2 does with her teachers. Furthermore, many of the indirect responses from the interviews with teachers in S1 indicate that no initiatives are taken by the school, as explained in above by examples such as 'she [principal] might encourage us'. These indirect phrases can be taken in consideration: as Trivedi (2007) pointed out, such an attitude is characterised by 'Attitudes are inferred', meaning that a person's attitude could be inferred by the person's words or behaviour. In this case, the teachers in school 1 expressed implicitly that their principal does not work enough to facilitate and support implementation of the intended changes.

Regarding Principal 2, she seems to take an initiator leadership style - Park and Jeong (2013) point out that this leadership style is the keystone for successful educational change. A principal using this leadership style has clear and decisive goals and seek to achieve them. In addition, the principal in this style is characterised by having strong beliefs about the criteria that make a school a success, and principals work hard to attain this vision. Initiative leadership continually seeks to make a clear picture about what a school can become, and this is what Principal 2 does by implementing workshops; she presents these by herself and also by her more experienced teachers. She also gives teachers the opportunity to take the lead and that is what principals do: lead them to do workshops for other teachers. Therefore, Principal 2 seems to have an initiative leadership style, as she demonstrates positive behaviours regarding new situations or people. Also, they seek to support changes. Usually, this style focuses first on formal policies and rules (Park and Jeong, 2013).

Moreover, the S2 teachers' attitudes seen in their classroom observation show that the initiatives and the development provided by Principal 2 has a positive effect on teacher behaviour in adapting to new changes in their class. This might be because teachers in S2 perceive their principals' leadership as initiative more than they perceive their principals' leadership as only responding to changes. This perception tends to produce in a teacher a lower chance of resisting change (Park and Jeong, 2013). Many phrases indicated that teachers in S2 believe that Principal 2 takes more initiative to support the adoption of new

changes in her school, such as: ‘this is initiative from her (Principal 2) ’ and ‘there is motivation and with strength’.

The other possible explanation for this difference is that Principal 2 seems to be convinced and has a more positive attitude towards the new changes than Principal 1, as one of the teachers in S2 believes that Principal 2 love changes, especially active learning strategies: ‘the active learning strategy was essential to the previous principal’. This shows that Principal 2 will work hard to develop her teachers. Moreover, when the principal adopts a positive attitude about education, this will help make teachers open to change (Ibrahim, 2013).

In addition, Principal 2 seems to consider the value of this change more than Principal 1. The evidence for this is the workshops that were presented by the principal and some teachers. They were focused on explaining the differences between the old and new systems, but also included an explanation of the benefits and the disadvantages of the old and new styles in order to develop the teachers’ attitudes. Therefore, it is clear that these development initiatives (workshops) instigated by Principal 2 are the main reason that most teachers in S2 have a strong positive attitude to new educational changes, made clear in the first research question. Previous studies argue that recognising the tangible positive effect of any change initiative would cultivate the level of resistance (Williamson et al., 2010 and Zimmerman, 2006). In addition, explaining the motivation and the potential benefits of educational reform to teachers is more effective for teacher attitude toward new educational change (Margolis and Nagel, 2006; Ibrahim, 2013).

However, Principal 1 seems to also consider the value of this change, as she said, ‘new development [educational reform] leads to creative generation’. However, she (Principal 1) may seek to focus on achieving educational reform, but she may focus (as in a traditional view) mainly on explanation and prediction of school productivity outcomes. This approach has been criticized in literature that principals should focus more on educational change itself (Park and Jeong, 2013). The educational reform requires a new leadership style to effectively guide new changes; it requires the leader to be change agent, facilitator of change, multi-task and become more creative rather than being an instructional manager (Park and Jeong, 2013).

The literature review considered the facilitation and support of educational reform as one factor that leads to the differences between the principals. Principal 2 has more of a role in facilitating the adoption of new changes in her school than Principal 1. Park and Jeong (2013) demonstrate that the principal’s role is crucial in facilitating and supporting educational reform, because the principal has the power and capacity to motivate and build teams in order to achieve and drive successful educational reform. In addition, Belagali, (2011) and Issan *et*

*al.*, (2011), found in their studies that a teacher's attitude directly relates to a school's facilities, such as classroom space, number of students per class and so on. A lack of school facilities might negatively affect teacher attitude and they might resist changes; this might lead to the S1 teachers' attitudes being less positive than those of the S2 teachers towards the new changes, as is clear in the first research question. However, the lack of school facilities has not affected teacher attitude of S1 based on classroom observation, which identified that most of them are able adapt to new changes, whether in strategies, technology or other areas, as explained under each theme of leadership.

In terms of the reasons that teachers in S2 are happier than those in S1 about the role of the principal in supporting them to adopt new educational changes, these include that the principal in S2 empowers teachers more than Principal 1, as she (Principal 2) is keen to engage teachers in identifying appropriate strategies that fit with the environment of the school and Principal 2 plays a significant role in teachers' job satisfaction by providing teachers with opportunities for professional growth, giving them responsibility to develop themselves and other teachers. This is done by engaging teachers to present workshops themselves to share their experience with other teachers. This, in return, reduces feelings of helplessness. Giving teacher empowerment leads to teachers feeling a personal-psychological capability. It also assists teachers to deal with the effects of the physical environment. Moreover, teachers feel they can engage with educational reform: this will promote their ability and give them a chance to grow in their job. Lack of empowerment leads to a reduction in professional confidence and ability to perform a task (Denton, 2005; Wang, 2013; Avidov-Ungar and Arviv-Elyashiv, 2018).

Yet another potential explanation is that teachers in S1 have a negative attitude regarding their school, and they believe that there is no initiative from their school toward new changes, despite the fact that principal 1 claimed that she does her best to support her teachers to adopt new changes in their classes. Most of the teachers in S1 have less power and autonomy mandated by their school, and they are fatigued from it. In their interview and in their concept map, teachers note, as Liela said, 'Now, a teacher is overloaded with many tasks.... A lot of papers, I feel that I can't make the effort to teach the student as in the past. I'm preoccupied with many things'. They believe that their job is only teaching students; as one teacher said, 'I came to teach the students and I'm not specialized in these matters'. Moreover, most teachers believed that the extra work which they must do is the responsibility of administration; there are 14 administrators, a good number to manage a small school with 175 students. This might lead teachers to feel a lack of encouragement and support from the school. Therefore, giving teachers autonomy plays a significant role in making teachers willing and enthusiastic to carry

out their profession. It also leads to reducing stress in their jobs and helps to encourage teachers to stay in their profession (Pearson and Moomaw, 2005; Wang, 2013). It is clear that lack of autonomy has an impact on the teachers' feelings and leads to a great deal of stress, causing some teachers to decide to retire. This will be considered further in the theme of lack of autonomy and control.

One other potential interpretation for the S2 teachers being happier than those in S1 is motivating teachers by reward. The rewards have a strong impact on making a teacher feel respected and recognised for his or her efforts, meaning that they are effective in motivating teachers and leading them to embrace change. This is helpful in increasing a teacher's performance in their job; moreover, it leads them to want to stay in their profession (Pearson and Moomaw, 2005). The rewards in S2 are based on regular motivation for the teachers by the principal, while Principal 1 rewards her teachers only once, at the end of the school year. This finding is consistent with other studies in the literature. In particular, Johnson and Christensen (2008) and Tok (2011) found that rewarding in a repeated manner has more significant impact specifically on changing the behavioural attitude. The regular rewarding aims to avoid the conflict between old and new attitudes by introducing persuasive communication. The reward for a positive attitude is more likely to make a person have a tendency to perform the desired action which in turn increase possibility of attitude's appearance.

Therefore, the role of Principal 2 in improving the attitudes of teachers in S2 towards new educational changes matches with Park and Jeong's theory (2013), which submits that the role of the leader is significant in teacher attitude by decreasing the levels of resistance among teachers per educational reform. This resistance might affect the cognitive, emotional and behavioural elements of teachers' expression and the role of the leader is to reduce these (Park and Jeong, 2013). This is clear in the RQ1 and in the classroom observation, where most of the teachers in S2 showed a strong positive attitude to new educational changes, leading most of them to adopt them in their classroom practice. Moreover, the role of the leader in supporting and developing teachers plays a significant role in changing the attitudes of teachers; for example, Aisha in S2 said, 'I then become convinced of this strategy. Before my colleague's model class, I wasn't convinced of this learning schedule as the blueprint for the strategy. However, I changed my mind when I saw the teacher using it in the model class and saw her amazing application of it'. Aisha reflects what Johnston (2008 as cited by Tok, 2011) and Stella, et al. (2007) said regarding overcoming the conflict between old and new attitudes, particularly the cognitive component of attitude as introduced by illustration information or persuasive communication. Teacher education courses designed by Principal 2



to support teachers' skills and competencies also play a significant role in developing teacher attitudes.

Additionally, the research of Park and Jeong (2013) matches with the results of teachers in S1, which reflect that the lack of an effective leader causes a reduction in the level of positivity of teachers' attitudes towards new changes – as is clear in the first research question, they have a minimally positive attitude to the new changes. However, Park and Jeong's study conflicts with other aspects of the S1 teachers' results, as they claim that a lack in leadership role negatively affects teachers' behaviour. The lack of involvement of Principal 1 did not seem to have negatively affected the behaviour of most of the teachers, based on classroom observation. As explained in the analysis, most of the teachers had adopted the new changes in their classes and seemed to be happy about the changes, despite some of them not understanding or knowing the aims of applying the strategy in class or how to apply some of the new systems.

#### **7.4 Discussion Development and Professional Learning**

One could conclude that there are differences between the two case studies in terms of the training received, with participants from S1 having more negative attitudes towards training than those from S2. Moreover, the teachers in S2 themselves have different attitudes from one another, with half of them being happy with the training and the other half not being happy about it. In general, though, both schools have faced problems with the training that they have received. The main reason for these differences might have been that many teachers in both schools were teaching in a rural area before they started teaching in an urban area and the training methods might have been different in these places. This might have led teachers to have different attitudes in the two schools, and it might have led to the difference between teachers in S2. Nevertheless, studies by Phillips (2003) and Stewart (2014) have shown different results; they found that PD and PL were not different between schools in rural and urban areas. Thus, another explanation for this difference might have been that each teacher taught a different subject and that each subject had a different training workshop and a different trainer, with each trainer teaching in a different style.

Researchers have found that professional development programmes, especially the training workshop model, are an essential ingredient in education reforms by improving teachers' attitudes, knowledge, and teaching practices in general. This could be made more successful by using convincing ways of providing useful information and tools related to the teachers'

needs (Desimone, 2009; Melville and Yaxley, 2009; Johnson, 2011; Sharbain and Tan, 2012a; Anney, 2013). This might be one of the reasons for half of the teachers in S2 being satisfied with the training that they received. This makes it clear that the trainer's style has a great impact on changing their attitudes from not accepting the new education changes to adopting and, to some extent, even coming to love them. This is exemplified by Bandari, who said 'they convinced us how to understand the new subject'. These results conflict with researchers who believe that some PD programmes, such as training workshops, have little or no influence on teachers' practices. This shows that the training has not had an impact on the attitudes and behaviours of teachers in the classroom (Guskey, 2000; Timperley, 2011).

It seems that the training course had an impact on half of the teachers in S2, as it seems to have been focused on teachers' beliefs. Bandari's phrase 'they convinced us' might indicate that the training course for teachers in S2 focused on teachers' beliefs. Saydee (2016) found in his study that although supporting teachers by providing professional development training is helpful in impacting the teachers' beliefs, it does not significantly change them. His result showed that teachers in his study had identical beliefs about something but the training programme changed their beliefs, at least regarding the aspect of teaching strategies and it enabled teachers to understand the teaching practices. Rich et al. (2017) added that the professional development training has a more positive effect on teachers' beliefs when this programme becomes regular and more intensified. This is what happened to teachers in both schools, where the training programme included three periods over three years and each period included an intensive two-week course with training every day, which had a greater effect on teachers in S2.

However, Almarza (1996), cited by Saydee (2016, p.67), found that the training programme was not able to change teachers' beliefs. Ultimately, the training was superficial, as the real issues were not fully examined, although it was found that the teachers' behaviour had changed after completing the training programme. He found that the reason for this change was that teachers' behaviour was influenced by the programme's requirements. He also noted in his study that some of his participants continued to adopt the old teaching practices when they did not feel committed to the requirements of the training programme. This is probably similar to some of the teachers in both schools, such as Salma, Liela and Safia in S1 and Mona in S2, who still adopt some of the old teaching practices.

PD programmes, especially the training courses, were useful for these teachers, but the training courses in general in both schools seem to have some weaknesses which have led to hindering their success. This will be explained further in the following paragraph. Surprisingly, the time given to training for all teachers in both schools seems to have been

adequate. The training courses consisted of three levels, all of which were considered as a series. All of the levels lasted for a span of two weeks which were intensive all day training. As was discovered in the literature review, this is not common in training workshops, with many researchers criticising the short amount of time given to workshops since there is much information to grasp in such a short amount of time; as they noticed, though, that trend is especially worrying since they are attempting to address teachers' long-term development without covering teachers' needs (Knight, 2009; Ibrahim, 2013).

Training workshops will have a greater influence on teachers when they cover the basic aspects and can introduce these changes to teachers and show them how they can deal with and implement these new practices. Moreover, they explain to teachers the positive effect of implementing the new changes (Knight, 2009; Ibrahim, 2013). Some of the training workshops in both schools (but especially in S1) seem to have provided poor information about new educational changes. This is clear when one examines the example provided by Zahra above when she felt strange when her trainer attempted to train them how to use leaflets and ignored teaching them about the important aspects related to the new changes. This might be the reason why most of the teachers in both schools attempted to obtain the requisite information from different resources rather than from the training workshops and they did this independently, which is explained in the theme of teacher agency.

Furthermore, even though many of the training workshops - particularly those given to S2 - sought to enhance teachers' knowledge and respond to teachers' needs by providing information related to the new educational changes, they failed to train them in a practical manner and ignored linking the information to their behaviours in the classroom by providing facts and real examples, as was suggested by previous studies (Borko, 2004; Melville and Yaxley, 2009). In addition, some of the trainers treated the participating teachers as passive learners and did not provide the teachers with sufficient teaching practices (Borko, 2004; Melville and Yaxley, 2009). This was confirmed by Allmnakrah and Evers (2019), who showed that the previous policies in the Saudi education system regarding training courses were not successful, even though teachers might understand a new idea. This is because teachers still require in-depth training in classroom application skills, how to design lessons and activities in order to instigate high-level student performance and how to develop their higher-order thinking skills. These considerations led the aim of the education plan in Vision 2030 to provide practical training, along with theoretical training using innovative methods, attempting to focus these courses on the strategies that teachers need, such as critical thinking, problem solving, creativity and entrepreneurship.

The qualifications and experience of trainers seem to be important for teachers to be more effective in their teaching. Sartori, Tacconi and Caputo (2015) agreed that the quality of training is closely linked to the quality of trainers, especially people who work in the field of education. Furthermore, improving the quality and efficiency of training is dependent on trainers being able to gain the key competencies, such as knowledge, abilities, and so on. Trainers also need to be able to develop the competencies and skills needed to be more effective in the workplace and other aspects of life. Moreover, Gauld and Miller (2004) found in their study that trainers who have at least ten years' experience in training and trainers who have formal teaching qualifications, have a greater impact in training programmes than trainers who have less experience and do not have formal teaching qualifications. This is due to many reasons, for example, trainers need to have the ability to communicate with learners and must be able to produce effective results for teachers to improve their ability. They must also be able to enhance the attention and thinking of learners.

Therefore, a possible explanation why the teachers in S1 had negative attitudes towards the training they received could be the lack of qualifications and the relative inexperience, in their opinions, of the trainer. The lack of qualifications and experience of trainers seems to be the big issue for some of the teachers in S1. For example, Zahra used some phrases which indicated that her trainers lack a training mechanism. Her phrases included 'The training team itself needs training' and 'They are not qualified'.

Training teams in Saudi education have had experience in teaching before they become trainers. However, it seems that the trainers who trained the teachers in S1 have had less experience than the teachers in S1. The teachers in S1 have more than 15 years' teaching experience, which might mean that some of the teachers in S1 do not accept the courses given by the trainers and do not acknowledge the trainers' performance. However, most teachers in S2 have less than 13 years' teaching experience, which might mean that they have less experience than their trainers, and this might cause them to have a more negative attitude to their trainers,

like teachers in S1. The data indicated this when Zahra said, 'Those people (the trainers) are away from the field', and she believed that she is 100 per cent better than her trainers.

Interestingly, the most essential support for teachers in S1 relates to development rather than learning. Teachers in S2 seem to be supported by professional development and professional learning, which means that teachers in S2 probably have a strongly positive attitude to the new changes, which is clear in the first research question. Vescio, Ross and Adams, (2008) and Anney, (2013) found that professional learning has a greater impact on teachers than the

professional development of teacher attitudes, which has led many developed countries to combine PD and PL for teachers to acquire new teaching skills and new knowledge. Furthermore, Vescio, Ross and Adams, (2008) and Anney, (2013) highlighted that the aim of implementing PL in schools is to address the needs of teachers and enable them to acquire new skills. It can improve teachers' professional knowledge through cooperation teachers together and by receiving important feedback from another colleague and checking the teacher's performance and problems on a daily basis. It seems that the MoE realised this issue, as Vision 2030 plans to give attention to the PL programme, because it is important for developing teachers' skills and knowledge and also gives teachers the chance to assess their progress in order to evaluate their practical skills or their performance (Allmnakrah and Evers, 2019).

This is what might happen in S2, as the Principal of S2 is focusing on implementing PL with PD. It is clear that she is keen to expand the role of the teacher through sharing teachers' work with other colleagues, such as when she expects teachers to cooperate with other teachers and encourages them to observe their classes and exchange feedback. As a result, this seems to have a great impact on teachers' attitude and to improve teachers' own knowledge and performance. The evidence for this is when Aisha explained that cooperating with other teachers by observing other teachers' classes and exchanging feedback with other teachers enabled her to identify her needs and the strengths and weaknesses in her work. It also led her to change her attitude and accept some of new strategies that she did not agree with before this cooperation.

In general, the deficiencies in the professional development and professional learning, especially in S1, did not negatively affect teachers' attitudes towards adopting the new educational changes in their classes, despite both schools having varying levels of positive attitudes, as was made apparent from the research results from the first research question. A possible explanation for this might be that because Saudi Arabia is considered as a collectivistic culture where people tend to build strong relationships with others and prefer to work into groups to reach their goals (Hofstede, 2001; Jones, 2007). Consequently, teachers tend to obey the rules and work to conform to the system.

## **7.5 Discussion of Teachers' Agency**

Priestley et al. (2012) and Biesta, Priestley and Robinson (2015) claimed that agency usually emerges with change. This occurred with all teachers in both schools, but it seems that different levels of agency occurred among teachers in both school. The findings showed that

teachers in S2 had more agency and power to make the educational changes work when compared with the teachers in S1.

It seems that the school environment is the main reason for this difference between teachers in S1 and S2. These different environments concern autonomy, engagement, roles of leaders and training. As Priestley et al, (2012) point out, the school environment plays a great role in achieving or hindering the development of agency among teachers. They found that school environments that rely on putting teachers under the pressures of policy and under strong inspection is the key to reducing or eroding teacher agency; moreover, it leads to negative agency. This is clear in the case of the teachers in S1, who adopted the new changes under the pressure of inspection and were not empowered to do what they wanted, which led teachers in S1 to have less agency than teachers in S2.

Priestley et al. (2012) and Biesta et al, (2015) believed that agency is the capacity of a person to act and that it combines with the environment within which such actions occur. Nevertheless, they showed that agency is not limited to the capacity of a person action; it also connects present circumstances with individuals' past experiences and future aspirations. This was evident when some teachers in S1 preferred the old curriculum and old methods, meaning that their past experience might have influenced their engagement with current reforms. This might have led them to seem as exerting little positivity towards the changes. For instance, as explained in the theme of 'teachers' values and beliefs' in section (6.1), Zahra and Salma in S1 believed that the old methods were better than the cooperative learning strategy. They believed that cooperative learning did not help to improve students' learning, which led them to be reluctant to adopt a cooperative learning strategy and they did not seek any further explanations to help them adopt that strategy effectively.

Although teachers in S1 have low agency compared with teachers in S2, half of the teachers in S1 have power to make the new changes work. This might happen in S1, because agency is dependent on the contingencies of the environment and the agency of teachers is important for addressing any issues they face in their working environments (Priestley et al., 2012). The teachers in S1 have the capacity to shape their performance and responses to the current situation, despite them having a less-than-positive attitude towards the new changes. They face many obstacles, such as the physical environment, their leader, and a lack of training, but they try to make the changes work or try to introduce the reforms in a way that does not alter everything they do. For example, Zahra tried to replace the strategies that exist in the sciences book in order to maintain the current situation.

In addition, Priestley et al.(2012) showed that people might achieve their agency if there is interaction between their capacities and the environmental conditions. This could lead to teachers in S2 having agency and autonomy and being involved in decision making. All these factors could help the teachers be successful in their teaching and adopting changes as agency is considered to be an important dimension of teachers' professionalism (Biesta, Priestley and Robinson, 2015). Also, they found that a person who has the capacity to shape their attitudes and responses can adapt to problematic situations. The evidence for this is that most of the teachers in S2 tried use the strategies that fit with the classroom space, the curriculum, and the ability of students, such as the quotation of Noha that has been discussed in the theme of 'Effective agency' in section 6.5.1.

As the school environment impacts on the achievement or hindrance of agency, teachers' beliefs also play a role in impacting the achievement of agency. This is because teachers' beliefs rely on their past experiences, and also help to support their activities in the present and orientation towards the future (Biesta et al., 2015). This probably led to the differences regarding agency between teachers in both schools. For example, Salma in S1 believes that students working in groups teaches the students to cheat. Her beliefs might have obstructed her adoption of the effective approaches to cooperative learning and might lead her to lack capacity to improve her knowledge about new education in general and cooperative learning specifically.

Although the beliefs are important to form teacher's agency, collective agency has greater role in the formulation of agency by not only relying on individual to support agency to produce their practice (Biesta et al. 2015). This collective agency helps teachers to coordinate their plans and goals, drawing on their different experiences and diverse self-interests to produce desired outcomes (Bandura, 2001). This was clear and might have been the primary difference between teachers in both schools. Teachers in S1 relied on themselves, but most teachers in S2 combined self-reliance with reliance on other teachers at the same school (or other schools), working together to bring about changes as discussed in the themes of 'role of leadership, professional development and professional learning' in sections 6.3 and 6.4 respectively.

This means that agency is very important to the success of the new changes. Robinson, (2012) points out that the changes in schools will have little impact if the policy makers do not take into account the importance of letting teachers be agents of change. This is why Saudi Vision 2030 is designed to give teachers the chance to act as agents of change and active partners, rather than being passive recipients of educational reform. Policy makers believe that

considering teachers as agents of change will help to enhance teachers' skills; moreover, it will help to ensure that teachers can pass information and lessons on to their students. In addition, when teachers perceive themselves as key players in reforms, it will lead to improving the students' performance and outcomes because they will work directly with their students (Allmnakrah and Evers, 2019). In addition, Priestley et al., (2012) argues that the types of agency, whether positive or negative, can impact the success of educational reforms. This is probably why the new changes are more successful in S2 than S1, because teachers in S2 have more agency than teachers in S1. The agency of teachers in S2 helps to support practical changes by allowing teachers to create the desired results in their profession and can promote teachers to develop their own educational practices. It also helps to decrease the resistance to change among teachers (Robinson, 2012).

As there are differences regarding the agency of teachers in both schools, there are also differences regarding making decisions and teachers' autonomy and control. The teachers in S1 have less power than the teachers in S2 regarding decision -making and their autonomy and control. Biesta, Priestley and Robinson (2015) and Avidov-Ungar and Arviv-Elyashiv (2018) confirmed that educational policies around the world seek to reduce the responsibility of teachers to control and judge their own work, despite the findings of Pearson and Moomaw (2005) that teacher autonomy helps solve problems arising from educational reform. S1 could be one of these schools that seeks to de-professionalise teachers by taking away their agency and testing and inspecting them. For example, Liela said, 'when the principal and the deputy head visit the classrooms without warning and they do not see any writing about the strategies on the blackboard, they ask the students: what are the strategies that you benefited from and what strategies does your teacher give you?' The other example was the request for teachers in S1 to apply more than three strategies, despite those teachers believing that the application of one strategy might have been enough to help transfer information to students.

Aljughaiman and Grigorenko (2013) confirm that the Ministry of Education in Saudi Arabia does not pay enough attention in engaging students, teachers, parents in educational policy decision-making or the implementation of school practices. The principals of the schools, especially S2, pay attention to their teachers, however. As explained in the role of leadership theme and lack of engagement, this principal engages teachers to choose appropriate strategies that fit with the school environment. Moreover, a principal's willingness to share in this school by giving her teachers roles in educational reforms to make them feel that they shared responsibility in applying these changes, she used to ask teachers themselves to present workshops to other teachers in the same school. In this way, the principal leads by broadening teachers' authority, encouraging them to put in extra intense efforts at work and promoting



their sense of responsibility (Avidov-Ungar and Arviv-Elyashiv, 2018). This is very clear in the teachers' responses. Those who were very satisfied were empowered and their responsibility was encouraged.

Importantly, two teachers in S2 were unhappy about the new changes being compulsory. It could be that Abeer complained about this issue because she was new to the school, however, and might have been talking about her previous school. She taught in a rural school and although the education system is the same in rural and urban schools in the KSA, Belagali (2011) found that teachers in urban schools were more positive than those in rural schools were, perhaps because urban areas have a higher standard of living. In addition, Kursunoglu et al. (2009) demonstrated that principals in different schools have different methods of dealing with school change and this may play a significant role in how teachers react to this change and the reasons behind this reaction.

In addition, teachers who have ownership and responsibility for the process of change will try to ensure that the educational reform succeeds. Moreover, giving individuals the power to make decisions is fundamental for enhancing their morale and increasing their job satisfaction (Pearson and Moomaw, 2005; Sarafidou and Chatziioannidis, 2013; Wang, 2013). For example, the teachers in S2 were satisfied with their teaching and the new changes, while the teachers in S1 seemed upset about the lack of engagement and some wanted to leave their job.

This means that giving teachers the authority to reinforce their sense of responsibility or sense of empowerment tends to increase their willingness to place more effort on their teaching and encourages them to adopt changes. It also benefits the teachers, which improves their performance and productivity, helps promote and increase positive attitude, and helps expand their knowledge about both the subject and the pedagogy. Whereas failing to engage the teachers in the decision-making process and ignoring their opinions could negatively affect their performance or their attitude towards accepting and adopting the changes. (Ibrahim, 2013; Wang, 2013; Avidov-Ungar and Arviv-Elyashiv, 2018). Therefore, recently, Vision 2030 has planned to give teachers the chance to be engaged in the process of education reform, as government officials believe that engaging teachers with the process of education reform will help to improve the Saudi education system (Allmnakrah and Evers, 2019).

Therefore, it is probable that teachers in S1 were not empowered to do what they wanted, putting them under the inspected and tested leads to negatively impact their attitude towards the changes, clearly answering RQ1. This might mean that the problem with educational reforms is a problem of power. Priestley et al. (2012) claimed that resistance was a form of negativity and could happen when making policies prescriptive. However, lack of autonomy

and lack of empowerment did not indicate resistance to these changes, as most of the teachers adopted the new changes in their classroom. This shows that the lack of autonomy did not impact their behaviour. This finding contradicts the studies of Trivedi (2012), Park and Jeong (2013), and Belagali (2011), who claim that a teacher's attitude, whether negative or positive, impacts the behaviour and performance of that teacher. However, Williams (2003) found that the behaviour of teachers might not be affected negatively by the negative attitude of the teacher. This might happen when teachers find positive feedback from their students and this leads a teacher to work and cooperate. This was clear in the first research question that most of the teachers believed that the new changes conform to students in the current era. Therefore, this probably led most of the teachers in S1 to adopt the new changes, even though they have less positive attitudes towards the new changes.

## **Chapter 8: Conclusion**

There are many changes that have happened in the Saudi education system, whether in administrative processes, the educational environment, curriculum and teaching methods, and it is important to explore teachers' attitudes towards these changes in order to understand how to go about effectively implementing them in schools. To that end, this study researched the attitudes of teachers and the issues related to teachers in female primary schools in the Kingdom of Saudi Arabia (KSA). This chapter presents a number of conclusions drawn with the intent to contribute to the early research and practice, as well as outlining suggestions and recommendations for additional research.

### **8.1 Summary of the Main Findings**

This study sought to answer three research questions by implementing qualitative research methodology to explore teachers' attitudes. Case studies were conducted in two schools (S1 and S2) in the south western region of the KSA; six teachers participated in S1 and eight teachers participated in S2. These case studies were used to collect the opinions of the teachers using concept maps, semi-structured interviews, scenario interviews and observation methods.

There were additional participants in this study: two principals who also acted as headteachers, one from each school. The reasons for including the principals were to learn more about the attitudes of teachers towards educational reforms and to see how teachers adopt, ignore or resist changes.

The following three research questions were addressed:

#### **1. What do female teachers in primary schools in the KSA think about educational reforms?**

This question aimed to explore female teachers' attitudes, opinions and experiences regarding educational reforms in general, and towards cooperative learning in particular.

The findings show that the teachers in both schools identified the educational changes in different ways and teachers in S1 identified changes happening in the curriculum, changes in

their teaching strategies, new students' assessments and cooperative learning. Teachers in S2, however, did not express attitudes about new students' assessments; a few teachers in S2 only mentioned it without providing any explanation.

In the first case study, the findings show that teachers in S1 had less positive attitudes than teachers in S2 towards educational changes. Moreover, teachers in S1 had different attitudes depending on the type of educational reforms, as they indicated a minimally positive attitude towards most of the types of changes for example, some teachers have a minimally positive attitude toward curriculum, while their attitude to assessment was moderately positive. One unanticipated finding was that teachers in S1 had different attitudes towards the type of pedagogical changes and most of them seemed to be willing to adopt cooperative learning strategies more than any other strategies.

In addition, their concept map results also confirm this, as half of the concept maps show that teachers had a positive attitude, and the other half show that teachers had a negative one. Although teachers in S1 had different attitudes towards the educational changes, based on classroom observations, all of them had adopted the new methods, despite a few of them still also applying some of the old education method. Furthermore, the Principal of S1 also confirmed that all of her school's teachers implemented the educational changes.

In the second case study, the findings are different than the findings of the first one. The findings demonstrate that teachers in S2 seem to have had a more positive attitude towards most educational changes than teachers in S1. Most of the concept maps from the teachers in S2 also show a more positive attitude than the concept maps from the teachers in S1. Moreover, their classroom observations seemed to show that the teachers had adopted the educational changes. In addition, the Principal of S2 confirmed that teachers in this school implemented the educational reforms.

Overall, teachers in S2 had a more positive attitude than teachers in S1. In addition, the differences in teachers' attitudes towards the changes were more varied in S1 than in S2. Moreover, the attitudes of the teachers in S1 were also different from each other, despite teaching in the same school, and, in some cases, teaching the same subject.

The results of both case studies show that the answer to RQ1 is that the range of responses to the education changes would suggest that different factors play the main role in teachers' reactions rather than the education changes themselves. Therefore, these findings led to raising the second and third research questions, where the second research question aimed to explore the factors that lead teachers to adopt, ignore or resist changes despite some of the teachers teaching the same subject or teaching at the same school. The third research question

aimed to fill gaps in understanding why some schools in the KSA resist MoE advocated educational initiatives while other do not.

**2. Why do female teachers in the KSA adopt, ignore or resist changes?**

**3. Why do some primary schools in the KSA (particularly female schools) resist MoE advocated educational initiatives while other schools do not?**

These questions aimed to investigate factors which could play a role in teachers' willingness to adopt, ignore or resist changes and to fill gaps in understanding why some schools have resisted educational initiatives advocated by the Ministry of Education, while others have not. It also aimed at revealing the reasons for the differences between the attitudes of teachers at both schools and the differences between the teachers, who taught in the same school.

Therefore, this study has included research into diverse factors and the results indicate that there are particular factors significantly influencing the positive or negative attitudes of teachers towards the educational changes. From the data, the researcher found that these key factors were the teacher's values, the role of leadership, professional development and professional learning, the change from known to unknown conditions and teacher's agency, all of which aligned for reforms to be embraced. Figure 7.1 illustrates these factors.

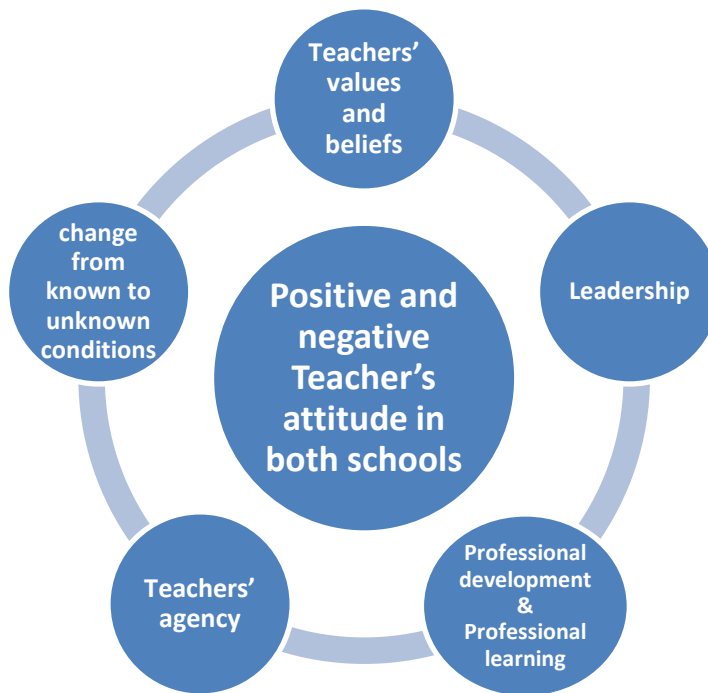


Figure 7.1: Key factors that lead teachers to adopt, ignore or resist new changes

Although these factors play a role in teachers' attitudes towards educational changes, these factors have different levels of impact on teachers. This will be clarified in the figure below.

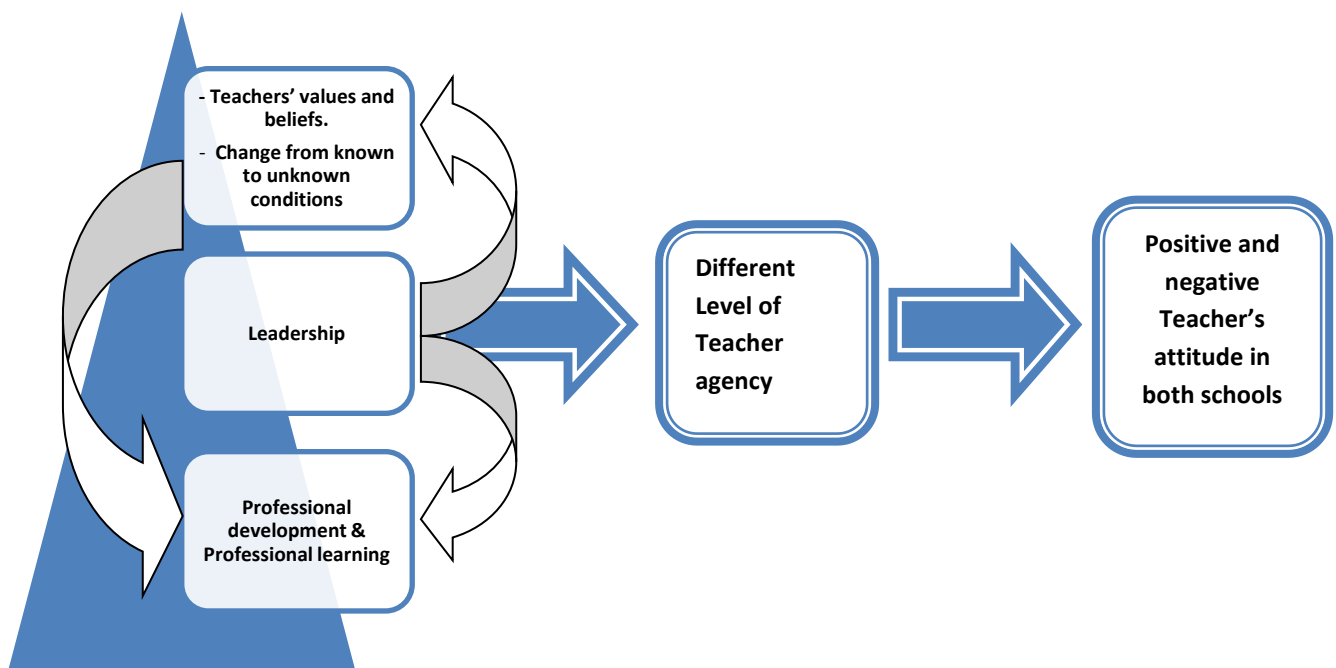


Figure 7.2: Key factors that lead to shape agency and then the attitude of teachers in both schools

\* The main factor: values and beliefs & change from known to unknown conditions.

\* The second factor: role of leadership.

\* The third factor: PD & PL.

As is made clear in this figure [7.2], all of these factors help to explain the level of teachers' agency in both of the schools, which has a positive or negative impact on teachers' attitudes towards changes, but these factors have different levels of impacts on teachers. The top of the hierarchy shows that the main impact factor is values and belief and changing from a known to an unknown condition factor, which is related to the values and beliefs factor. The role of leadership is considered the second factor that impacts the level of agency, followed by teachers' attitudes. The last factor in the hierarchy is professional development and learning.

Therefore, Figure [7.2] shows that teachers' values and beliefs are the most significant factors in shaping their attitudes in both schools in terms of adopting, ignoring or resisting changes. In addition, as is clear in the above figure, values and beliefs also have the effect to shape the level of agency of teachers; teachers' beliefs rely on their past experiences, and this also helps to support their activities in the present and orientation towards the future. Specifically, teachers' values and beliefs seem to be the prime reason for the differences between teachers who teach in the same school, especially teachers in S1. The values and the beliefs of half of the teachers in S1 contradicted the principles of the changes and did not support the changes whether or not the teachers understood the underlying principles and effective application strategies.

It was clear in some of the classroom observations that teachers implemented some changes without the necessary beliefs or sufficient understanding of the changes. In contrast, the values and the beliefs of most of the teachers in S2 corresponded with the changes and this helped them to adopt the changes more effectively. Therefore, this difference between both schools answers the question why teachers in S1 were less likely to advocate the changes when compared to their counterparts in S2.

Although values and beliefs affect the attitudes of individual teachers in both schools, leadership roles are the second most significant factor influencing teachers' attitudes between both schools and the leader of each school has a significantly different role in terms of supporting her teachers in adopting, ignoring or resisting changes. The role of a leader is also very important in terms of affecting other factors in this study. This mean that values and beliefs were the reason for the difference between each teacher, even if they teach in the same school or teach the same subject and the role of leadership was the second main reason for the difference between both schools. The below figures 7.3 and 7.4 describe the role of leader in each school. **The role of leader in S1 is portrayed below:**

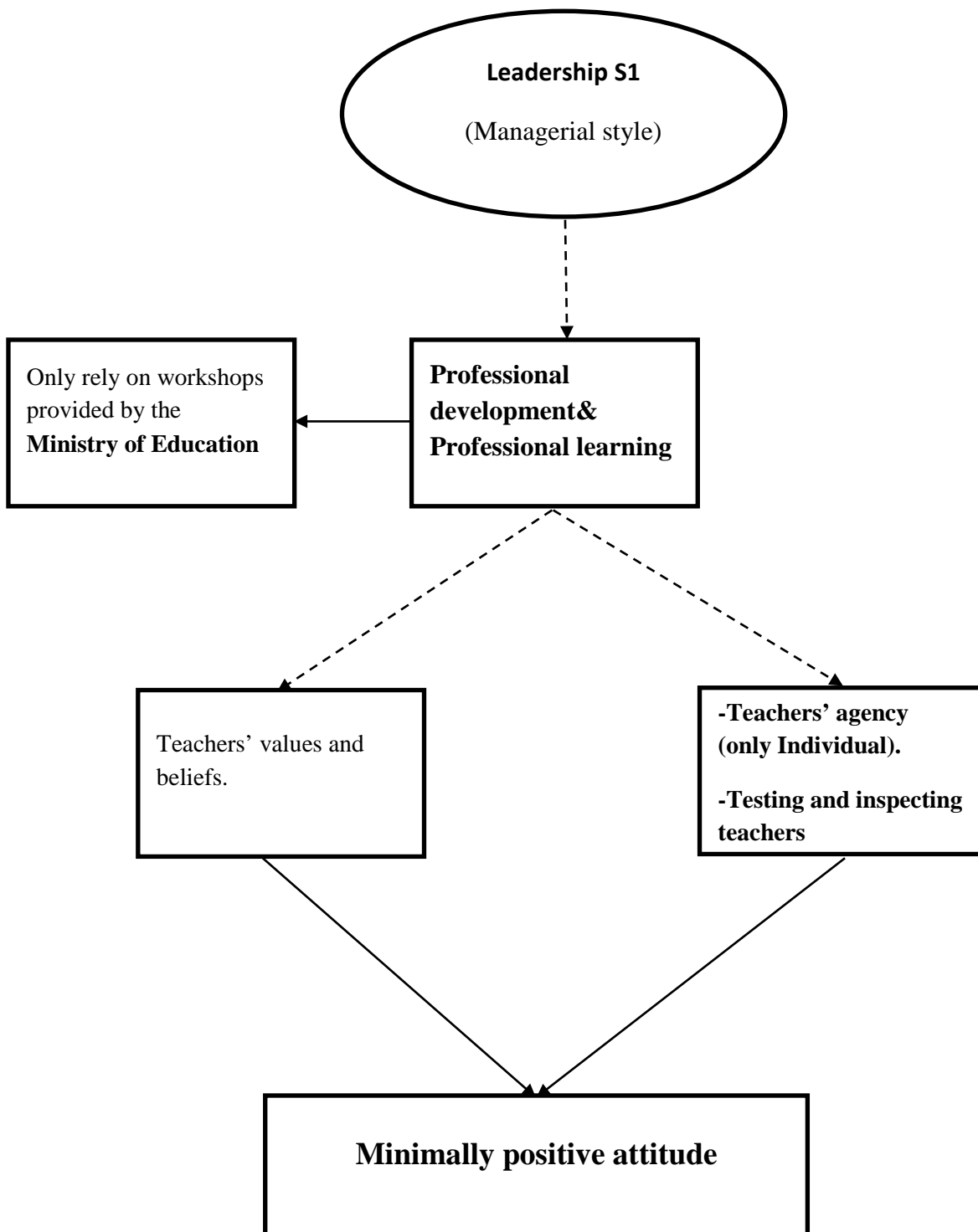


Figure 7.3: The role of leader in school one



The figure below presents the role of leadership in S2:

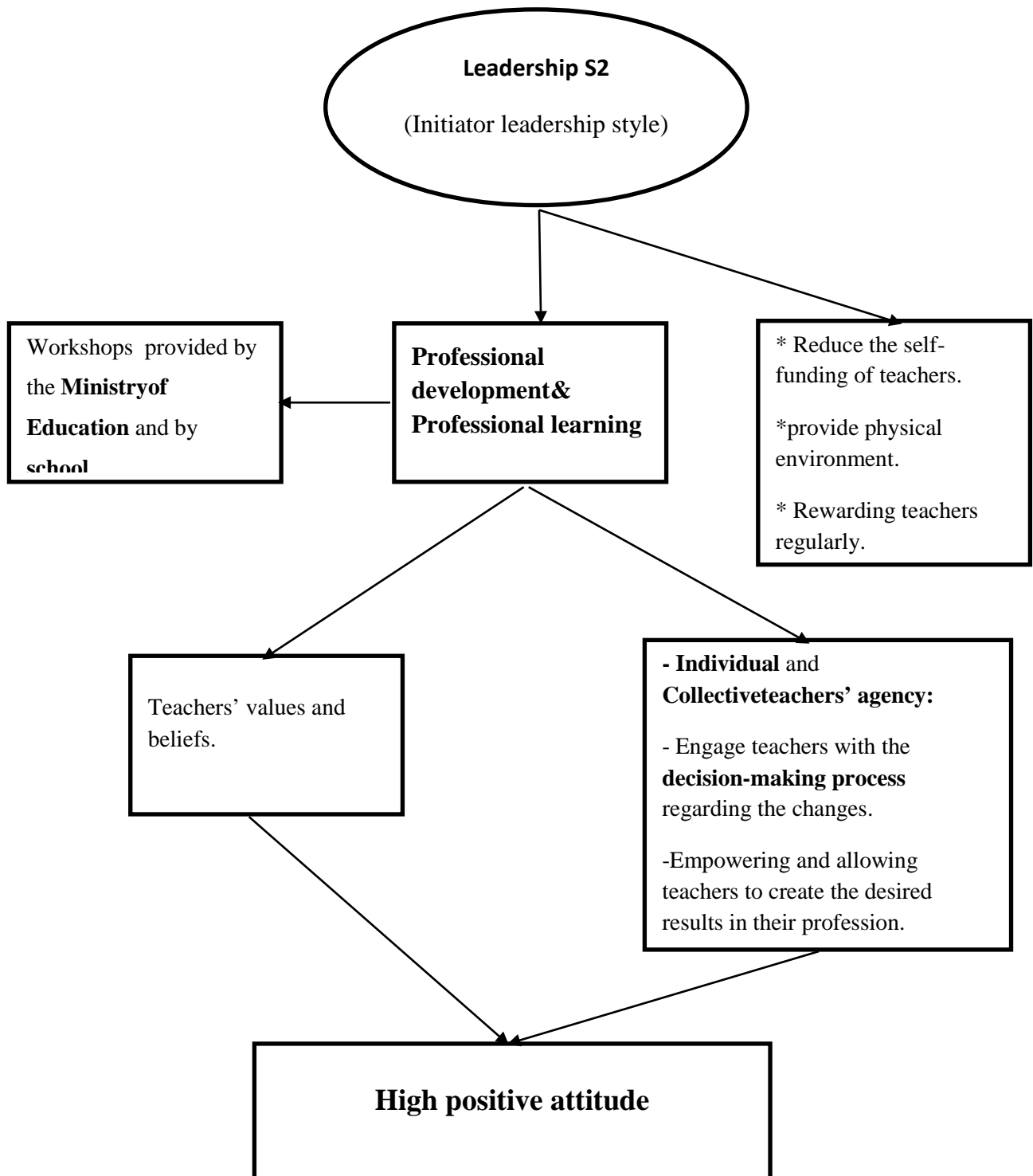


Figure 7.4: The role of leader in school two

These two figures show the role of leader in both schools, which indicates that the second most significant factor is leadership, because so many other factors derive from it. In addition,

it is clear that there are differences between the roles of leader in each school. The arrows in the S1 diagram are discontinuous, which means the role of leader in S1 is less supportive of teachers when encouraging them to adopt changes. In contrast, the arrows in the diagram of S2 are continuous, which shows that the leader has a significant role in supporting teachers to adopt new changes.

Therefore, it could be concluded that the Principal of S1 had provided less encouragement and support to teachers to help them to adopt the changes than the principal of S2. Moreover, it is clear that teachers in S1 were dissatisfied with their principal's role, even though she probably was doing her best to support them.

This study found that the Principal of S2 featured an initiator leadership style, which indicates that she sought out and succeeded in adopting the changes in her school in different ways, whether directly or indirectly.

She assisted teachers by providing a suitable environment and overcoming the difficulties that hinder implementing changes in order to reduce teachers' resistance to adopting the changes and, moreover, it also helped to reduce the self-funding of teachers in order to satisfy her teachers and allow them to focus on their teaching.

In addition, the Principal of S2 played a significant role in developing her teachers' abilities, skills and knowledge to apply educational changes in many ways. This leader sought to support her teachers in professional development, especially by training and also supported them by implementing professional learning in her school. This leader did not only rely on encouraging her teachers to adopt training that was provided by the Ministry of Education, she was also keen to present workshops by herself and by expert teachers about the educational changes. Teachers in S2 faced problems with the training that they received, which often needed supplementing, was unhelpful and not focused on practical applications or was provided by trainers who were not effective communicators. However, half of the teachers in S2 found benefits from the training and this was because the training course they received was focused on teachers' belief and this had a greater effect on teachers in S2, encouraging them to adopt changes than on teachers in S1, which will be explained in this conclusion.

Regarding supporting teachers by implementing professional learning, the leader in S2 worked harder than the leader in S1 to assist teachers with working together in order to evaluate their practices in their classes and to assess their knowledge about adopting the changes. Moreover, the leader in S2 gave her teachers many opportunities and empowered them to support each other in assessing and improving their performance to apply the new

changes, by imposing the reciprocal lessons policy in order to allow teachers to obtain feedback from each other and to assess each other's work.

It could be concluded that the leader in S2 had a major impact on supporting her teachers by providing development and learning opportunities. This led to the achievement of agency for teachers in S2. This study's findings indicate that teachers in S2 had more ability to exert agency than teachers in S1. Teachers in S2 exerted agency individually and also collectively; moreover, S2 teachers demonstrated agency in implementing the changes and they exerted greater agency in terms of personal development.

Therefore, teachers' agency was related to relying on the leader of the school, which allowed the leader in S2 to play a significant role in her teachers' agency achievement, as she empowered her teachers by providing them with opportunities for professional growth, giving them the responsibility to grow and to help other teachers grow. Moreover, she was keen to encourage teachers to work collaboratively with other teachers as a group. In addition, she gave her teachers attention by engaging them with the process of implementing changes in her school.

Interestingly, the leader of the school was also important in terms of forming or helping to support the values and the beliefs of the teachers. It was found that the leader in S2, more so than leader in S1, sought to help teachers shape their values and beliefs through the workshops that she implemented and by encouraging teachers to work together, which helped them to reflectively discuss issues and allowed them to develop and share their ideas to correct any false beliefs and perceptions.

In contrast, teachers in S1 had less encouragement, less development and fewer motivating rewards within their school than teachers in S2, as the principal in S1 had a different role and different policies than the principal in S2. Leadership by principal featured a managerial style, which means that she only sought to help the school changes happen. For example, she only provided a projector in each classroom, whereas other resources were provided by teachers, who tended to spend their money on resources related to adopting the educational changes, as these changes require many resources to successfully implement them.

Teachers in S1 had fewer development opportunities than teachers in S2; the principal in S1 relied more on training her teachers through the workshops provided by the Ministry of Education and she did not seek much to implement additional workshops in her school or to encourage her teachers to present workshops by themselves, even though teachers in S1 (like those in S2) faced problems with the training that they received. Moreover, the training course that teachers in S1 received was not focused on teachers' beliefs. Half of the teachers in S2

found benefits from the training, because the training course they received was focused on teachers' beliefs and had a greater effect on teachers in S2.

Moreover, most essential support for teachers in S1 is related to development rather than learning. The principal in S1 did not assist her teachers in assessing and evaluating their practices and their knowledge about adopting the changes; she did not encourage them to do reciprocal lessons with other teachers in the school or by asking the other teachers who had more experience to give feedback on adopting the changes in order to improve their performance. She failed to do this, despite the fact that the Ministry of Education requires reciprocal classes between teachers who teach the same subject in order for teachers to learn from each other.

In addition, this study's findings indicate that teachers in S1 had less ability to exert agency than teachers in S2. Teachers in S1 only exerted agency individually and demonstrated agency in curriculum development and pedagogy, whereas teachers in S2 exerted agency individually, but also collectively; moreover, S2 teachers demonstrated agency in implementing the changes and they exerted greater agency in terms of personal development.

In addition, teachers in S1 had less power than teachers in S2 to engage in the decision-making process regarding changes. Moreover, teachers in S1 had less autonomy and empowerment than teachers in S2; teachers in S2 had the freedom and empowerment to be creative in teaching what they wanted and they had permission to improve their performance in order to achieve the new educational goals. Teachers in S1, however, were being tested and inspected and they were not given explicit permission to do what they felt was best within the contexts in which they worked.

The concept maps and the scenario interviews with the teachers confirmed that teachers in S1 lacked engagement, autonomy and they did not get much support from their leader - although the principal in S1 claims that she empowered her teachers to do what they think is best and that she encouraged her teachers to learn by themselves and to cooperate with other teachers.

However, despite teachers in S1 facing some difficulties, whether at their school or from the training, most of them were not negatively impacted in terms of their performance in their classroom observations when adopting the changes. However, classroom observations of some of the teachers in S1 confirmed that these teachers did not seem to understand how to apply some of the changes, or that they lacked knowledge about the aims of some of the changes.

Therefore, the findings indicate that teachers' values and belief, and leadership played a significant role in shaping teachers' attitudes in both case studies. Teachers in S1 had a minimally positive attitude towards the educational changes, whereas teachers in S2 had a strongly positive attitude towards new changes, as was made clear in RQ1.

## **8.2 Contribution to Knowledge:**

The findings of this study have made several important contributions to the current literature:

### **8.2.1 Contribution to Theoretical Knowledge**

- 1- One of the results of this study contradicts the interpretations of the literature review that if people do not like something, they will not do it. On the contrary, this study found that, despite the fact that teachers did not like the changes, they implemented changes in their classes with varying degrees of enthusiasm. This is probably a reflection of the Saudi culture in which people tend to conform to the system by seeking to adopt what they are told, even if they are unconvinced about it. This finding contributes new ideas or interpretations to Western and non-Western research which might indicate that it is crucial to take into account the effect of the local culture when investigating successful change implementation. Studying the change process without consideration for the role of culture may result in misleading conclusions.
- 2- This thesis has provided a deep insight into how the values of teachers support the decision to participate in changes or not. This study is one of the few that seeks to understand the values at the individual rather than the organisational level. Cohen and Caspary (2011) stated that it is rare to find a study that examines the relationship between values and engagement with changes. Moreover, they indicated that most studies in the literature have focussed on how values have a role in engagement with changes, but this focus is at the level of the organisation, not the individual level. Individuals may have different values which reflect their experiences, heritage and socio-economic level. Therefore, by exploring teachers' values, the study offers insights into a better way of managing change in schools. Overall, this study confirms previous literature that values should be considered as one of determinants of successful educational changes.
- 3- A further contribution that can be identified in this study, which is reflected in Western studies but is not the case in Arabian studies, is that it has shown how the teachers' agency theory does matter in crafting the attitude of teachers that will allow

them to succeed in the implementation of new changes. In addition, this study has confirmed the importance of collective agency in determining the teacher's attitude towards new changes and leverages the positive value of professional learning. This study considers how teachers can be agents and developers of school change and achieve success in the classroom (Shieh, 2012, and Butler, Schnellert and MacNeil, 2014). The current study contributes to the existing knowledge of teacher agency by supporting the idea that change can also occur by engaging teachers in reflections about their classroom practices or educational values, or how they can achieve success and develop new ideas (Priestley et al., 2012; Biesta, Priestley and Robinson, 2015).

- 4- This thesis has provided deeper insights into the role of leadership and how the style of leadership can play a role in the reduction of teacher resistance to change and how it can make educational reforms more effective. Moreover, leadership in these two schools are the keystone to improving teachers' professional learning; good leadership seeks to deal with teachers as agents in developing their own professional learning. This study supports evidence from previous observations(e.g. Park and Jeong, 2013) which shows that leadership style may have various roles in motivating teacher attitudes towards educational reform.
- 5- The study seems to be consistent with other research, which discovered the significance of professional learning in influencing teachers' willingness to implement new educational changes and embed them in teacher practice. Relying only on professional development, without professional learning, has less of an effect on improving a teacher's attitude towards new changes (Vescio, Ross and Adams, 2008; Anney, 2013). Also, it is helpful to understand that PD programmes have a limited impact compared with PL in helping teachers to implement new changes, because it focuses very little on beliefs.
- 6- Based on my knowledge, this study took into consideration a few studies that have used qualitative data to design the first study in the KSA that uses interviews, concept map, scenario interview and observation method to obtain in-depth insights into teacher attitudes and the factors that may encourage or discourage them to implement new changes. Most studies (as discussed in the literature review chapter) in the educational literature that do measure teacher attitudes tend to be quantitative(e.g. Belagali, 2011; Johnson, 2011; Trivedi, 2012; Shaheen, 2014), a method which leads to data lacking in depth of exploration and understanding.

### **8.2.2 Contribution to Knowledge about the Saudi Context**

- 1- This study has combined both Western and Eastern literature, although most of literature in this study is from Western sources and produces different contributions than Eastern literature. This shows how Western literature can assist in interpreting the findings and also how the Saudi context can be reflected in the literature. In my study, I have found that Western literature on agency, attitudes and beliefs has been helpful and provides insights into what influences individual behaviour.
- 2- In undertaking the analysis of the factors that affect the attitudes of female teachers toward the new changes, this study provides a thorough examination of a type that has rarely been conducted in the Arab nations. One of its key points of difference is that it has brought different theories from different literature together for the first time to explore the reasons female teachers in the KSA adopt, ignore or resist change. Most Arabic educational research focuses on exploring students' attitudes towards initiatives such as cooperative learning and ICT, and on how such innovations influence student achievement. Most of these studies are intervention, experimental and comparative studies designed to obtain information on students' attitudes before or after applying an intervention, and the role of the teacher's attitudes is ignored (Ali, 2011). This study should help fill the gap in the literature about teacher attitudes towards educational change and will also be one of the few such studies conducted to date in an Arabic country (Alghamdi & Gillies, 2013, and Alharbi, 2008).
- 3- To my knowledge, most studies in Saudi Arabia have focussed only on one aspect of changes, such as cooperative learning, or have evaluated only the attitude of teachers who teach a particular subject, such as maths. However, this study is one of a few studies that has documented the diverse perceptions of teachers toward the new changes in the KSA. Although this study has a small sample, that sample is diverse in terms of age, experience, multiple qualifications and subjects taught. All these diversities have yielded different results regarding most aspects of the educational reforms investigated in this study.

### **8.3 Limitations of the Study**

Although the findings of this study provide useful information, they have some limitations.

1. Although the information in this study that was obtained through face-to-face communication and observing teachers' classrooms produced in-depth information and helped to improve our understanding of each individual teacher's attitude, it is

likely that gathering data by using a focus group technique would be helpful to obtain more detailed information from teachers, since they would share their thoughts to provide further details.

2. The study sample is small, but the researcher considers the sample of this study to have been sufficient for drawing meaningful conclusions. The sample of this study is diverse in terms of age, experience, multiple qualifications and subjects taught. All these diversities have yielded different results regarding most aspects of the educational reforms investigated in this study. In addition, although the fact that the small sample of the study helps towards understanding the attitude of teachers in two schools, it makes it hard to generalise the findings to all Saudi schools.
3. This study was geographically (and the type of school) limited to two Saudi primary schools in one city in southwestern KSA. However, these two schools help us to understand the current situation in Saudi education.
4. The researcher in this study did not have the opportunity to conduct an interview with the previous principal of S2 as she retired about two months before data collection took place. This led to the study not receiving a clear picture about what Principal 2 did to foster the development of her teachers and why it was that teachers in S2 had a strong positive attitude to their principal.

## **8.4 Implications for Future Research**

There some points that might need to be taken into account in future research:

1. This study was conducted in one city in the south western KSA, but there are forty-one other educational districts in Saudi Arabia that also need to be researched. It would be beneficial to extend the study to other districts and cities in different regions in the KSA, including public schools, private schools, rural areas and all social classes, as well as researching the attitudes of parents, policymakers, trainers, inspectors and Saudi society on a wider scale to compare the findings. This would add greater depth to information on the current situation in Saudi schools and might uncover factors that could be hindering teachers in their implementation of new changes.
2. This study explored only the attitudes of female teachers; therefore, it would be a fruitful area for future study to measure the perspectives of both male and female teachers, in order to understand their attitude toward new changes and make



comparisons between them. This could also help to promote pedagogical development in other contexts.

3. Conducting a similar study in middle and secondary schools would be worthwhile to explore the attitude of those teachers toward new changes, which might be different to those primary school teachers. Both deal with students of different ages and these students might have reactions to the new changes that have an effect on teachers' attitudes. The comparison between teachers in different stages of schooling might assist policy makers when formulating educational policies.
4. Importantly, research could in future extend to the impact of each factor mentioned in this study separately, in order to investigate more deeply its impact on teachers' attitudes to new changes. For example, taking more account of teacher agency, teachers' values, the relationship between agency and the values of teachers or the difference between individual agency and collective agency requires further research and theorising in order to determine how these factors act within teachers' attitudes to cause them to adapt or ignore new changes.
5. The role of leadership in developing teachers in order to assist them in implementing new changes is another area that is worthy of research attention, as the leader plays a significant role in facilitating the implementation of new changes by developing teachers' capacities and by considering teachers' needs.
6. It would be useful to conduct a study by measuring the attitudes of teachers by using both qualitative and quantitative data and a focus group technique; this would make it possible to obtain more detailed information or to explore some differences that might not be found in this study.

## **8.5 Implications for Practice**

The results and conclusions drawn from this study could drive recommendations for how teachers, head teachers and policy makers can work to implement policy changes.

- 1- This study has implications for how education is pushed forward in Saudi Arabia as well as in other developing countries. It is also important for the MoE's policy makers, as they have the power to shape and influence the education system and to overcome the difficulties that hinder teachers in implementing changes and other issues related to educational policies. These issues include class size, lack of physical resources, lack of finances and the transfer of many educational changes from foreign cultures that are not appropriate in the Saudi context and culture.

- 2- Policy makers need to focus on developing school principals' behaviours, as they are one of the most important factors that either help teachers to achieve and successfully implement educational reforms or hinder it. Therefore, policy makers need to consider the leaders to be agents of change and initiators of change, rather than being instructional managers. Policy makers need to raise awareness about changes, support leaders in considering the value of changes and focus more on educational change itself rather than explanations of school productivity outcomes. In addition, principals need to assist teachers in addressing concerns that might arise with changes, such as anxiety and frustration.
- 3- It is important that the MoE policy makers take into consideration teachers' views and engage them in the process of policy formulation, as teachers know the most about the challenges that arise from educational reform due to working in the teaching field. This interaction and dialogue between MoE policy makers and teachers might lead to filling the gap of educational needs and moving education in Saudi forward. Moreover, paying attention to teachers' views will encourage them and promote a shift in their attitudes towards adopting the changes in their classes.
- 4- The MoE, the college programmes, educators and centres of training in the KSA need to focus on improving the training programmes, such as improving the skills of trainers and choosing appropriate times to implement these courses. In addition, the Ministry of Education in the KSA does not need only to be designing the training courses to enhance teachers' knowledge and skills; they also need to focus on enhancing and addressing teachers' beliefs in order to convince teachers or alter their attitudes, knowledge and practices to fit with the new implementations.
- 5- The education policy in Saudi needs to shift from PD to PL, as this will give the teachers the opportunity to determine what they learn and give them more power, freedom and independence to successfully implement the changes. This study has shown that teachers' beliefs and values could be improved via the role of leadership or the design of PL. Therefore, it is important for policy makers to focus on developing these areas.

## Reference

- Abudu, K. and Gbadamosi, M. (2014) 'Relationship between teacher's attitude and student's academic achievement in senior secondary school chemistry. A case study of Ijebu-Ode and Odogbolu', *Wudpecker Journal of Educational Research*, p. 3(3), pp.035-043.
- Ahmad, A. and Sahak, R. (2009) 'Teacher-student attachment and teachers' attitudes towards work', *Jurnal Pendidik dan Pendidikan*, pp. 24(55-72).
- Al-Essa, A. (2009) *Education Reform in Saudi Arabia between Absence of Political Vision, Apprehension of the Religious Culture and Disability of Educational Management*. Beirut: Dar Al Sakee.
- Al-Jazirah (2015). Available at: <http://www.al-jazirah.com/2015/20150221/fe13.htm> (Accessed: 22 February 2015).
- Al-Saif, A. (1996) *The current experience of Islamic education in Saudi secondary schools*. Manchester, UK: Manchester University.
- Alaqaee, A. (2013) *Education and Political system in King of Saudi Arabia*. Riyadh: Alroshd Library.
- Alasmar, A. (1996) *Philosophy of Education in Islam Affiliation and Upgrade*. Oman: Dar Al-Furqan.
- Albawardy, F. A. (2010) *The strategic value of learning: a comparative study between multinational private and public sectors organisations in Saudi Arabia*, University of Portsmouth, UK. Available at: <http://eprints.port.ac.uk/2559/>.
- Albedaiwi, S. A. (2014) *EFL materials in public school classrooms in Saudi Arabia: An investigation of the extent to which teachers engage in materials/textbooks development in order to design learning experiences to meet the needs of their students as an indicator of teacher au*. (Doctoral dissertation, University of Glasgow).
- Albirini, A. (2006) 'Teachers' attitudes toward information and communication technologies: The case of Syrian EFL teachers', *Computers & Education*, p. 47(4), pp.373-398.
- Algarfi, A. (2010) *Teachers' and pupils' perceptions of and responses to cooperative learning methods within the Islamic culture courses in one secondary school in Saudi Arabia*. (Doctoral dissertation, University of Southampton).
- Alghamdi, A. (2007) *Cooperative learning and Saudi reality*. Unpublished PhD Dissertation, King Saud University.
- Alghamdi, R. and Gillies, R. (2013) 'The impact of cooperative learning in comparison to traditional learning (small groups) on EFL learners' outcomes when learning English as a foreign language', *Asian Social Science*, pp. 9(13), 19.
- Alhaidari, M. (2006) *The effectiveness of using cooperative learning to promote reading comprehension, vocabulary, and fluency achievement scores of male fourth-and fifth-grade*. (Doctoral dissertation, The Pennsylvania State University).
- Alharbi, L. (2008) *The effectiveness of using cooperative learning method on ESL reading comprehension performance, students' attitudes toward CL, and students' motivation*. ProQuest.
- Ali, A. and Al-Shakhis, M. (2004) 'The Meaning of Work in Saudi Arabia', *International Journal of Manpower*, 10(1), pp. 26-32.
- Ali, L. (2011) *Teachers of secondary education trends toward collaborative learning A field study in*

*the schools of the official City of Damascus*. Unpublished PhD Dissertation, Damascus university.

Aljughaiman, A. and Grigorenko, E. (2013a) 'Growing Up Under Pressure The Cultural and Religious Context of the Saudi System of Gifted Education', *Journal for the Education of the Gifted*, (36(3)), pp. 307–322.

Aljughaiman, A. and Grigorenko, E. (2013b) 'Growing Up Under Pressure The Cultural and Religious Context of the Saudi System of Gifted Education', *Journal for the Education of the of the Gifted*, pp. 36(3), 307–322.

Allmnakrah, A. and Evers, C. (2019) 'The need for a fundamental shift in the Saudi education system : Implementing the Saudi Arabian economic vision'. doi: 10.1177/0034523719851534.

Almarza, G. (1996) 'Student foreign language teachers' growth', in *Teacher Learning in Language Teaching*, p. 50–78.

Almufadda, S. S. A. (2006) *The impact of using collaborative learning of the achievement of Grad 11 in Al-Fiqh curriculum*. Unpublished PhD Dissertation, King Saud University.

Alomary, A. M. (2017) *University of Southampton Research Repository ePrints Soton, Thesis*. (Doctoral dissertation, University of Southampton). doi: 10.1016/j.jsv.2010.04.020.

Anderson, V. (2009) *Research methods in human resource management*. London, CIPD.

Anney, V. (2013) *Supporting Licensed Science Teachers' Professional Development in Adopting Learner-Centred Pedagogy in Tanzanian Secondary Schools*. (Doctoral dissertation, University of Waikato).

Arp, K. (1999) 'The relationship of preservice preparation to teachers' attitudes towards mathematics and teaching middle school mathematics', *Dissertation Proquest*, 608 pages, AAT 9943448.

Avalos, B. (2011) 'Teacher professional development in Teaching and Teacher Education over ten years', *Teaching and teacher education*, pp. 27(1), 10–20.

Avidov-Ungar, O. and Arviv-Elyashiv, R. (2018) 'Teacher perceptions of empowerment and promotion during reforms', *International Journal of Educational Management*, 32(1), pp. 155–170. doi: 10.1108/IJEM-01-2017-0002.

Babu, B. and Raju, T. (2013) 'Attitude of student teachers towards their profession', *International Journal of Social Science & Interdisciplinary Research*, p. 2(1), pp.1–6.

Bandura, A. (2001) 'SOCIAL COGNITIVE THEORY : An Agentic Perspective To be an agent is to intentionally make things happen by one ' s actions . Agency embodies the endowments , belief systems , self-regulatory capabilities and distributed structures and functions through whi', *Annual review of psychology*, 52(1), pp. 1–26.

Belagali, H. (2011) 'A Study of Teachers Attitude towards Teaching Profession of Secondary Schools in Relation to Gender and Locality', *International Referred Research Journal*, p. 3(32), pp.18–19.

Bell, T. (2005) 'Behaviors and attitudes of effective foreign language teachers: Results of a questionnaire study', *Foreign Language Annals*, p. 38(2), pp.259–270.

Berkovich, I. (2011) 'No we won't! Teachers' resistance to educational reform', *Journal of Educational Administration*, pp. 49(5), 563–578.

Biesta, G., Priestley, M. and Robinson, S. (2015) 'The role of beliefs in teacher agency', *Teachers and Teaching: Theory and Practice*. Routledge, 21(6), pp. 624–640. doi: 10.1080/13540602.2015.1044325.

Biesta, G. and Tedder, M. (2006) 'How is an agency possible? Towards an ecological understanding of

- agency-as-achievement, working paper 5', *Learning lives: Learning, identity, and agency in the life course.*, (March).
- Bingimlas, K. (2010) *Evaluating the quality of science teachers' practices in ICT-supported learning and teaching environments in Saudi primary schools*. (Doctoral dissertation, RMIT University).
- Bissaker, K. (2009) *The processes and outcomes of professional learning in an innovative school: the construction of an explanatory model*. Doctoral dissertation, Flinders University.
- Blaikie, N. (2007) *Approaches to social enquiry: Advancing knowledge*. Polity.
- Boer, A. de, Pijl, S. and Minnaert, A. (2011) 'Regular primary schoolteachers' attitudes towards inclusive education: A review of the literature', *International Journal of Inclusive Education*, p. 15(3), pp.331–353.
- Borich, G. (2007) *Observation skills for effective teaching*. London, UK: Prentice-Hall International.
- Borko, H. (2004) 'Professional development and teacher learning: Mapping the terrain', *Educational researcher*, pp. 33(8), 3–15.
- Bradfield, R., Wright, G. and Burt, G. (2005) 'The origins and evolution of scenario techniques in long range business planning', *Futures*.
- Brady, L. (2013) 'Teacher Values and Relationship: Factors in Values Education', *Australian Journal of Teacher Education*, 36(2). doi: 10.14221/ajte.2011v36n2.5.
- Braun, V. and Clarke, V. (2006) 'Using thematic analysis in psychology', *Qualitative research in psychology*, p. 3(2), pp.77–101.
- British Educational Research Association (2011) 'Ethical Guidelines for Educational Research (2011)'. Available at:  
[https://scholar.google.co.uk/scholar?hl=en&q=ETHICAL+GUIDELINES+FOR+EDUCATIONAL+RESEARCH+2011&btnG=&as\\_sdt=1%2C5&as\\_sdtp=#0](https://scholar.google.co.uk/scholar?hl=en&q=ETHICAL+GUIDELINES+FOR+EDUCATIONAL+RESEARCH+2011&btnG=&as_sdt=1%2C5&as_sdtp=#0) (Accessed: 26 May 2016).
- Brock-Utne, B. (1996) 'Reliability and validity in qualitative research within education in Africa.', *International review of education*, 42(6), pp. 605–621.
- Buchanan, K. and Bardi, A. (2015) 'The roles of values, behavior, and value-behavior fit in the relation of agency and communion to well-being', *Journal of personality*, 83(3)(3), pp. 320–333.
- Butler, D. L., Schnellert, L. and MacNeil, K. (2014) 'Collaborative inquiry and distributed agency in educational change: A case study of a multi-level community of inquiry', *Journal of Educational Change*, 16(1), pp. 1–26. doi: 10.1007/s10833-014-9227-z.
- Calabrese, R., Sheppard, D. and Hummel, C. (2006) 'Trapped by central administration's focus on NCLB: Teachers struggling with professional development in an urban middle school', *Journal of Research for Educational Leaders*, pp. 3(2), 39–59.
- Carr, M. (1990) 'The role of context and development from a life-span perspective', in *Interactions among aptitudes, strategies, and knowledge in cognitive performance*. Springer New York, pp. 222–231.
- Central Department of Statistics (2014) *Age Groups, Sex and Nationality*. Available at:  
<http://cdsi.gov.sa/> (Accessed: 17 February 2015).
- Clarke, P. A. J., Thomas, C. D., & Vidakovic, D. (2009) 'Pre-service mathematics teachers' attitudes and developing practices in the urban classroom: are they "winging" it', *Research and Practice in Social Science*, p. 5(1), pp.22–43.
- Cohen, A. and Caspary, L. (2011) 'Individual Values, Organizational Commitment, and Participation in

- a Change: Israeli Teachers' Approach to an Optional Educational Reform', *Journal of Business and Psychology*, 26(3), pp. 385–396. doi: 10.1007/s10869-010-9186-1.
- Cohen, L., Manion, L. and Morrison, K. (2011) *Research methods in education (7th ed.)*. New York: Routledge.
- Creswell, J. (2007) *Qualitative enquiry and research design: Choosing among five approaches*. India:Sage.
- Cristina-Corina, B. and Valerica, A. (2012) 'Teachers' perceptions and attitudes towards professional activity', *Procedia-Social and Behavioral Sciences*, p. 51, pp.167–171.
- Croll, P. (1986) *Systematic classroom observation*. Lewes: Falmer Press.
- Daley, B. (2004) *Using concept maps in qualitative research*. Paper presented at Concept Maps: Theory, Methodology, Technology, Pamplona, Spain.
- Dall'Alba, G. and Sandberg, J. (2006) 'Unveiling professional development: A critical review of stage models', *Review of educational research*, pp. 76(3), 383–412.
- Darling-Hammond, L., & Richardson, N. (2009) 'Research review/teacher learning: What matters', *Educational leadership*, pp. 66(5), 46–53.
- Darling-Hammond, L. and McLaughlin, M. (2011) 'Policies That Support Professional Development in an Era of Reform', *Phi delta kappan*, pp. 92 (6), 81–92.
- Denton, E. (2005) *Teachers' perceptions of how leadership styles and practices of principals influence their job satisfaction and retention*. Doctoral Dissertations and Projects.
- Denzin, N. K. and Lincoln, Y. S. (2005) *The Sage handbook of qualitative research*. Sage.
- Desimone, L. (2009) 'Improving impact studies of teachers' professional development: Toward better conceptualizations and measures', *Educational researcher*, pp. 38(3), 181–199.
- Després, B. (2013) 'A question of resistance to home education and the culture of school-based education', *Peabody Journal of Education*, pp. 88(3), 365–377.
- DeWalt, K. and DeWalt, B. (2010) *Participant observation: A guide for fieldworkers*. Rowman Altamira.
- Duatepe, A. and Akkuř-Ėzkla, O. (2004) 'The Attitudes towards Teaching Professions of In-service and Pre-service Primary School Teachers', *Pedagogika*, p. (70), pp.61–65.
- DuFour, R. (2004) 'What is a "professional learning community"?', *Educational leadership*, pp. 61(8), 6–11.
- Easterby-Smith, M., Thorpe, R. and Jackson, P. (2012) *Management research*. Sage.
- Ebener, S. and Khan, A. (2006) 'Knowledge mapping as a technique to support knowledge translation', *Bulletin of the World Health Organization*, 84(8), pp.636-642.
- Edmonds, W.A. and Kennedy, T. . (2013) *An Applied Reference Guide to Research Designs Quantitative, Qualitative, and Mixed Methods*. Sage Publications.
- Edwards, A. (1983) *Techniques of attitude scale construction*. Ardent Media.
- Ellsworth, J. (2000) *Surviving Change: A Survey of Educational Change Models*. Syracuse, NY: ERIC Clearinghouse on Information and Technology.
- Eriksson, P. and Kovalainen, A. (2008) *Qualitative methods in business research*. Sage.

- Evans, R. (1996) *The Human Side of School Change: Reform, Resistance, and the Real-Life Problems of Innovation. The Jossey-Bass Education Series*. Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104.
- Ferrier-Kerr, J., Keown, P. and Hume, A. (2008) 'The role of professional development and learning in the early adoption of the New Zealand curriculum by schools.', *Waikato Journal of Education*, pp. 14, 123–138.
- Flick, U. (2009) *An Introduction to Qualitative Research*. SAGE Publications.
- Freebody, P. (2003) *Qualitative research in education: Interaction and practice*. London: Sage.
- Gall, M., Borg, W. and Gall, J. (1996) *Educational research: An introduction*. Longman Publishing.
- Gauld, D. and Miller, P. (2004) 'The qualifications and competencies held by effective workplace trainers', *Journal of European Industrial Training*, 28(1), pp. 8–22. doi: 10.1108/03090590410513866.
- Golafshani, N. (2003) 'Understanding reliability and validity in qualitative research', *The qualitative report*, 8(4), pp. 597–607.
- Gourneau, B. (2005) 'Five attitudes of effective teachers: Implications for teacher training', *Essays in Education*, p. 13, pp.1–8.
- Greenan, J. et al. (1998) 'Attitudes and motivations of vocational teachers regarding program improvement', *Journal of Industrial Teacher Education*, pp. 35(3), 6–23.
- Greene, M. (1978) *Landscapes of learning*. Teachers College Press.
- Guskey, T. (2000) *Evaluating professional development*. Corwin Press.
- Hadar, L. L. and Benish-Weisman, M. (2019) 'Teachers' agency: Do their values make a difference?', *British Educational Research Journal*, 45(1), pp. 137–160. doi: 10.1002/berj.3489.
- Hakim, C. (2000) *Research design: Successful designs for social and economic research*. Psychology Press.
- Hall, G. and George, A. (1999) 'The impact of principal change facilitator style on school and classroom culture', *School climate: Measuring, improving, and sustaining healthy learning environments*, pp. 165–185.
- Hamdan, A. (2005) 'Women and education in Saudi Arabia: Challenges and achievements', *International Education Journal*, 6(1), pp. 42–64.
- Hammersley, M. ed (2007) *Educational research and evidence-based practice*. Sage.
- Hargreaves, A. (2000) 'Four ages of professionalism and professional learning', *Teachers and teaching: theory and practice*, pp. 6(2), 151–182.
- Al Harthy, S.S.H., Jamaluddin, S. and Abedalaziz, N. . (2013) 'Teachers' attitudes and performance: an analysis of effects due to teaching experience', *International Interdisciplinary Journal of Education*, p. 2(9), pp.888–893.
- Henn, M., Weinstein, M. and Foard, N. (2005) *A short introduction to social research*. Sage.
- Hofstede, G. (2001) *Culture's consequences: Comparing values, behaviors, institutions and organizations across nations*. Sage publications.
- Hofstede, G. (2009) *Geert Hofstede cultural dimensions*. Available at: [www.geert-hofstede.com](http://www.geert-hofstede.com) (Accessed: 7 August 2019).
- Hoseini, A. (2014) 'Survey the Influence of the Creativity Teaching Model on Teachers' Knowledge,

Attitude, and Teaching Skills', *International Journal of Sociology of Education*, p. 3(2), pp.106–117. Available at: <http://www.hipatiapress.info/hpjournals/index.php/rise/article/view/425> (Accessed: 14 September 2015).

Hussain, L., Jamil, A., Noor, A., Sibtain, M. and Shah, S. M. A. (2011) 'Relationship between the professional attitudes of secondary school teachers with their teaching behavior', *International Journal of Academic Research in Business and Social Sciences*, pp. 1(3), 38.

Ibrahim, A. (2013) 'Teacher resistance to educational change in the United Arab Emirates', *International Journal of Research Studies in Education*, p. 2(3).

*Invest Saudi* (2020). Available at: <https://investsaudi.sa/en/why-saudi-arabia/> (Accessed: 2 March 2020).

Irez, S. and Han, C. (2011) 'Educational Reforms as Paradigm Shifts: Utilizing Kuhnian Lenses for a Better Understanding of the Meaning of, and Resistance to, Educational Change.', *International Journal of Environmental and Science Education*, pp. 6(3), 251–266.

Issan, S. et al. (2011) 'Omani Teachers' Attitudes towards Teaching as a Profession', *Indian Journal of Psychology & Education (IJPE)*, 1(1), pp. 25–40.

Jaber, A. J. (1992) *Educational Psychology*. Cairo: Dar Al-Arab Renaissance.

Jiang, Y. (2005) 'The Influencing and Effective Model of Early Childhood: Teachers' Job Satisfaction in China.', *Online Submission*. Available at: <http://eric.ed.gov/?id=ED497471> (Accessed: 27 May 2015).

Johnson, B. and Christensen, L. (2008) *Educational research: Quantitative, qualitative, and mixed approaches*. Sage.

Johnson, R. (2011) *A Study of the Impact of Professional Development on Teacher Attitude toward Writing and Implementation of Writing Strategies*. ProQuest LLC. 789 East Eisenhower Parkway, PO Box 1346, Ann Arbor, MI 48106.

Johnston, H. (2008) 'Shaping beliefs and attitudes: A handbook of attitude change strategies', *University of South Florida, Retrieved*. Available at: [https://scholar.google.co.uk/scholar?q=Shaping+beliefs+and+attitudes%3A+A+handbook+of+attitud+e+change+strategies&btnG=&hl=en&as\\_sdt=0%2C5#0](https://scholar.google.co.uk/scholar?q=Shaping+beliefs+and+attitudes%3A+A+handbook+of+attitud+e+change+strategies&btnG=&hl=en&as_sdt=0%2C5#0) (Accessed: 19 September 2015).

Jones, M. . (2007) *Hofstede-culturally questionable?*.

Joram, E. (2007) 'Clashing epistemologies: Aspiring teachers', practicing teachers', and professors' beliefs about knowledge and research in education', *Teaching and teacher education*.

Kanti, K. (2013) 'A study of the relationship between Teacher Attitude & Teaching Aptitude of prospective Secondary School Teachers', *International Journal of Education and Psychological Research*, p. (2), 4, pp.95–98.

Kelly, K OngOng Kelly, K., Yun Angela Ang, S., Ling Chong, W., & Sheng Hu, W. (2008) 'Teacher appraisal and its outcomes in Singapore primary schools', *Journal of Educational Administration*, p. 46(1), pp.39–54.

Kennedy, C. and Kennedy, J. (1996) 'Teacher attitudes and change implementation', *System*. Available at: <http://www.sciencedirect.com/science/article/pii/0346251X96000279> (Accessed: 25 June 2015).

Khan, F., Nadeem, N. and Basu, S. (2013) 'Professional attitude: A study of secondary teachers', *Journal of Education Research and Behavioral Sciences*, p. 2(8), pp.119–125.

Khan, M. (2019) 'Saudi Arabia's Vision 2030', *Defence journalsl*, 35(3), pp. 36–43.



- Kimengi, I. (2014) 'Relationship between Attitudes towards Teaching and Job Satisfaction among Secondary School Teachers in Kenya', *Journal of Educational Policy and Entrepreneurial Research*, p. 1(2), pp.186–197.
- Kinnimont, J. (2017) *Vision 2030 and Saudi Arabia 's Social Contract Austerity and Transformation*. Chatham House.
- Kise, J. (2005) 'Coaching teachers for change: Using the concepts of psychological type to reframe teacher resistance', *Journal of Psychological Type*, pp. 65(6), 47–58.
- Kleynhans, R. and Kotzé, M. (2014) 'Changing attitudes towards people with physical disabilities: An innovative workplace intervention', *Tydskrif vir Geesteswetenskappe*, p. 54(4), pp.835–854.
- Klingner, J. (2004) 'The science of professional development', *Journal of learning disabilities*, p. 37(3), pp.248–255.
- Knight, J. (2009) 'What can we do about teacher resistance', *Phi Delta Kappan*, pp. 90(7), 508–513.
- Köğçe, D., Aydın, M. and Yıldız, C. (2010) 'Freshman and senior pre-service mathematics teachers' attitudes toward teaching profession', *The International Journal of Research in Teacher Education.*, pp. 2(1):2-18.
- KÖKSAL, N. (2013) 'Competencies in teacher education: Preservice teachers perceptions about competencies and their attitudes\*', *Educational Research and Reviews*, 8(6), p. 270.
- Komba, W. and Nkumbi, E. (2008) 'Teacher professional development in Tanzania: Perceptions and practices', *Journal of international cooperation in in education*, pp. 11(3), 67–83.
- Krech, D., Crutchfield, R. and Ballachey, E. (1962) 'Individual in society: A textbook of social psychology.'
- Kursunoglu, A. and Tanriogen, A. (2009) 'The relationship between teachers' perceptions towards instructional leadership behaviors of their principals and teachers' attitudes towards change', *Procedia-Social and Behavioral Sciences*, pp. 1(1), 252–258.
- Kvale, S. (1996) *Interviews*. London: Sage.
- Lawless, K. and Pellegrino, J. (2007) 'Professional development in integrating technology into teaching and learning: Knowns, unknowns, and ways to pursue better questions and answers', *Review of educational research*, pp. 77(4), 575-614.
- Lord, B. (1994) 'Teachers' professional development: Critical collegueship and the role of professional communities', *The future of education: Perspectives on national standards in education*, pp. 175–204.
- Lovat, T. and Clement, N. (2008) 'Quality teaching and values education: Coalescing for effective learning', *Journal of Moral Education*, 37(1), pp. 1–16.
- Luck, M. and d'Inverno, M. (1995) 'A Formal Framework for Agency and Autonomy.', in *Proceedings of the First International Conference on Multi-Agent Systems*, pp. 254–260.
- Maliki, A. (2013) 'Attitudes towards the teaching profession of students from the faculty of education, Niger Delta University', *International Journal of Social Science Research*, 1(1), pp. 11–18.
- Margolis, J. and Nagel, L. (2006) 'Education reform and the role of administrators in mediating teacher stress', *Teacher Education Quarterly*, pp. 143–159.
- Maurya, H. (1990) 'A study of the relationship between teachers' attitude and teacher efficiency of university and pre-university lecturers'.

- McDiarmid, G. (1992) 'What to do about differences? A study of multicultural education for teacher trainees in the Los Angeles Unified School District', *Journal of Teacher Education*, p. 43(2), pp.83–93.
- Melville, W. and Yaxley, B. (2009) 'Contextual Opportunities for Teacher Professional Learning: The Experience of One Science', *Eurasia Journal of Mathematics, Science & Technology Education*, pp. 5(4), 357–368.
- Miles, J. and Gilbert, P. (2005) *A handbook of research methods for clinical and health psychology*. Oxford University Press on Demand.
- Ministry Deputy for Planning and Information (2011). Available at: moe.gov.sa (Accessed: 2 March 2020).
- Muijs, D. and Reynolds, D. (2015) 'Teachers' beliefs and behaviors: What really matters?', *The Journal of Classroom Interaction*, p. 50(1), pp.25–40.
- Nargis, S.S. and Hum, M. (2018) 'A Study of Teachers' Belief about Second Language Acquisition', *Senior Editor: Paul Robertson*, 20,(1), pp. 57–64.
- Naseem, S. and Dhruva, K. (2017) 'Issues and Challenges of Saudi Female Labor Force and the Role of Vision 2030: A Working Paper', *International Journal of Economics and Financial Issues*, 7(4), pp. 23–27.
- O'Leary, Z. (2004) *The essential guide to doing research*. London: Sage.
- Odiri, O. (2011) 'The influence of teachers' attitude on students' learning of Mathematics in Nigerian secondary schools', *Journal of Research in Education*, p. 2(1), pp.15–21.
- Okuni, A. (2007) 'Decentralizing and revitalizing school-based teacher support and continuous professional development at primary school level: why it has failed in East Africa', *Southern African Review of Education with Education with Production*, pp. 13(2), 107–123.
- Osunde, A. and Izevbigie, T. (2006) 'AN ASSESSMENT OF TEACHERS' ATTITUDE TOWARDS TEACHING PROFESSION IN MIDWESTERN NIGERIA', *Education*, pp. 126(3), 462–467.
- Oyaid, A. (2009) *Education policy in Saudi Arabia and its relation to secondary school teachers' ICT use, perceptions, and views of the future of ICT in education*. (Doctoral dissertation, University of Exeter).
- Palardy, G. and Rumberger, R. (2008) 'Teacher effectiveness in first grade: The importance of background qualifications, attitudes, and instructional practices for student learning', *Educational Evaluation and Policy Analysis*, p. 30(2), pp.111–140.
- Pandey, M. and Maikhuri, R. (1999) 'A study of the attitude of effective and ineffective teachers towards teaching profession', *Indian Journal of Psychometry and Education*, p. 30(1), pp.43–46.
- Panitz, T. (1999) 'Collaborative versus Cooperative Learning: A Comparison of the Two Concepts Which Will Help Us Understand the Underlying Nature of Interactive Learning.', *Educational Resources Information Center*, pp. 2–13.
- Paris, C. and Lung, P. (2008) 'Agency and child-centered practices in novice teachers: Autonomy, efficacy, intentionality, and Reflectivity', *Journal of Early Childhood Teacher Education*, 29(3), pp. 253–268. doi: 10.1080/10901020802275302.
- Park, J. and Jeong, D. (2013) 'School reforms, principal leadership, and teacher resistance: Evidence from Korea', *Asia Pacific Journal of Education*, pp. 33(1), 34–52.
- Parvez, M. and Shakir, M. (2013) 'Attitudes of prospective teachers towards teaching profession', *Journal of Education and Practice*, p. 4(10), pp.172–178.

- Pearson, L.C. and Moomaw, W. (2005) 'The relationship between teacher autonomy and stress, work satisfaction, empowerment, and professionalism', *Educational research quarterly*, 29, pp. 37–54.
- Peterson, J. E. (2013) *Saudi Arabia and the illusion of security*. Routledge.
- Phillips, J. (2003) 'Powerful learning: Creating learning communities in urban school reform', *Journal of curriculum and Supervision*, pp. 18(3), 240–258.
- Ponte, J.P., Matos, J.F., Guimarães, H.M., Leal, L.C. and Canavarro, A. . (1994) 'Teachers' and students' views and attitudes towards a new mathematics curriculum: A case study', *Educational Studies in Mathematics*, p. 26(4), pp.347–365.
- Popoola, B.I., Ajibade, Y.A., Etim, J.S., Oloyede, E.O. and Adeleke, M. A. (2010) 'Teaching Effectiveness and Attitude to Reading of Secondary School Teachers in Osun State, Nigeria', *In The African Symposium*, p. (Vol. 10, No. 2, pp. 142-154).
- Priestley, M. *et al.* (2012) 'Teacher Agency in Curriculum Making: Agents of Change and Spaces for Manoeuvre', *Curriculum Inquiry*, 42(2), pp. 191–214. doi: 10.1111/j.1467-873X.2012.00588.x.
- Rabionet, S. E. (2011) 'How I Learned to Design and Conduct Semi-structured Interviews : An Ongoing and Continuous Journey', 16(2), pp. 563–566. doi: 0018726708094863.
- Ravi, M.R.V., Ramakrishnan , G. and Jabarullakhan, M. . (2014) 'Attitude towards teaching profession among X standard teachers in Theni District', *International Journal of Teacher Educational Research.*, 3, pp. 8–12.
- Reinke, K. and Moseley, C. (2002) 'The effects of teacher education on elementary and secondary preservice teachers' beliefs about integration: A longitudinal study', *Action in Teacher Education*, p. 24(1), pp.31–39.
- Rich, P. J. *et al.* (2017) 'Computing and Engineering in Elementary School : The Effect of Year- long Training on Elementary Teacher Self-efficacy and Beliefs About Teaching Computing and Engineering', *Online Submission*, 1(1). doi: 10.21585/ijcses.v1i1.6.
- Ritchie, J. *et al.* (2013) *Qualitative research practice: A guide for social science students and researchers*. Sage.
- Robinson, S. (2012) 'Constructing teacher agency in response to the constraints of education policy: Adoption and adaptation', *Curriculum Journal*, 23(2), pp. 231–245. doi: 10.1080/09585176.2012.678702.
- Robson, C. and McCartan, K. (2011) *Real world research*. Wiley.
- Roccas, S. and Sagiv, L. eds (2017) *Values and behavior: Taking a cross cultural perspective*. Springer.
- Rubie-davies, C. M. (2010) 'Teacher expectations and perceptions of student attributes : Is there a relationship ?', *British Journal of Educational Psychology*, 80(1), pp, pp. 121–135. doi: 10.1348/000709909X466334.
- Salamah, M. A. M. Bin (2001) *An Investigation of the Relationship Between Saudi Teachers' Curriculum Perspectives and Their Preference of Curriculum Development Models*. West Virginia University Libraries.
- Salehi, H. and Taghavi, E. (2015) 'Teachers' attitudes towards job satisfaction and their students' beliefs and motivation', *International Journal of Research Studies in Language Learning*, p. 5(2).
- Sarafidou, J. O. and Chatziioannidis, G. (2013) 'Teacher participation in decision making and its impact on school and teachers', *International Journal of Educational Management*, 27(2), pp. 170–183. doi: 10.1108/09513541311297586.

Sartori, R., Tacconi, G. and Caputo, B. (2015) 'Competence-based analysis of needs in VET teachers and trainers: An Italian experience', *European Journal of Training and Development*, 39(1), pp. 22–42. doi: 10.1108/EJTD-09-2013-0089.

*Saudi Tourism Experience To Discover* (2015) King Abdulaziz Foundation. Available at: www.darah.org.sa (Accessed: 17 February 2015).

Saunders, M., Lewis, P., & Thornhill, A. (2012) *Research methods for business students, 5/e*. Pearson Education India.

Saydee, F. (2016) 'Foreign language teaching : A study of teachers ' beliefs about effective teaching and learning methodologies', *Journal of the National Council of Less Commonly Taught Languages*, 18(unknown), pp. 63–91.

Schwartz, S.H. and Sagiv, L. (1995) 'Identifying culture-specifics in the content and structure of values.', *Journal of cross-cultural psychology*, 26(1), pp. 92–116.

Selvi, K. (2010) 'Teachers' competencies', *Cultura International Journal of Philosophy of Culture and Axiology*, 7(1), pp. 167-175.

Servage, L. (2009) 'Who is the "professional" in a professional learning community? An exploration of teacher professionalism in collaborative professional development settings', *Canadian Journal of Education/Revue canadienne de l'éducation*, pp. 32(1), 149–171.

Shaheen, S. (2014) 'Attitude towards Teaching Profession: A Comparative Study among Trainee Teachers and Teachers Working in Secondary Schools in Aligarh Muslim University', *European Academic Research*, 11(7), pp. 9858–9870.

Shaheen, S. (2015) 'Pupil Teacher's And Working Teacher's Attitude towards Teaching Profession: A Comparative Study', *Asian Journal of Multidisciplinary Studies*, 3(2), pp. 73–76.

Sharbain, I. and Tan, K. (2012a) 'Pre-Service Teachers' Level of Competence and Their Attitudes Towards the Teaching Profession', *Asian Journal of Social Sciences & Humanities*, 1(3), p. 1(3), pp.14-22.

Sharbain, I. and Tan, K. (2012b) 'PRE-SERVICE TEACHERS' LEVEL OF COMPETENCE AND THEIR ATTITUDES TOWARDS THE TEACHING PROFESSION', *Asian Journal of Social Sciences & Humanities*, p. 1(3), pp.14-22.

Shieh, E. (2012) 'Can music professional associations build capacity for curricular renewal?', *Arts Education Policy Review*, 113(2), pp. 55–67. doi: 10.1080/10632913.2012.656502.

Shouq, M. A. (1997) *Recent trends in curriculum planning in the light of Islamic trends*. Cairo: Dar Al Arab Thought.

Silverman, D. (1993) *Interpreting Qualitative Data*. London: Sage.

Singh, R. (1991) 'Teachers' Effectiveness as Related to Teachers' Attitude towards Teaching Profession', *Journal of Educational Research and Extension*.

Stella, C., Forlin, C. and Lan, A. (2007) 'The influence of an inclusive education course on attitude change of pre-service secondary teachers in Hong Kong', *Asia-Pacific Journal of Teacher ...*

Stewart, K. (2014) *Effects of Professional Learning Communities in Alabama Black Belt Schools: Case Study*. Grand Canyon University.

Tarnoczi, J. (2006) 'Critical reflections on professional learning communities in Alberta', *Electronic journal of sociology*.

Thanh Pham, T. H. (2013) 'Using group projects as a strategy to increase cooperation among low- and

high-achieving students', *Higher Education Research and Development*, 32(6), pp. 993–1006.

The Ministry of Culture & Information (2007) *The Saudi Arabia Information Resource*. Available at: <http://www.saudinf.com/>. (Accessed: 17 February 2015).

Timmermans, A. C. and Boer, H. De (2016) 'expectations and teachers' perceptions of student', *Social Psychology of Education*. Springer Netherlands, 19(2), pp. 217–240. doi: 10.1007/s11218-015-9326-6.

Timperley, H. et al. (2008) *Teacher professional learning and development: Best evidence synthesis iterative*. Available at: [https://scholar.google.co.uk/scholar?q=Teacher+professional+learning+and+development%3A+Best+evidence+synthesis+iterative&btnG=&hl=en&as\\_sdt=0%2C5](https://scholar.google.co.uk/scholar?q=Teacher+professional+learning+and+development%3A+Best+evidence+synthesis+iterative&btnG=&hl=en&as_sdt=0%2C5) (Accessed: 21 October 2015).

Timperley, H. (2011) *Realizing the power of professional learning*. McGraw-Hill Education (UK).

Tok, Ş. (2011) 'Pre-service primary education teachers' changing attitudes towards teaching: a longitudinal study', *European Journal of Teacher Education*, p. 34(1), pp.81–97.

Tripathi, M. (1980) 'Organizational Climate and Teacher Attitudes: A Study of Relationship', *Indian Educational Review (NCERT)*, p. 15(1), pp.85–90.

Trivedi, R. (2012) 'A study of attitude of teachers towards teaching profession teaching at different level', *International Multidisciplinary e-Journal*, p. 1(5), pp.24–30.

Trivedi, T. (2007) 'Assessing secondary school teachers' attitude towards teaching profession', *Journal of All India Association for Educational Research*, pp. 23(1–2), pp.91–110.

Vansteenkiste, M., Lens, W., & Deci, E. L. (2006) 'Intrinsic versus extrinsic goal contents in self-determination theory: Another look at the quality of academic motivation. *Educational psychologist*, 41(1), 19–31.', *Educational psychologist*, (41(1), pp), pp. 19–31.

Veen, K. Van and Slegers, P. (2006) 'How does it feel? Teachers' emotions in a context of change', *Journal of Curriculum studies*, pp. 38(1), 85–111.

Vescio, V., Ross, D. and Adams, A. (2008) 'A review of research on the impact of professional learning communities on teaching practice and student learning', *Teaching and teacher education*, pp. 24(1), 80–91.

Villegas-Reimers, E. (2003) *Teacher professional development: an international review of the literature*. Paris: International Institute for Educational Planning.

vision 2030 (2020). Available at: [www.vision2030.gov.sa](http://www.vision2030.gov.sa) (Accessed: 2 March 2020).

Wang, X. (2013) *Empowerment and China's Curriculum Reform: To What Extent Do Teachers Feel Empowered by Chinese Curriculum Reform? —A Case Study Based on Dalian No. 24 Senior High School*. Walden University.

Ward, J., John, E. S. and Laine, S. (1999) 'State Programs for Funding Teacher Professional Development.', *Applying Research and Technology to Learning*, pp. 1–23.

Wheeldon, J. (2009) 'Mapping international knowledge transfer: Latvian-Canadian cooperation in criminal justice reform'.

Wheeldon, J. and Faubert, J. (2009) 'Framing experience: Concept maps, mind maps, and data collection in qualitative research', *International Journal of Qualitative Methods*, 8(3), pp.68–83.

Williams, J. (2003) 'Why Great Teachers Stay.', *Educational Leadership*, p. 60(8), pp.71–74.

Williamson, R. and Blackburn, B. (2010) 'Dealing with resistance to change', *Principal Leadership*, pp.

10(7), 73–75.

Yaakub, N. F. (1990) 'A Multivariate Analysis of Attitude Towards Teaching', *Pertanika*, p. 13(2), pp.267–273.

Yin, R. K. (2013) *Case Study Research: Design and Methods*. SAGE Publications.

Yoon, K.S., Duncan, T., Lee, S.W.Y., Scarloss, B. and Shapley, K. L. (2007) 'Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement. Issues & Answers. REL 2007-No. 033.', *Regional Educational Laboratory Southwest (NJ1)*.

Zaidi, Z. I. (2015) 'Factors affecting Attitude towards teaching and its Correlates: Review of Research', *International Journal of Education and Psychological Research (IJEPR)*, 4(1), pp. 46–51.

Zimmerman, J. (2006) 'Why some teachers resist change and what principals can do about it', *Nassp Bulletin*, pp. 90(3), 238–249.

## Appendices

### Appendix 1: Ethical Considerations

#### Appendix 1.1 Head Teacher Information Sheet in English

##### Head teacher information sheet

**Research Project:** Exploring Resistance to change and teacher attitude towards a new educational change in female schools in Kingdom Saudi Arabia.

**Project Team Members:** Ahlam Alatiq

**Dear Head teacher,**

I would like to invite you to take part in my research study about teacher attitude towards a new educational change.

Before you decide whether to participate it is important for you to understand why the research is being conducted and what it will involve. Please take your time to read the following information carefully. Ask the researcher if there is anything that is not clear or if you would like more information. This research is being supported by the Saudi Ministry of Education and has permission from the Ministry of Education to proceed.

The rest of this sheet explains the study in more detail, and describes what being in the study would mean for you.

##### **What is the study?**

This study is a part of a PhD project that I am undertaking at the Institute of Education at the University of Reading in the UK under the direction of Dr Richard Harris and Dr Fiona Curtis. It aims

to explore the attitudes, opinions and experiences of female teachers regarding applying a new education change. It aims also to explore the factors which could play roles in teachers' attitude to adopt, ignore or resist change. By investigating these factors, the researcher will attempt to contribute to the discussion regarding ways to improve the programme that is running to support teachers' attitude.

### **Why have I been chosen to take part?**

You have been invited to take part in the project because you have expressed an interest in being involved in my project, because you are more likely to have a good knowledge about the attitude of your teachers toward educational reform and to see how teachers adopt, ignore or resist change. Your opinion will be helpful in this project

### **Do I have to take part?**

It is entirely up to you whether you participate. You may also withdraw your consent to participation at any time during the project, without any repercussions to you, by contacting the researcher using the details above.

### **What will happen if I take part?**

If you agree to participate in this research, you will be asked to complete a concept map', which will then be used as part of an interview about educational change in the KSA

### **What are the risks and benefits of taking part?**

The information you give will remain confidential and will only be seen by me and my supervisor. Also your data will be held in strict confidence and will not be shared with any of their staff, other teachers, or the Ministry of Education. Your names and any contact details will not be recorded on the interview transcripts or observations. I will alter or conceal any information on transcripts that might allow others to infer your identities.

I anticipate that the findings of this study will be used to support teaching. It could help to solve some challenges that may face some teachers when they apply a new education change. It helps to identify the areas of greatest need for development as well as to promote good practice.

### **What will happen to the data?**

Any data collected will be held in strict confidence and no real names will be used in this study or in any subsequent publications. The records of this study will be kept private. Participants will be assigned a number and will be referred to by that number in all records. Research records will be stored securely in a locked filing cabinet and on a password-protected computer and only the research team will have access to the records. Data will be destroyed after use as the audio recording data will be deleted immediately after it has been transferred to transcript form, print data will be destroyed at the end of study. The results of the study may be presented at national and international conferences, and in written reports and articles.

### **What happens if I change my mind?**

You can change your mind at any time without any repercussions. During the research, you can stop completing the activities at any time. If you change your mind after data collection has ended, we will discard your data.

### **Who has reviewed the study?**

This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct. The University has the appropriate insurances in place. Full details are available on request.

### **What happens if something goes wrong?**

In the unlikely case of concern or complaint, you can contact Dr Richard Harris, University of Reading; [Tel: +44\(0\)1183782725](tel:+44(0)1183782725), Email: [r.j.harris@reading.ac.uk](mailto:r.j.harris@reading.ac.uk) and Dr Fiona Curtis, University of Reading; Email: [f.r.curtis@reading.ac.uk](mailto:f.r.curtis@reading.ac.uk)

**Where can I get more information?**

If you would like more information, please contact Ahlam Alatiq, Tel: +44(0)7415900157, Email: [A.Alatiq@pgr.reading.ac.uk](mailto:A.Alatiq@pgr.reading.ac.uk)

We do hope that you will agree to your participation in the study. If you do, please complete the attached consent form and return it, sealed, in the pre-paid envelope provided, to us.

Thank you for your time.



## Appendix 1.2: Head Teacher Consent Form in English

**Research Project:** Exploring Resistance to change and teacher attitude towards a new educational change in female schools in King Saudi Arabia.

### Head Teacher Consent Form

I have read the Information Sheet about the project and received a copy of it.

I understand what the purpose of the project is and what is required of me. All my questions have been answered. I agree to take part in this project.

I understand that my participation is entirely voluntary.

I understand that it is my choice to help with this project and that I can stop at any time, without giving a reason and without repercussions by sending an email to the addresses above.

I understand that I will be interviewed and that the interview will be recorded and transcribed.

I have received a copy of this Consent Form and of the Information Sheet.

### **Please tick as appropriate:**

I consent to doing a concept map

I consent to being interviewed

I consent to this interview being recorded

Name of head teacher: \_\_\_\_\_

Name of primary school: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_



## Appendix 1.3: Head teacher information sheet in Arabic

### ورقة المعلومات لمديرة المدرسة

**عنوان البحث:** استكشاف مقاومة التغيير و موقف المعلم نحو التغيير التعليمي الجديد في مدارس الاناث في المملكة العربية السعودية.

**اعضاء الفريق لهذا المشروع:** أحلام العتيق

**سعادة مديرة المدرسة:**

أود أن أدعوك للمشاركة في استبيبي البحثية حول موقف المعلم نحو التغيير التعليمي الجديد.

قبل أن تقرري ما إذا كنت ستشاركون فإنه من المهم بالنسبة لك أن تفهم لماذا يتم إجراء هذا البحث وماذا سينطوي. أتمنى ان تاخذي وقت لقراءة هذي المعلومات بعناية و يمكنك الاستفسار من الباحث اذا اردت التوضيح من شي معين او تريد مزيدا من المعلومات. هذا البحث مدموم من قبل وزارة التربية والتعليم السعودية ولديها من موزارة التربية والتعليم المضيقدا. ماتبقنم هذا الورق في موضحنا ليدنا التفصيل عن هذا الدراسة، ويصفما يعني لك في هذا الدراسة.

### ما هي الدراسة؟

هذا الدراسة هي جزء من مشروع و عرسالة الدكتوراه هو القائم عليها معهد التربية في جامعة يدينيغيا المملكة المتحدة تحت اشراف الدكتور ريتشارد هاريسو الدكتور فيونا كورنيس. انها تهدف الى استكشاف مواقف اوعو خبرات المعلمين من الاناث في مابيتعلق بتطبيق التغيير التعليمي الجديد. كما تهدف الى استكشاف اوعو املا لتقييم كفاءة المعلمين ليان تعتمد، نتجها لوقاواو التغيير. من خلال التحقيق في هذا العوامل، فإن الباحثواو لالمساهمة في انقاشنا سبل لتحصين البرنامج الذي يعملد عمواو المعلمين.

### لماذا تم اختيارك للمشاركة في هذا الدراسة؟

لقد وجهتلك الدعوة للمشاركة كفي هذا المشروع و لأنك قد اعررتي عن رغبتك في المشاركة في مشروع و عي، ولأنك أكثر ذو معرفة جيدة عن موقفا المعلمين الخاصو الإصلاح التربوي، وكيفا عتمد المعلمين، تجاهلو أو قاوموا التغيير. رأيك سوف يكون مفيد في هذا المشروع.

### هل يجبان تشاركي؟

امر المشار كهم تروك تمامالك إذا كنت تترغيين. يمكنك أيضا سحبو موافقتك على المشاركة في أي وقت أثناء تنفيذ المشروع، دون أي تدا عياتكم، عن طريق الاتصال بالباحث باستخدام التفاصيل أعلاه.

### ماذا سيحدث إذا شاركتي؟

إذا وافقت على المشاركة في هذا البحث، فسوف تشار كيني في: الخريطة الذهنية: سوف يطلب منك تعبير عن مشاعر كحول التغيير التعليمي عن طريق الرسم.

مقابلة تستغر قحوالي 45 دقيقة، وسوف يتمسو الكعنا فكاركو خبر تكفي التغيير التعليمي الجديد. وبعد ذلك، سيتم تسجيل هذا المقابلة في نسخة.

### ما هي مخاطر و فوائد المشاركة؟

المعلومات التي تأخذ منك ستبقى سرية ولنير اها سوبانا و مشرفي. كما سيتم عقد البيانات الخاصة بك بسرية تامة ولن يتم تقاسمها مع أي من الموظفين او المدرسين الآخرين، أو وزارة التربية والتعليم. لن يتم تسجيل أسماء أو أية تفاصيل عنك و التي قد تكون موجودة في نصوص المقابلة أو الملاحظة. وسوف يتم تغيير أو إخفاء أي معلومات عن نصوص المقابلة لتحمي هوية الشخصيات الخاصة بك.

ونناجهد هالدراسة سوف تستخدم لمد عمالتعليم. ويمكن أن تساعد في حل بعض التحديات التي تدنو اجها بعض المعلمين عندما يتم تطبيق تغييرات التعليم الجديدة. فهو يساعد على تحديد المناطق الأشد احتياجا للتمية و كذلك تشجيع الممارسات الجيدة.

### ماذا سيحدث للبيانات؟

وسوف يتم جمع البيانات بسرية تامة و سيتم استخدامها بأسماء مستعار ه في هذا الدراسة أو في أي منشور اتلاحقة. سيتم الاحتفاظ بسجلات هذا الدراسة بطريقة خاصة. سيتم تعيينا المشار كو نعدداو سوف تفتح المقابلة العدد في كلاسجلات. سيتم تخزين السجلات الباحث بشكل منفصل انه الملفات المغلقة و عالجها كميوتر محمي كلمة مرور. و فر يقال بحثي سكونا متاح لها لوصولنا لسجلات. و سيتم تدمير البيانات بعد الاستعمال كما سيتم حذف بيانات التسجيل الصوتي بعد أن يتم نقلها للشكل النص، و سيتم تدمير البيانات المطبوعة في نهاية الدراسة. ويمكن عرض نتائج الدراسة في المؤتمر الوطني و الدولي، و التقارير المكتوبة في المقالات.

ماذا يحدث إذا اقتبعتي غير رأيي؟

يمكنك تغيير رأيك أي وقت دون أي تبعات. خلال البحث، يمكنك التوقف عن استكمال الأنشطة في أي وقت. إذا غيرت رأيك بعد جمع البيانات التي قد انتهت، نحن سوف نتجاهل البيانات الخاصة بك.

من الذي سوف يراجع الدراسة؟

هذا المشروع سوف يراجع عن طريق لجنة أخلاقيات البحوث بالجامعة ويتم إعطاء الرأي الأخلاقي الموافقة للسلوك. وتمتلك الجامعة التأمينات المناسبة للمكان. و التفاصيل الكاملة متوفرة عند الطلب.

ماذا يحدث إذا حدث خطأ ما؟

في حالة الاحساس بالقلق أو شك فيمكنك الاتصال بالبروفيسور سوزان غراهام، جامعة ريدينغ. هاتف:

Tel: +44(0)1183782725,

[r.j.harris@reading.ac.uk](mailto:r.j.harris@reading.ac.uk)، بريد إلكتروني

[f.r.curtis@reading.ac.uk](mailto:f.r.curtis@reading.ac.uk)

أين يمكنني الحصول على مزيد من المعلومات؟

إذا كنت غير متأكد من الحصول على مزيد من المعلومات، يرجى الاتصال

هاتف: +44(0)1579007415

بريد إلكتروني

[A.Alatiq@pgr.reading.ac.uk](mailto:A.Alatiq@pgr.reading.ac.uk)

نحن نأمل أن نوافق على مشاركتك في هذه الدراسة. إذا كنت غير متأكد، يرجى الاتصال بالمرافقة المرافقة وإعادة إعدادها، مختومة.

شكر الكمل وقتك.

## Appendix 1.4: Head Teacher Consent Form in Arabic

**عنوان البحث:** استكشاف مقاومة التغيير و موقف المعلم نحو التغيير التعليمي الجديد في مدارس الاناث في المملكة العربية السعودية.

### استمارة موافقة مديرة المدرسة

لقد قرأت ورقة المعلومة المتعلّقة بالمشروع وحصلت على نسخة منه

وأنا أفهمها وهو الغرض من هذا المشروع وعوما هو المطلوب مني. تمالر د على جميع أسئلتني. أنا أو افعلنا المشاركة في هذا المشروع

وأنا أفهم أن مشاركتي طوعاً و رغبتاً

وأنا أفهم أن خيار المساعدة في هذا المشروع، وأنني يمكن أن أتوقف أي وقت، دون إبداء أسباب ودون تداعيات عن طريقي يقارن بالبريد الإلكتروني وبالاعلان بأعلاه

أفهم تماماً أنه سيتم مقابلي وأنا المقابلة سيتم تسجيلها ونسخها

لقد تأققت نسخة من نموذج الموافقة وورقة المعلومات

**يرجى وضع علامة حسب المناسب:**

أوافق على سم شعوري

أوافق على أنني مستجوابي

أوافق على هذا المقابلة التي سجلت

اسم مديرة المدرسة:

اسم المدرسة:

التوقيع:

التاريخ:





School permission information

**Research Project:** Exploring Resistance to change and teacher attitude towards a new educational change in female schools in Kingdom Saudi Arabia.

**Project Team Members:** Ahlam Alatiq

**Dear Head Teacher,**

I am writing to invite your school to take part in a research study about teacher attitude towards a new educational change.

Before you decide whether to participate it is important for you to understand why the research is being conducted and what it will involve. Please take your time to read the following information carefully. Ask the researcher if there is anything that is not clear or if you would like more information. This research is being supported by the Saudi Ministry of Education and has permission from the Ministry of Education to proceed.

The rest of this sheet explains the study in more details, and describes what being in the study would mean for you.

**What is the study?**

This study is a part of a PhD project that I am undertaking at the Institute of Education at the University of Reading in the UK under the direction of Dr Richard Harris and Dr Fiona Curtis. It aims to explore the attitudes, opinions and experiences of female teachers regarding applying a new education change. It aims also to explore the factors which could play roles in teachers' attitude to adopt, ignore or resist change. By investigating these factors, the researcher will attempt to contribute to the discussion regarding ways to improve the programme that is running to support teachers' attitude.

**Why has this school been chosen to take part?**

This school was chosen because your school is a primary school that has been expected to implement ministry initiated educational changes. Also, your school is within a specific area which allows me to access the school.

**Does the school have to take part?**

It is entirely up to you whether you participate. You may also withdraw your consent to participation at any time during the project, without any repercussions to you, by contacting the researcher using the details above.

**What will happen if the school takes part?**

If you agree your school taking part in this research, participates in your school will take part as following:

- 1- You will be asked to complete a concept map', which will then be used as part of an interview about educational change in the KSA.

- 2- Six teachers from the school will be asked to complete a concept map, and will then be interviewed, In addition I would like to observe each teacher in a lesson for approximately 45 minutes.

**What are the risks and benefits of taking part?**

The information given by participants in the study will remain confidential and will only be seen by me and my supervisor. Information about individuals will not be shared with the school. Participants' names and any contact details will not be recorded on the interview transcripts or observations. I will alter or conceal any information on transcripts that might allow others to infer other identities.

I anticipate that the findings of this study will be used to support teaching. It could help to solve some challenges that may face some teachers when they apply a new education change. It helps to identify the areas of greatest need for development as well as to promote good practice.

**What will happen to the data?**

Any data collected will be held in strict confidence and no real names will be used in this study or in any subsequent publications. The records of this study will be kept private. Participants will be assigned a number and will be referred to by that number in all records. Research records will be stored securely in a locked filing cabinet and on a password-protected computer and only the research team will have access to the records. Data will be destroyed after use as the audio recording data will be deleted immediately after it has been transferred to transcript form, print data will be destroyed at the end of study. The results of the study may be presented at national and international conferences, and in written reports and articles.

**Who has reviewed the study?**

This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct. The University has the appropriate insurances in place. Full details are available on request.

**What happens if I change my mind?**

You can change your mind at any time without any repercussions. If you change your mind after data collection has ended, we will discard the school's data.

**What happens if something goes wrong?**

In the unlikely case of concern or complaint, you can contact Dr Richard Harris, University of Reading; [Tel: +44\(0\)118 3782725](tel:+44(0)1183782725), Email: [r.j.harris@reading.ac.uk](mailto:r.j.harris@reading.ac.uk) and Dr Fiona Curtis, University of Reading; Email: [f.r.curtis@reading.ac.uk](mailto:f.r.curtis@reading.ac.uk)

**Where can I get more information?**

If you would like more information, please contact Ahlam Alatiq, Tel: +44(0)7415900157, Email: [A.Alatiq@pgr.reading.ac.uk](mailto:A.Alatiq@pgr.reading.ac.uk)

**What do I do next?**

We do hope that you will agree to your participation in the study. If you do, please complete the attached consent form and return it, sealed, in the pre-paid envelope provided, to us.

Thank you for your time.



Yours sincerely,

**Research Project:** Exploring Resistance to change and teacher attitude towards a new educational change in female schools in King Saudi Arabia.

Head Teacher Consent Form

I have read the Information Sheet about the project and received a copy of it.

I understand what the purpose of the project is and what is required of me. All my questions have been answered. I agree to take part in this project.

I understand that participation in this project is entirely voluntary.

I understand that it is our choice (teachers and me) to help with this project and that we can stop at any time, without giving a reason and without repercussions by sending an email to the addresses above.

I understand that I will be interviewed and that the interview will be recorded and transcribed.

I understand that teachers will be observed and interviewed and that the interview will be recorded and transcribed.

I have received a copy of this Consent Form and of the Information Sheet.

**Please tick as appropriate:**

I consent to the involvement of my school in the project as outlined in the Information Sheet

I do not consent to this research taking place in my school

Name of Head Teacher: \_\_\_\_\_

Name of primary school: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_



## Appendix 1.6: School Permission Information in Arabic

### ورقة المعلومات لمديرة المدرسة

**عنوان البحث:** استكشاف مقاومة التغيير و موقف المعلم نحو التغيير التعليمي الجديد في مدارس الاناث في المملكه العربيه السعوديه.

**اعضاء الفريق لهذا المشروع:** أحلام العتيق

**سعادة مديرة المدرسة:**

أود أن أدعوك للمشاركة مدرستك في دراستي البحثية حول موقف المعلم نحو التغيير التعليمي الجديد.

قبل أن تقرري ما إذا كنت ستشاركين فإنه من المهم بالنسبة لك أن تفهم لماذا يتم إجراء هذا البحث وماذا سينطوي. أتمنى ان تاخذي وقت لقراءة هذي المعلومات بعناية. و يمكنك الاستفسار من الباحث اذا اردت التوضيح من شي معين او تريد مزيدا من المعلومات. هذا البحث مدعوم من قبل وزارة التربية والتعليم السعودية ولديه إذن من وزارة التربية والتعليم والمضي قدما. ما تبقى من هذه الورقة يوضح المزيد من التفاصيل عن هذا الدراسة، ويصف ما يعني لك في هذا الدراسة.

### ما هي الدراسة؟

هذه الدراسة هي جزء من مشروع رسالة الدكتوراه والقائم عليها معهد التربية في جامعة ريدينغ في المملكة المتحدة تحت إشراف الدكتور ريتشارد هاريس والدكتور فيونا كورنيس. انها تهدف الى استكشاف مواقف و آراء وخبرات المعلمين من الإناث فيما يتعلق بتطبيق التغيير التعليمي الجديد. كما تهدف إلى استكشاف العوامل التي يمكن أن تلعب دورا في مواقف المعلمين لي أن تعتمد، تتجاهل أو تقاوم التغيير. من خلال التحقيق في هذه العوامل، فإن الباحث يحاول المساهمة في النقاش بشأن السبل لتحسين البرنامج الذي يعمل لدعم مواقف المعلمين.

### لماذا تم اختيارك للمشاركة في هذا الدراسة؟

لقد تم اختيار هذه المدرسة لأن المدرسة هي مدرسة ابتدائية وتنفذ سياسة التعليم.

### هل يجب أن تشاركي؟

امر المشاركة متروك تماما لك إذا كنت ترغيبين. يمكنك أيضا سحب موافقتك عن المشاركة في أي وقت أثناء تنفيذ المشروع، دون أي تداعيات لكم، عن طريق الاتصال بالباحث باستخدام التفاصيل أعلاه.

### ماذا سيحدث إذا شاركتي؟

إذا وافقت على المشاركة في هذا البحث، فسوف تشاركين في: الخريطة الذهنية: سوف يطلب منك تعبير عن مشاعرك حول التغيير التعليمي عن طريق الرسم.

مقابلة تستغرق حوالي 45 دقيقة، وسوف يتم سواك عن افكارك وخبرتك في التغيير التعليمي الجديد. وبعد إذنتكم، سيتم تسجيل هذه المقابلة ونسخه.

سوف يطلب 6 من المعلمات من المدرسة للتعبير عن مشاعرهم حول التغيير التربوي بالاعتماد على الرسم.

سوف يطلب 6 من المعلمات من المدرسة للمشاركة في لقاء لتقديم أفكارهم وتجاربهم في تغيير التعليم الجديد. مع الاذن الخاص بهم، سيتم تسجيل هذه المقابلة ونسخه.

6 من المعلمين من مدرستك سيقام أيضا معهم مقابلة السيناريو، والتي سوف يتم سؤالهم ثلاثة أسئلة عن أفكارهم وتجاربهم في تغيير التعليم الجديد.

6 حصص سوف تلاحظ مع مراعاة أن الملاحظه ستستغرق حوالي 45 دقيقة، وسوف تدون الملاحظات.

### ما هي مخاطر وفوائد المشاركة؟

المعلومات التي تأخذ منك ستبقى سرية ولن يراها سوى انا ومشرفي. كما سيتم عقد البيانات الخاصة بك بسرية تامة ولن يتم تقاسمها مع أي من الموظفين او المدرسين الآخرين، أو وزارة التربية والتعليم. لن يتم تسجيل أسماء أو أية تفاصيل عنك و التي قد تكون موجودة في نصوص المقابلة أو الملاحظه. وسوف يتم تغيير أو إخفاء أي معلومات عن النصوص التي قد تسمح للآخرين لاستنتاج الهويات الخاصة بك.

و نتائج هذه الدراسة سوف تستخدم لدعم التعليم. ويمكن أن تساعد في حل بعض التحديات التي قد تواجه بعض المعلمين عندما يتم تطبيق تغييرات التعليم الجديد. فهو يساعد على تحديد المناطق الأشد احتياجاً للتنمية وكذلك لتشجيع الممارسات الجيدة.

#### ماذا سيحدث للبيانات؟

وسوف يتم جمع البيانات بسرية تامة وسيتم استخدام أي أسماء مستعاره في هذه الدراسة أو في أي منشورات لاحقة. سيتم الاحتفاظ بسجلات لهذه الدراسة بطريقة خاصة. سيتم تعيين المشاركين عدداً وسوف تحال من قبل هذا العدد في كل السجلات. سيتم تخزين السجلات الأبحاث بشكل آمن في خزانة الملفات المغلقة وعلى جهاز كمبيوتر محمي بكلمة مرور. وفريق البحث سيكون المتاح له الوصول إلى السجلات. وسيتم تدمير البيانات بعد الاستعمال كما سيتم حذف بيانات تسجيل الصوت على الفور بعد أن يتم نقلها إلى شكل نص، وسيتم تدمير البيانات المطبوعة في نهاية الدراسة. ويمكن عرض نتائج الدراسة في المؤتمرات الوطنية والدولية، والتقارير المكتوبة والمقالات.

#### ماذا يحدث إذا قمت بتغيير رأيي؟

يمكنك تغيير رأيك في أي وقت دون أي تداعيات. خلال البحث، يمكنك التوقف عن استكمال الأنشطة في أي وقت. إذا غيرت رأيك بعد جمع البيانات التي قد انتهت، نحن سوف نتجاهل البيانات الخاصة بك.

#### من الذي سوف يراجع الدراسة؟

هذا المشروع سوف يراجع عن طريق لجنة أخلاقيات البحث بالجامعة ويتم إعطاء الرأي الأخلاقي المواتية للسلوك. وتمتلك الجامعة التأمينات المناسبة للمكان. و التفاصيل الكاملة متوفرة عند الطلب.

#### ماذا يحدث إذا حدث خطأ ما؟

في حالة الاحساس بالقلق أو شك فيمكنك الاتصال بالبروفيسور ريتشارد و فيونا

[r.j.harris@reading.ac.uk](mailto:r.j.harris@reading.ac.uk)

[f.r.curtis@reading.ac.uk](mailto:f.r.curtis@reading.ac.uk)

#### أين يمكنني الحصول على مزيد من المعلومات؟

إذا كنت ترغب في مزيد من المعلومات، يرجى الاتصال

+44(0)7415900157,

[A.Alatiq@pgr.reading.ac.uk](mailto:A.Alatiq@pgr.reading.ac.uk)

نحن نأمل أن توافق على مشاركتك في هذه الدراسة. إذا قمت بذلك، يرجى ملء استمارة الموافقة المرفقة وإعادتها، مختومة.

شكراً لك على وقتك.

**عنوان البحث:** استكشاف مقاومة التغيير و موقف المعلم نحو التغيير التعليمي الجديد في مدارس الاناث في المملكة العربية السعودية.

#### استمارة موافقة مديرة المدرسه

لقد قرأت ورقة المعلومات عن المشروع وحصلت على نسخة منه

وأنا أفهم ما هو الغرض من هذا المشروع وما هو المطلوب مني. تم الرد على جميع أسئلتي. أنا أوافق على المشاركة في هذا المشروع

وأنا أفهم أن مشاركتي طوعية تماماً

وأنا أفهم أنه خيارى للمساعدة فى هذا المشروع، وأنى يمكن أن اتوقف فى أى وقت، دون إبداء أسباب ودون تداعىات عن طرىق إرسال برىد إلكترونى إلى العناوین أعلاه

أتفهم تماما أنه سىتم مقابلتى وأن المقابلة سىتم تسجيلها ونسخها

أنا أفهم أن المعلمین سوف تقومى بملاحظة حصصهم و سىتم مقابلتهم وأن المقابلة سىتم تسجيلها وتدوینها

لقد تلقىت نسخة من نموذج الموافقة وورقة المعلومات

**یرجى وضع علامة حسب المناسب:**

أوافق على مشاركة مدرستى فى هذا المشروع على النحو المبین فى ورقة معلومات

أنا لا اوافق على عمل هذا البحث فى مدرستى

اسم مديرة المدرسه:

اسم المدرسة:

التوقيع:

التارىخ:



**Appendix 1. 7: Teacher Information Sheet in English**

**Research Project:** Exploring Resistance to change and teacher attitude towards a new educational change in female schools in Kingdom Saudi Arabia.

**Project Team Members:** Ahlam Alatiq

**Dear Teacher,**

I would like to invite you to take part in my research study about teacher attitude towards a new educational change.

Before you decide whether to participate it is important for you to understand why the research is being conducted and what it will involve. Please take your time to read the following information carefully. Ask the researcher if there is anything that is not clear or if you would like more information. This research is being supported by the Saudi Ministry of Education and has permission from the Ministry of Education to proceed.

The rest of this sheet explains the study in more detail, and describes what being in the study would mean for you.

**What is the study?**

This study is a part of a PhD project that I am undertaking at the Institute of Education at the University of Reading in the UK under the direction of Dr Richard Harris and Dr Fiona Curtis. It aims to explore the attitudes, opinions and experiences of female teachers regarding applying a new education change. It aims also to explore the factors which could play roles in teachers' attitude to adopt, ignore or resist change. By investigating these factors, the researcher will attempt to contribute to the discussion regarding ways to improve the programme that is running to support teachers' attitude.

**Why have I been chosen to take part?**

You have been invited to take part in the project because you have expressed an interest in being involved in my project, because you have knowledge and experience about education in the past and in the present. You have lived through the experience of educational reform and your opinion will be helpful in this project.

**Do I have to take part?**

It is entirely up to you whether you participate. You may also withdraw your consent to participation at any time during the project, without any repercussions to you, by contacting the researcher using the details above.

**What will happen if I take part?**

If you agree to participate in this research, you will be asked to complete a concept map, and will then be interviewed. In addition I would like to observe each teacher in a lesson for approximately 45 minutes.

**What are the risks and benefits of taking part?**

The information you give will remain confidential and will only be seen by me and my supervisor. Also your data will be held in strict confidence and will not be shared with their head teacher or with the Ministry of Education. Your names and any contact details will not be recorded on the interview transcripts or observations. I will alter or delete any information on transcripts that might allow others to infer your identities.

I anticipate that the findings of this study will be used to support your teaching. It could help you to solve some challenges that may face it when you apply a new education change. It helps to identify the areas of greatest need for development as well as to promote good practice.

### **What will happen to the data?**

Any data collected will be held in strict confidence and no real names will be used in this study or in any subsequent publications. The records of this study will be kept private. Participants will be assigned a number and will be referred to by that number in all records. Research records will be stored securely in a locked filing cabinet and on a password-protected computer and only the research team will have access to the records. Data will be destroyed after use as the audio recording data will be deleted immediately after it has been transferred to transcript form, print data will be destroyed at the end of study. The results of the study may be presented at national and international conferences, and in written reports and articles.

### **What happens if I change my mind?**

You can change your mind at any time without any repercussions. During the research, you can stop completing the activities at any time. If you change your mind after data collection has ended, we will discard your data.

### **Who has reviewed the study?**

This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct. The University has the appropriate insurances in place. Full details are available on request.

### **What happens if something goes wrong?**

In the unlikely case of concern or complaint, you can contact Dr Richard Harris, University of Reading; [Tel: +44\(0\)1183782725](tel:+44(0)1183782725), Email: [r.j.harris@reading.ac.uk](mailto:r.j.harris@reading.ac.uk) and Dr Fiona Curtis, University of Reading; Email: [f.r.curtis@reading.ac.uk](mailto:f.r.curtis@reading.ac.uk)

### **Where can I get more information?**

If you would like more information, please contact Ahlam Alatiq, Tel: +44(0)7415900157, Email: [A.Alatiq@pgr.reading.ac.uk](mailto:A.Alatiq@pgr.reading.ac.uk)

We do hope that you will agree to your participation in the study. If you do, please complete the attached consent form and return it, sealed, in the pre-paid envelope provided, to us.

Thank you for your time.



## Appendix1.8: Teacher Consent Form in English

**Research Project:** Exploring Resistance to change and teacher attitude towards a new educational change in female schools in King Saudi Arabia.

### Teacher Consent Form

I have read the Information Sheet about the project and received a copy of it.

I understand what the purpose of the project is and what is required of me. All my questions have been answered. I agree to take part in this project.

I understand that my participation is entirely voluntary.

I understand that it is my choice to help with this project and that I can stop at any time, without giving a reason and without repercussions by sending an email to the addresses above.

I understand that I will be observed and interviewed and that the interview will be recorded and transcribed.

I have received a copy of this Consent Form and of the Information Sheet.

#### **Please tick as appropriate:**

I consent to completing a concept map

I consent to being interviewed

I consent to this interview being recorded

I consent to the classroom observation as described in the information sheet

Name of teacher: \_\_\_\_\_

Name of primary school: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_



## Appendix 1.9: Teacher Information Sheet in Arabic

ورقة المعلومات للمعلمة

**عنوان البحث:** استكشاف مقاومة التغيير و موقف المعلم نحو التغيير التعليمي الجديد في مدارس الاناث في المملكة العربية السعودية.

**اعضاء الفريق لهذا المشروع:** أحلام العتيق

**سعادة المعلمة:**

أود أن أدعوك للمشاركة في دراستي البحثية حول موقف المعلم نحو التغيير التعليمي الجديد.

قبل أن تقرري ما إذا كنت ستشاركين فإنه من المهم بالنسبة لك أن تفهم لماذا يتم إجراء هذا البحث وماذا سينطوي. اتمنى ان تاخذي وقت لقراءة هذي المعلومات بعناية. و يمكنك الاستفسار من الباحث اذا اردت التوضيح من شي معين او تريد مزيدا من المعلومات. هذا البحث مدعوم من قبل وزارة التربية والتعليم السعودية ولديه إذن من وزارة التربية والتعليم والمضي قدما.

ما تبقى من هذه الورقة يوضح المزيد من التفصيل عن هذا الدراسة، ويصف ما يعني لك في هذا الدراسة.

**ما هي الدراسة؟**

هذه الدراسة هي جزء من مشروع رسالة الدكتوراه و القائم عليها معهد التربية في جامعة ريدينغ في المملكة المتحدة تحت إشراف الدكتور ريتشارد هاريس والدكتور فيونا كورتيس. انها تهدف الى استكشاف مواقف و آراء وخبرات المعلمين من الإناث فيما يتعلق بتطبيق التغيير التعليمي الجديد. كما تهدف إلى استكشاف العوامل التي يمكن أن تلعب دورا في مواقف المعلمين لي أن تعتمد، تتجاهل أو تقاوم التغيير. من خلال التحقيق في هذه العوامل، فإن الباحث يحاول المساهمة في النقاش بشأن السبل لتحسين البرنامج الذي يعمل لدعم مواقف المعلمين.

**لماذا تم اختيارك للمشاركة في هذا الدراسة؟**

لقد وجهت لك الدعوة للمشاركة في هذا المشروع لأنك قد أعربتني عن رغبتك في المشاركة في مشروع عي، ولأن لديك المعرفة والخبرة حول التعليم في الماضي وفي الحاضر. ولقد عشتي تجربة الإصلاح التعليمي. و رأيك سوف يكون مفيد في هذا المشروع.

**هل يجب أن تشاركي؟**

امر المشاركة متروك تماما لك إذا كنت ترغيبين. يمكنك أيضا سحب موافقتك عن المشاركة في أي وقت أثناء تنفيذ المشروع، دون أي تداعيات لكم، عن طريق الاتصال بالباحث باستخدام التفاصيل أعلاه.

**ماذا سيحدث إذا شاركتي؟**

إذا وافقت على المشاركة في هذا البحث، سوف تشاركين في:

الخريطة الذهنية: سوف يطلب منك تعبير عن مشاعرك حول التغيير التعليمي عن طريق الرسم.

مقابلة تستغرق حوالي 45 دقيقة، وسوف يتم سؤالك عن افكارك وخبرتك في التغيير التعليمي الجديد. وبعد إذنتكم، سيتم تسجيل هذه المقابلة ونسخه.

السيناريو يتم في نهاية المقابلة، و سوف يوجه لك ثلاثة أسئلة حول افكارك وخبرتك في تغيير التعليم الجديد. الملاحظات الصفية، والتي سوف ينطوي على مراقبة درس واحد و الذي يستغرق حوالي 45 دقيقة، وتدوين الملاحظات

**ما هي مخاطر وفوائد المشاركة؟**

المعلومات التي تأخذ منك ستبقى سرية ولن يراها سوى انا ومشرفي. كما سيتم عقد البيانات الخاصة بك بسرية تامة ولن يتم تقاسمها مع أي من الموظفين او المدرسين الآخرين، أو وزارة التربية والتعليم. لن يتم تسجيل أسماء أو أية تفاصيل عنك و التي قد تكون موجودة في نصوص المقابلة أو الملاحظه. وسوف يتم تغيير أو إخفاء أي معلومات عن النصوص التي قد تسمح للآخرين لاستنتاج الهويات الخاصة بك.

و نتائج هذه الدراسة سوف تستخدم لدعم التعليم. ويمكن أن تساعد في حل بعض التحديات التي قد تواجه بعض المعلمين عندما يتم تطبيق تغييرات التعليم الجديده. فهو يساعد على تحديد المناطق الأشد احتياجاً للتنمية وكذلك لتشجيع الممارسات الجيدة.

#### ماذا سيحدث للبيانات؟

وسوف يتم جمع البيانات بسرية تامة وسيتم استخدام أي أسماء مستعاره في هذه الدراسة أو في أي منشورات لاحقة. سيتم الاحتفاظ بسجلات لهذه الدراسة بطريقة خاصة. سيتم تعيين المشاركين عدداً وسوف تحال من قبل هذا العدد في كل السجلات. سيتم تخزين السجلات الأبحاث بشكل آمن في خزانة الملفات المغلقة وعلى جهاز كمبيوتر محمي بكلمة مرور. وفريق البحث سيكون متاح له الوصول إلى السجلات. وسيتم تدمير البيانات بعد الاستعمال كما سيتم حذف بيانات تسجيل الصوت على الفور بعد أن يتم نقلها إلى شكل نص، وسيتم تدمير البيانات المطبوعة في نهاية الدراسة. ويمكن عرض نتائج الدراسة في المؤتمرات الوطنية والدولية، والتقارير المكتوبة والمقالات.

#### ماذا يحدث إذا قمت بتغيير رأيي؟

يمكنك تغيير رأيك في أي وقت دون أي تداعيات. خلال البحث، يمكنك التوقف عن استكمال الأنشطة في أي وقت. إذا غيرت رأيك بعد جمع البيانات التي قد انتهت، نحن سوف نتجاهل البيانات الخاصة بك.

#### من الذي سوف يراجع الدراسة؟

هذا المشروع سوف يراجع عن طريق لجنة أخلاقيات البحوث بالجامعة ويتم إعطاء الرأي الأخلاقي المواتية للسلوك. وتمتلك الجامعة التأمينات المناسبة للمكان. و التفاصيل الكاملة متوفرة عند الطلب.

#### ماذا يحدث إذا حدث خطأ ما؟

في حالة الاحساس بالقلق أو شك فيمكنك الاتصال بالبروفيسور ريتشارد و الدكتور فيونا، جامعة ريدينغ.

Tel: +44(0)1183782725,

r.j.harris@reading.ac.uk

f.r.curtis@reading.ac.uk

#### أين يمكنني الحصول على مزيد من المعلومات؟

إذا كنت ترغب في مزيد من المعلومات، يرجى الاتصال لويز كورتنى

+44(0)7415900157,

A.Alatiq@pgr.reading.ac.uk

نحن نأمل أن توافق على مشاركتك في هذه الدراسة. إذا قمت بذلك، يرجى ملء استمارة الموافقة المرفقة وإعادتها، مختومة.

شكراً لك على وقتك.

## Appendix 1.10: Teacher Consent Form in Arabic

**عنوان البحث:** استكشاف مقاومة التغيير و موقف المعلم نحو التغيير التعليمي الجديد في مدارس الاناث في المملكة العربية السعودية.

### استمارة موافقة المعلمة

لقد قرأت ورقة المعلومات عن المشروع وحصلت على نسخة منه

وأنا أفهم ما هو الغرض من هذا المشروع وما هو المطلوب مني. تم الرد على جميع أسئلتني. أنا أوافق على المشاركة في هذا المشروع

وأنا أفهم أن مشاركتي طوعية تماما

وأنا أفهم أنه خيارني للمساعدة في هذا المشروع، وأنني يمكن أن اتوقف في أي وقت، دون إبداء أسباب ودون تداعيات عن طريق إرسال بريد إلكتروني إلى العناوين أعلاه

أفهم تماما أنه سيتم مقابلتي وأن المقابلة سيتم تسجيلها ونسخها

لقد تلقيت نسخة من نموذج الموافقة ورقة المعلومات

**يرجى وضع علامة حسب المناسب:**

أوافق على رسم شعوري

أوافق على أن يتم استجوابي

أوافق على هذه المقابلة التي سجلت

أوافق على مراقبة فصلي الدراسي كما هو موضح في ورقة المعلومات

اسم المعلمة:

اسم المدرسة:

التوقيع:

التاريخ:



## Appendix 1.11: Ethical Approval Form

University of Reading  
Institute of Education  
Ethical Approval Form A (version May 2015)



Tick one:

Staff project:  PhD  EdD

Name of applicant (s): Ahlam Alatiq

Title of project: Exploring Resistance to change and teacher attitude towards a new educational change in female schools in Kingdom Saudi Arabia.

Name of supervisor (for student projects): Dr Richard Harris and Dr Fiona Curtis.

Please complete the form below including relevant sections overleaf.

|   | YES                                 | NO                                  |                                     |
|---|-------------------------------------|-------------------------------------|-------------------------------------|
| <b>Have you prepared an Information Sheet for participants and/or their parents/carers that:</b>  | <input checked="" type="checkbox"/> |                                     |                                     |
| a) explains the purpose(s) of the project   | <input checked="" type="checkbox"/> |                                     |                                     |
| b) explains how they have been selected as potential participants   | <input checked="" type="checkbox"/> |                                     |                                     |
| c) gives a full, fair and clear account of what will be asked of them and how the information that they provide will be used  | <input checked="" type="checkbox"/> |                                     |                                     |
| d) makes clear that participation in the project is voluntary   | <input checked="" type="checkbox"/> |                                     |                                     |
| e) explains the arrangements to allow participants to withdraw at any stage if they wish  | <input checked="" type="checkbox"/> |                                     |                                     |
| f) explains the arrangements to ensure the confidentiality of any material collected during the project, including secure arrangements for its storage, retention and disposal  | <input checked="" type="checkbox"/> |                                     |                                     |
| g) explains the arrangements for publishing the research results and, if confidentiality might be affected, for obtaining written consent for this  | <input checked="" type="checkbox"/> |                                     |                                     |
| h) explains the arrangements for providing participants with the research results if they wish to have them   | <input checked="" type="checkbox"/> |                                     |                                     |
| i) gives the name and designation of the member of staff with responsibility for the project together with contact details, including email. If any of the project investigators are students at the IoE, then this information must be included and their name provided  | <input checked="" type="checkbox"/> |                                     |                                     |
| k) explains, where applicable, the arrangements for expenses and other payments to be made to the participants  | <input checked="" type="checkbox"/> |                                     |                                     |
| j) includes a standard statement indicating the process of ethical review at the University undergone by the project, as follows:<br>‘This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct’.                       | <input checked="" type="checkbox"/> |                                     |                                     |
| k) includes a standard statement regarding insurance:<br>“The University has the appropriate insurances in place. Full details are available on request”.   | <input checked="" type="checkbox"/> |                                     |                                     |
| <b>Please answer the following questions</b>  | <input checked="" type="checkbox"/> |                                     |                                     |
| 1) Will you provide participants involved in your research with all the information necessary to ensure that they are fully informed and not in any way deceived or misled as to the purpose(s) and nature of the research? (Please use the subheadings used in the example information sheets on blackboard to ensure this). | <input checked="" type="checkbox"/> |                                     |                                     |
| 2) Will you seek written or other formal consent from all participants, if they are able to provide it, in addition to (1)?   | <input checked="" type="checkbox"/> |                                     |                                     |
| 3) Is there any risk that participants may experience physical or psychological distress in taking part in your research?   |                                     | <input checked="" type="checkbox"/> |                                     |
| 4) Have you taken the online training modules in data protection and information security (which can be found here: <a href="http://www.reading.ac.uk/internal/imps/Staffpages/imps-training.aspx">http://www.reading.ac.uk/internal/imps/Staffpages/imps-training.aspx</a> )?  | <input checked="" type="checkbox"/> |                                     |                                     |
| 5) Have you read the Health and Safety booklet (available on Blackboard) and completed a Risk Assessment Form to be included with this ethics application?  | <input checked="" type="checkbox"/> |                                     |                                     |
| 6) Does your research comply with the University’s Code of Good Practice in Research?   | <input checked="" type="checkbox"/> |                                     |                                     |
|   | YES                                 | NO                                  | N.A.                                |
| 7) If your research is taking place in a school, have you prepared an information sheet and consent form to gain the permission in writing of the head teacher or other relevant supervisory professional?  | <input checked="" type="checkbox"/> |                                     |                                     |
| 8) Has the data collector obtained satisfactory DBS clearance?  |                                     |                                     | <input checked="" type="checkbox"/> |

|  |   |   |   |
|--|---|---|---|
| 9) If your research involves working with children under the age of 16 (or those whose special educational needs mean they are unable to give informed consent), have you prepared an information sheet and consent form for parents/carers to seek permission in writing, or to give parents/carers the opportunity to decline consent? |   |   | ✓ |
| 10) If your research involves processing sensitive personal data <sup>1</sup> , or if it involves audio/video recordings, have you obtained the explicit consent of participants/parents?  |   |   | ✓ |
| 11) If you are using a data processor to subcontract any part of your research, have you got a written contract with that contractor which (a) specifies that the contractor is required to act only on your instructions, and (b) provides for appropriate technical and organisational security measures to protect the data?          |   | ✓ |   |
| 12a) Does your research involve data collection outside the UK?  | ✓ |   |   |
| 12b) If the answer to question 12a is "yes", does your research comply with the legal and ethical requirements for doing research in that country?   | ✓ |   |   |
| 13a) Does your research involve collecting data in a language other than English?  | ✓ |   |   |
| 13b) If the answer to question 13a is "yes", please confirm that information sheets, consent forms, and research instruments, where appropriate, have been directly translated from the English versions submitted with this application.  | ✓ |   |   |
| 14a. Does the proposed research involve children under the age of 5?   |   |   | ✓ |
| 14b. If the answer to question 14a is "yes", My Head of School (or authorised Head of Department) has given details of the proposed research to the University's insurance officer, and the research will not proceed until I have confirmation that insurance cover is in place.  |   |   | ✓ |
| <b>If you have answered YES to Question 3, please complete Section B below</b>   |   |   | ✓ |

Please complete **either** Section A or Section B and provide the details required in support of your application. Sign the form (Section C) then submit it with all relevant attachments (e.g. information sheets, consent forms, tests, questionnaires, interview schedules) to the Institute's Ethics Committee for consideration. Any missing information will result in the form being returned to you.

|  |   |
|--|---|
| <b>A:</b> My research goes beyond the 'accepted custom and practice of teaching' but I consider that this project has <b>no</b> significant ethical implications. (Please tick the box.)   | ✓ |
| Please state the total number of participants that will be involved in the project and give a breakdown of how many there are in each category e.g. teachers, parents, pupils etc.   |   |
| The number of participants is 14.<br>12 of teachers and 2 of head teachers.  |   |
| Give a brief description of the aims and the methods (participants, instruments and procedures) of the project in up to 200 words noting:<br>1. title of project<br>2. purpose of project and its academic rationale<br>3. brief description of methods and measurements<br>4. participants: recruitment methods, number, age, gender, exclusion/inclusion criteria<br>5. consent and participant information arrangements, debriefing (attach forms where necessary)<br>6. a clear and concise statement of the ethical considerations raised by the project and how you intend to deal with them.<br>7. estimated start date and duration of project   |   |
| The title of this research is 'Exploring Resistance to change and teacher attitude towards a new educational change in female schools in Kingdom Saudi Arabia'. This research aims to obtain and explore the attitudes, opinions and experiences of female teachers regarding applying a new education change. It also aims to explore the factors which could play roles in teachers' attitude to adopt, ignore or resist change<br>The data in this study will be gathered by various methods; concept map, semi-structured interview, scenario interview and observation method. The participants in this study will be drawn from two categories; the first sample is 12 teachers from whom the data will be gathered by using the concept map as interview tools, semi-structured interview, scenario interview and observation method. While the second sample is 2 head teachers and the data will be gathered by only using the concept map and semi-structured interview. All participants are female gender and they have taught different subjects. Each participant will give an information sheet and consent form before they participate in this study and their participation in this study is voluntary. It will inform them the methods that will use in this study and the purpose of this study. It also will take into account before collect the data to inform the participant that their identity will anonymised and explains the arrangements to ensure the confidentiality of any material collected during the project, including secure |   |

<sup>1</sup> Sensitive personal data consists of information relating to the racial or ethnic origin of a data subject, their political opinions, religious beliefs, trade union membership, sexual life, physical or mental health or condition, or criminal offences or record.



arrangements for its storage, retention and disposal. I will clarify to participants that they may withdraw from the research at any time.  
The estimated start date from 1<sup>st</sup> of September to 31<sup>st</sup> of October. All the forms of consent and participant information arrangements, and debriefing are attached with this form.

**B:** I consider that this project **may** have ethical implications that should be brought before the Institute's Ethics Committee.

Please state the total number of participants that will be involved in the project and give a breakdown of how many there are in each category e.g. teachers, parents, pupils etc.

Give a brief description of the aims and the methods (participants, instruments and procedures) of the project in up to 200 words.

1. title of project
2. purpose of project and its academic rationale
3. brief description of methods and measurements
4. participants: recruitment methods, number, age, gender, exclusion/inclusion criteria
5. consent and participant information arrangements, debriefing (attach forms where necessary)
6. a clear and concise statement of the ethical considerations raised by the project and how you intend to deal with them.
7. estimated start date and duration of project

**C: SIGNATURE OF APPLICANT:**

**Note:** a signature is required. Typed names are not acceptable.

I have declared all relevant information regarding my proposed project and confirm that ethical good practice will be followed within the project.

Signed: [redacted] Name Ahlam Alatiq Date 8 June 2016

STATEMENT OF ETHICAL APPROVAL FOR PROPOSALS SUBMITTED TO THE INSTITUTE ETHICS COMMITTEE

This project has been considered using agreed Institute procedures and is now approved.

Signed: ..... Print Name..... Date.....  
(IoE Research Ethics Committee representative)\*

\* A decision to allow a project to proceed is not an expert assessment of its content or of the possible risks involved in the investigation, nor does it detract in any way from the ultimate responsibility which students/investigators must themselves have for these matters. Approval is granted on the basis of the information declared by the applicant.

## Appendix 1.12: Letter to the Ministry of Education



**Dr Richard Harris**  
**Director of Teaching and Learning**  
**Secondary History Subject Leader**

**Institute of Education**  
London Road Campus  
4 Redlands Road  
Reading  
RG1 5EX  
*phone* +44 (0)118 378 2623  
*email* [pgcesecondary@reading.ac.uk](mailto:pgcesecondary@reading.ac.uk)

**28 September 2016**

PRIVATE and CONFIDENTIAL  
Cultural Bureau in London  
630 Chiswick High Road London W4 5RY  
United Kingdom

Reference: Mrs Ahlam Alatiq,  
[A.Alatiq@pgr.reading.ac.uk](mailto:A.Alatiq@pgr.reading.ac.uk)  
Saudi Bureau reference number UMU 291/2.  
UK Mobile number 0447415900157  
KSA Mobile number 0447415900157  
UK Address 12 Stranding Street, Eastleigh, SO50  
5GQ  
Reading University Student ID NO. 23855772

### **To Whom It May Concern,**

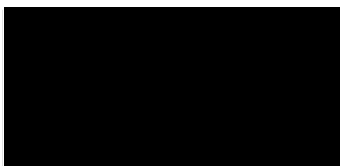
I am the supervisor and personal tutor for Ahlam Alatiq, who is my doctoral student. As part of her studies, Ahlam needs to travel to Saudi Arabia from 17/10/2016 to 8/12/2016 to collect data for her PhD project, which is entitled 'Exploring teacher attitudes towards new educational change in female schools in the Kingdom of Saudi Arabia'. She has completed the necessary ethics permissions and written an appropriate chapter outlining her research approach. She is at the stage where she is ready to collect her data collection, and I am fully supportive of her plans.

I hope that this meets with your approval.

Should you require further information, please do not hesitate to contact me.

I thank you beforehand for your kind consideration of the above.

Yours sincerely



Richard Harris  
Associate Professor in History Education



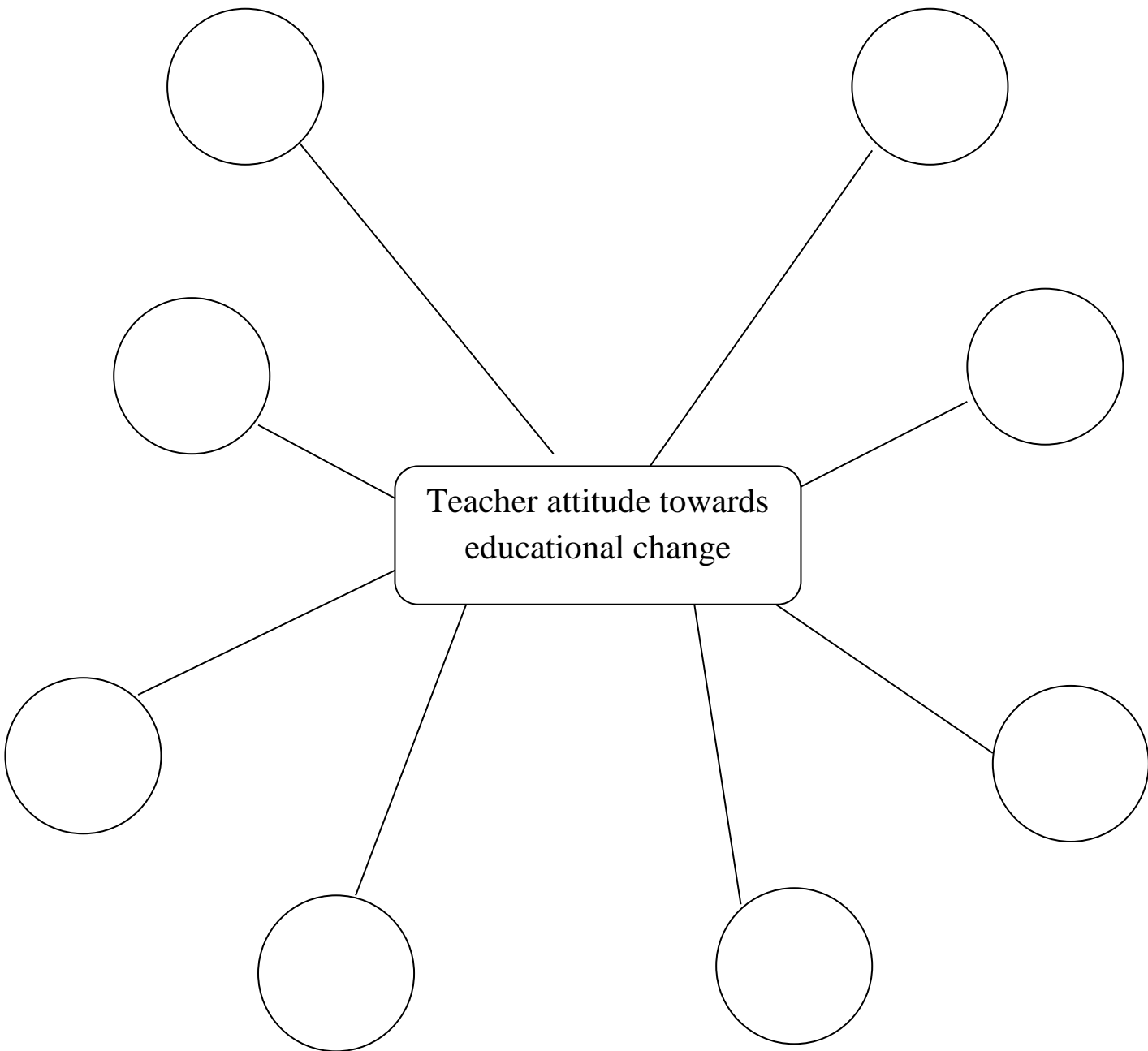


**Appendix 2: Data Collection Methods**

**Appendix 2.1: Concept Map Sheet in English**

Concept map sheet

Could you please express your feeling about an educational change by using this diagram as guideline?

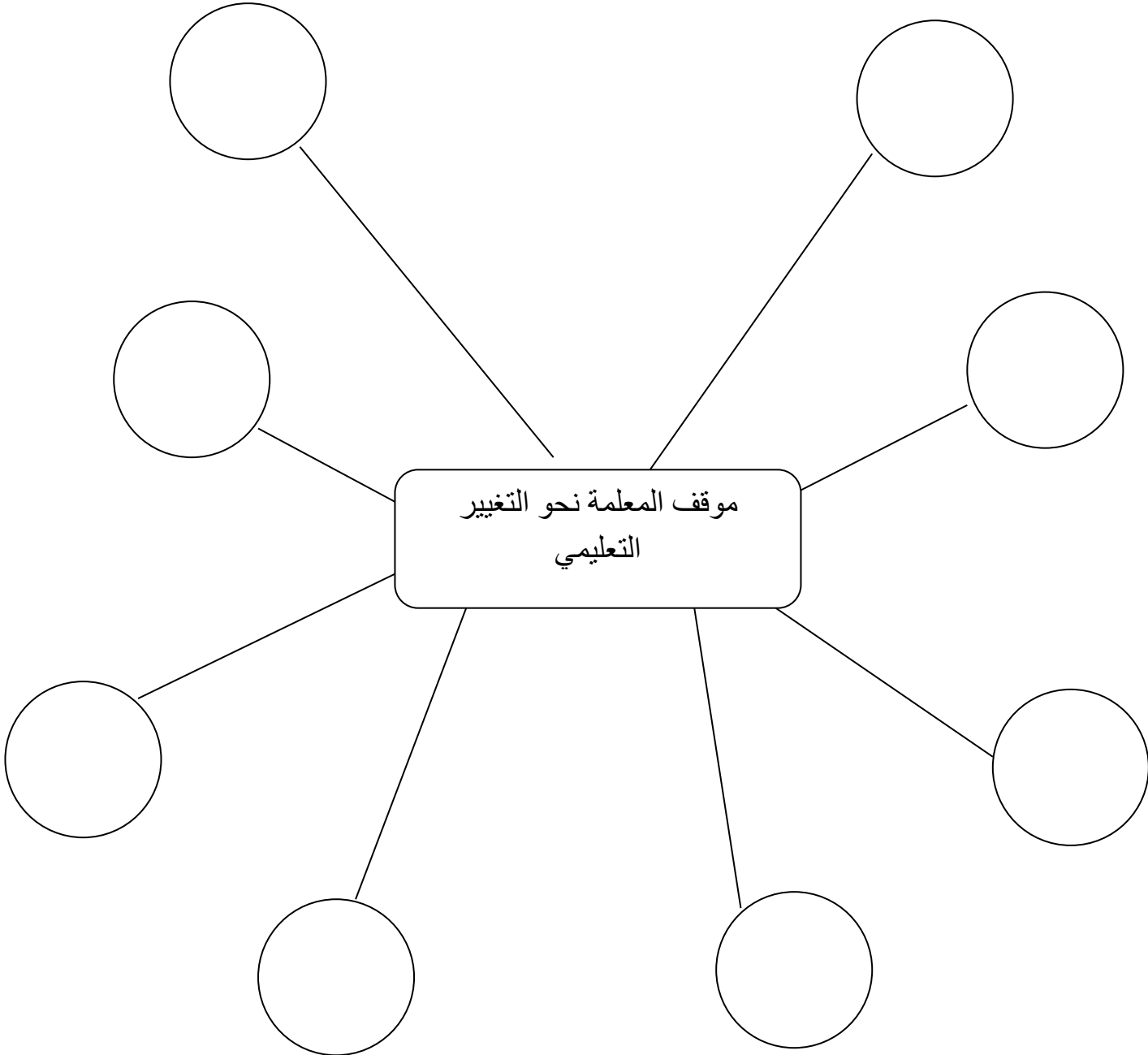




Appendix 2.2: Concept Map Sheet in Arabic

ورقة الخريطة الذهنية

هل يمكن أن تعبري عن مشاعرك حول التغيير التعليمي الجديد عن طريق استخدام هذا الرسم البياني؟







### **Appendix 2.3: Interview Questions' Sample in English**

1. What major educational changes have you experienced in the past couple of years?
2. What do you like and dislike about those changes? What are your feelings about the changes?
3. Have you changed your classroom practices as a result of any change initiatives? If not, have there been any repercussions because you did not adopt the changes?  
If yes, could you please describe what you changed and whether you feel the change have benefitted the children/themselves?
4. What do you think about the traditional strategies?
5. Which do you prefer the new strategies more than the traditional strategies? Why?
6. What support do you have for making changes in your classroom practices? How do you feel about that support or the lack thereof?
7. Does your school have its own initiatives to encourage the application of the new changes?
8. What challenges do you face in applying the new changes?
9. What do you think about cooperative learning (CL)?
10. Do you use CL strategies in your teaching? If not, have you experienced any repercussions for not adopting CL strategies?
11. What are the influences supporting CL?
12. What do you think hinders your use of CL?
  - Is there an issue related to training?
  - Is there an issue related to student achievement?
  - Is there an issue related to resources?
13. Is the use of CL in your school more influenced by school decisions, or more directed by the ministry?
14. From your experience, how does the Ministry of Education raise awareness of its CL policy among teachers?
15. Do you have any further comments or thoughts that you would like to share?





نموذج اسئلة المقابلة

- ماهي التغييرات التعليمية التي واجهتك في العامين الماضيين؟
- ماذا تحب وتكره من تلك التغييرات؟ ما هي مشاعرك تجاه هذي التغييرات؟
- هل التغييرات التي تمارس في فصلك نتيجة لأية مبادرات التغيير؟ إذا لم يكن كذلك، هل كانت هناك أي تداعيات لأنك لم تعتمد او تطبق هذي التغييرات؟
- إذا كان الجواب نعم، هل يمكن أن توصف ما قمت بتغيير هل تشعر إذا كان التغيير استفاد الأطفال منه / وأنتم؟
- ما رأيك في الاستراتيجيات التقليدية؟
- ما الذي تفضل أكثر الاستراتيجيات الجديدة او الاستراتيجيات التقليدية؟ لماذا؟
- ما هو الدعم الذي حصلت عليه لإجراء ممارسات التغيير في فصلك؟ كيف تشعر حيال هذا الدعم أو عدم وجوده؟
- هل لدى مدرستك مبادرات خاصة لتشجيع تطبيق التغييرات الجديدة؟
- ما هي التحديات التي توجهنها في تطبيق التغييرات الجديدة؟
- ما رأيك في التعلم التعاوني (CL)؟
- هل تستخدم استراتيجية التعلم التعاوني في تعليمك؟ إذا لا، هل تشهد أي تداعيات لعدم اعتماد استراتيجية CL؟
- ما هي التأثيرات التي تدعم CL؟
- ما رأيك ما هو الذي يعوق استخدامك لCL؟
- هل هناك مشكلة فيما يتعلق بالتدريب؟
- هل هناك مشكلة تتعلق بالتحصيل العلمي للطلاب؟
- هل هناك مشكلة فيما يتعلق بالموارد؟
- هل استخدام CL في مدرستك أكثر تأثراً بالقرارات المدرسية، أو أكثر تأثر من قبل الوزارة؟
- من تجربتك، كيف وزارة التربية والتعليم ترفع الوعي بسياسة CL في أوساط المعلمين؟
- هل لديك أي تعليقات أخرى أو أفكار تودين أن تشاركي فيه؟





Sample Scenarios Interview

1. The Ministry of Education promotes a new idea for introducing technology in the classroom or a new instructional strategy to apply in classrooms. Would you welcome new ideas such as these? Would you feel such ideas would create problems for you?
2. If the Ministry of Education provided courses, training and other support to help teachers learn and use a new instructional approach, would you attend some of these support opportunities? Would you feel these supports would be helpful? Would you feel supported enough to apply the new approach?
3. If the Ministry of Education provided all the needed materials to apply a new approach in your classroom, would that affect how willing you would be to apply the new approach? How would you feel about being offered the necessary materials?



## Appendix 2.6: Scenario Interview's Sample in Arabic

### نموذج سيناريو المقابلة

- تشجع وزارة التربية والتعليم على فكرة جديدة وهي إدخال التكنولوجيا في الفصول الدراسية أو استراتيجية تعليمية جديدة لتطبيقها في الفصول الدراسية. هل ترحب بأية أفكار جديدة مثل هؤلاء؟ هل سيكون شعورك مثل هذه الأفكار من شأنه أن يخلق المشاكل بالنسبة لك؟
- إذا وفرت وزارة التربية والتعليم الدورات والتدريب وغيرها من أشكال الدعم لمساعدة المعلمين على تعلم واستخدام نهج تعليمي جديد، هل سوف تحضرين بعض من هذه فرص الدعم؟ هل تشعر أن هذه الدعم قد تكون مفيدة؟ هل تشعر بدعم كاف لتطبيق التوجه الجديد؟
- إذا وفرت وزارة التربية والتعليم جميع المواد اللازمة لتطبيق نهج جديد في صفك، التي من شأنها أن تؤثر على مدى استعدادك هل ستقوم بتطبيق هذا التوجه الجديد؟ كيف سيكون شعورك بشأن تلقيه عرضا المواد اللازمة؟





## Appendix 2.7: Observations' Sheet in English

### Demographic Data:

- School names
- Teacher names
- Classroom name
- Subject of lesson
- Date of observation
- Observation start time and finish time

### Classroom characteristics:

- Classroom size
- Classroom facilities
- Type of technology the teacher uses during the lesson
- Number and type of teaching strategies the teacher uses during the observed lesson

### Cooperative learning issues:

- a. Cooperative learning strategies the teacher is applying:
- b. Number of cooperative learning groups in the classroom:
- c. Ways in which the classroom is suitable for applying cooperative learning:
- d. Behaviours suggesting the teacher's feelings about using cooperative learning strategies

Open notes .....



## Appendix 2.8: Observation Sample in Arabic

### نموذج الملاحظة

البيانات الديموغرافية:

- اسم المدرسة
- اسم المعلمة
- اسم الفصل
- اسم المادة
- تاريخ الملاحظة
- وقت بدا الملاحظة و انتهاءها

خصائص الفصول الدراسية:

- حجم الفصل
- مرافق وتسهيلات الفصل
- نوع التكنولوجيا التي تستخدمها المعلمة خلال الحصة
- عدد ونوع استراتيجيات التدريس التي تستخدمها المعلمة خلال الحصة

فيما يختص بالتعلم التعاوني:

- تطبيق المعلمة لي استراتيجيات التعلم التعاوني
- عدد المجموعات في الفصل
- الطرق لجعل تطبيق التعلم التعاوني سهل
- سلوكيات المعلم التي تدل على مشاعرهم حول استخدام استراتيجيات التعلم التعاوني

الملاحظات المفتوحة .....



## Appendix 3: Samples of the Collecting Data

### Appendix 3.1: Sample of Teacher's Concept Map



الاسم: هيفه (1)

الباحث الرئيسي: أحلام العتيق  
A.Alatiq@pgr.reading.ac.uk  
المشرف: د.ريتشارد هاريس  
r.j.harris@reading.ac.uk

هل يمكن أن تعبري عن مشاعرك حول التغيير التعليمي الجديد عن طريق استخدام هذا الرسم البياني؟ مثل: ذكر مشاعرك سواء ايجابية أو سلبية، الدعم الذي حصلت عليه من المدرسة سواءاً من الوزارة أو المدرسة (معنوي- مادي)، بعض التغييرات التي أعجبتك، و أي أفكار تفضلتي إضافتها نحو هذا الموضوع.





Appendix 3.2: Sample of Teacher's Observation Sheet



الاسم: [REDACTED]

الباحث الرئيسي: أحلام العتيق  
A.Alatiq@pgr.reading.ac.uk  
المشرف: د. ريتشارد هاريس  
r.j.harris@reading.ac.uk

نموذج الملاحظة

- البيانات الديموغرافية:
- ( ٢ ) اسم المدرسة [REDACTED]
  - اسم المعلمة [REDACTED]
  - اسم الفصل رابع
  - اسم المادة علوم
  - تاريخ الملاحظة الاول
  - وقت بدأ الملاحظة و انتهاما

- خصائص الفصول الدراسية:
- حجم الفصل مناسب
  - مرافق و تسهيلات الفصل برجكتر
  - نوع التكنولوجيا التي تستخدمها المعلمة خلال الحصة سيوره عاديه و قلم
  - عدد ونوع استراتيجيات التدريس التي تستخدمها المعلمة خلال الحصة

- فيما يختص بالتعلم التعاوني:
- تطبيق المعلمة لي استراتيجيت التعلم التعاوني
  - عدد المجموعات في الفصل لا يوجد مجموعات
  - الطرق لجعل تطبيق التعلم التعاوني سهل
  - سلوكيات المعلم التي تدل على مشاعرهم حول استخدام استراتيجيت التعلم التعاوني

الملاحظات المقترحة

- استراتيجيات مكتوبه على السبوره الزاهيه وهي اربع استراتيجيات (اعاده نطق) (في الخلف)
- بيات بوال من الذي احضر الكتاب ومنه لم احضر
- بالكتابة على السبوره اطي المهاره
- الضلع نصف النظام قريبا طاولة وكرسي ، عدد الطالبات ٣٣ طالبه ٠ ثنتين غائبت
- الفصل لا يناسب تطبيق القلم القاوون لاد عدد الطالبات كثيره ٣٣ طالبه لكن لو كانت اقل من ٢٠ يكون مناسب
- كتبت على السبوره استراتيجيه وهي جدول القلم
- بعد اطلعه حلت الطالبات ما اسم الاستراتيجيه
- التي يصح طبقها الات و اجابوا
- انها استراتيجيت القلم جدول القلم

ماذا تعرف / ماذا تريد ان تعرف / ماذا اظن





### **Appendix 3.3: Sample of Teacher's Interview and Scenario Interview Transcript in English**

The 1<sup>st</sup> school

Ms. Zahra

A. I heard that many changes have happened in the past few years, could you mention some of them?

Z. The first change was in the curriculum, that was nearly about, hmm, nine years ago. This first change was in developing the curriculum. Math and science were the first two curricula to be changed. Honestly, it was a radical change, I am talking (specifically) about science; it was a radical change. It has no connection with the previous curriculum.

A. Do you think it was for the better?

Z. (Yes) for the better. I am with it wholeheartedly (for two reasons). First, they (the new curricula) don't have limited information. They don't have only pictures and simple things with nothing there; which had nothing. (This is because) curricular development should go along with the era (development). The development of the era has expanded the perception of the students. In fact, the students' perception now, especially this generation, wow, their perception is so good. So, these (new) curricula came -I am talking specifically about science and math- to expand their perception.

Second, the good advantage in these developments that they are actually a series. (I mean by) the word 'series' connected rings, connected with each other. That's true, when you come to see the content of the subject or the concept of the content from the beginning of the semester, from the beginning when the student takes the information in year one, till the end of the major she is going to study at let's say the university; the student will end up having a series of information. For example, I am teaching all the levels from year 1 to year 6, I see how the information are moving from year one to ..

A. Developing?

Z. Yes, the concept is developing and the information gets bigger (complicated), I mean not only the amount that gets .. no the item of vocabulary itself is developing, the same item of vocabulary I mean it starts with two or three words in year one, in year two another more clarifying word is added, and in year three and so on. That's there is connection, honestly, it's good. Its problem is in, sometimes in forming the questions.

A. Aha

Z. I mean the problem is in the activities, for example, sometimes the activities are not, honestly, I mean these activities hmm because these curricula are American. We know that the American schools are not like ours.

A. Right

Z. First, they have limited number of students in the classroom, I mean they don't have more than 20 or 25, I don't think that they even have 25 as far as I know.

Second, they have the chance to apply (the activities) outside the classroom, I mean they could go to the parks and so on, so they have more space for applying (the activities), but we don't.

Do you understand? They have taken the activities, translated them, and put them here, so our problem in science is in the activities.

A. Only the activities, you can't apply?

Z. The activities are not suitable, I mean some activities are OK, but the other activities like incubators I mean incubators for like plants, animals, snails, or whatever; or when I have to go to a park and start categorizing the living creatures.

A. You mean you can't do these?

Z. I mean these are not easy things to do. It's not easy to apply them. If it were a simple incubator, I wouldn't have said this. But also it's not easy to make such a thing (simple incubator) available in all the schools. It is not easy to make it available for me especially that we are in ...

A. You didn't face any difficulty in applying the curricula (development) except this one you're talking about.

Z. For me, the most hindering thing for me was the activities. I apply the activities in whatever way is there. I might sometimes replace them. However, to apply them correctly I need translation. Their translation is inaccurate, sometimes their translation for things like the activities in the middle of the book, for example, or the middle of the lesson. There is an exploratory activity in the beginning of the lesson and another evidential (activity) in the middle, or in the middle of the lesson, sometimes we have enough time for these, and sometimes we don't.

I mean, honestly, how big is the curricula, especially the ones for year four and six, how big? Incredible, so many many many information. The lesson takes more than one class. I don't know whether I am talking only about myself. However, as tools, illustrating pictures, it's very good. As a development it's great actually.

A. OK, this mean the changes have happened only in curriculum?

Z. no, teaching strategies, actually the new curricula have forced us. No one forced us but they (the new curricula) made us apply other strategies that fit (these curricula).

A. I see

Z. I mean for example, in science, we used to follow a certain way, guessing (the topic of) the lesson. We used to give an introduction and the old conventional method. I used to first give an introduction for the lesson. They shouldn't open the book. We gave the introduction in any way so they could guess (make inferences of) the title of the lesson.

Now, it's not the case, now we have the strategy of the opening book. The student's book is open from the beginning to the end of the class. This (strategy) everyone should apply.

A. Great

Z. So, she could know how to deal with the book, (she would use it) only when she needs to.

An expert in the professional development in Riyadh attended one of my classes

A. Yes

Z. In the (educational) ministry. They came for specific schools. They went to the supervision offices to check the training of the teachers, how they apply (the training) in teaching science and math. The

inspector chose me and they attended my class, three years ago, or let's say two years ago if we do not include this year. So, the supervisors attended my class, and it was a good one in fact. I applied the same thing I apply always; the same method that we follow.

They liked the idea of the opening book. The student before we get in she starts because her mind needs to be triggered. The task of making inferences and all these stuff is gone. It's over. Now, the student helps herself to find out by opening the book, reading the title of the lesson, and writing the title of the lesson so she gets a background of the topic we are going to discuss.

A. Don't you think that it makes her busy when she reads while you're explaining?

Z. No, No, the issue is about when to look through the book? Looking through the book should be at beginning of the class when I first get in.

A. Yes, so you tell them to look through the book?

Z. (I tell them to) look through the book because we have a strategy called the strategy of the learning schedule.

A. Yes.

Z. The learning schedule has 3 columns: the first: what do I know? Which is about the existing knowledge and background of the student. Then, what do I want to know? Which is linked to the existing knowledge and background. These would be enriched by the new experiences she is going to learn. Ok. How is she going to answer the question of what do I know unless she looks through the book, so she could see pictures, new vocabulary, new headings. For sure, these are going to trigger her mind.

For example, in the lesson of (cell) division, we used to know that the cells get divided, but how does it get divided? What is the meaning of division in the first place? And how does it happen? Does it happen in all cells or not? Are all the types of division the same? What will the cell division result in? This is at the beginning of the class, how does she know these? By looking through the book and noticing the pictures.

A. Yes.

Z. We have the column of what do I want to know? She should start making some questions, I want this, I want that, I want to know what division means? What is division? The types of division.

The last column is what did I learn? This is the last column: what did I learn? This is at the end of the class to make sure that she perceived the information discussed in the class. Not necessarily at the end of the class, but at the end of each part we have discussed, and at the end of the lesson.

A. does you like these changes?

Z. Yes, I do

A. Before you apply these change do you have any idea about them?

Z. I swear No. The (new) curricula of math and science, they brought them randomly.

I mean at the beginning, honestly, we suffered. When we started teaching math and science, especially me -I am talking about myself- I suffered.

A. They didn't provide you with trainers? They didn't train you in the beginning?

Z. When they trained us? After some weeks (of the beginning of the semester). And if you look at the way of training, just for 3 or 4 days on making what? It was just on how to make a leaflet, or how, I don't know, things which have nothing ..

A. You mean irrelevant to the curricula?

Z. I mean that we have this, we have vocabulary, and we have to write the caption of the pictures and we have to .. but how to deal with the student? How to deal with the book? When to give (the students) the information? I mean the things that I really need were not there (in the training).

At the end, we got that the student should summarize what she understood and include it maybe in a leaflet so we learned how to make a leaflet.

At the end, I finished the training workshop asking myself, so what now? Am I just going to make a leaflet? Square leaflets, fan-shaped leaflets, and so on!

The training team itself needs training. They are themselves the problem of training. They are the problem in the (educational) ministry, and I always present this idea. Why when there is something new, the information is transferred from a source, into a source, into a source, which leads to the disappearance of the information's (originality).

A. That's true.

z. This makes it shrinking. I mean now the head trainer is in Riyadh. He took a group from the main offices, the sub-offices, or the main offices of the different regions. He took them with him to Riyadh and trained them. (Then) they got back to the main offices of the regions. They took a group from the sub-offices and trained them. The supervisors in the sub-offices took the information. Could you imagine how this information is going to be? Ok, why when you take this ... also, those people are away from the field. Even if we say that they are in touch with the schools and the teachers, (in reality) they are still away from the field.

Working in the field is different. Why when there is training why don't you, hmm, alright, take those supervisors with a teaching team, those people who work in the field.

A. Do you mean the teachers?

Z. Yes, the teachers would help you to know .. would make things clear to you. This way, he himself in his research papers, his studies, his preparation for the training workshops, he will benefit. Because they will show him the real obstacles in the curricula, the real obstacles in dealing with the students, the real obstacles in the school, the advantages (as well). We don't think that all there are disadvantages, no, there are advantages. This works for this, and this for this. So when I transfer the experience, I will transfer it and apply it at the same time. I will imagine myself in the classroom how I am going to apply these things. Then I will pass these to my colleagues in a more efficient and better way.

A. That's true.

Z. It's 100% better than the trainers who came to train us while they lack a mechanism of training.

A. Do you think the trainers have certificates? I mean is she really a certified trainer?

Z. No, she is not certified. I am telling you they don't even have a mechanism of training. When she comes to train me, what does she do? She reads the slides of a PowerPoint presentation. She plays the

slides and reads them. I mean if I were to do this instead of her, I would be better, why? Because I am in the field, and I know what's required there. So if they had teachers with them in the training..

Even (when they talk) in these training workshops, (they say) we did so and so. Ok. Now you the inspector should apply this. Apply this on us. Give me a class so I could see how to apply the stuff that you imagine we could apply in the field.

A. So it is just talking?

Z. Talking, this is the problem. It's truly the problem not with everyone though. I mean there are people who don't have any problem. And there are others who find it difficult so they are still as they are. They haven't moved right or left (they haven't changed), they are still in their old positions.

I am an example. When we first started this active learning.. I mean people are not the same. Whether I am positive or negative, I don't know, but the important thing is that I have a desire to take on the challenge.

I made a model class in the same curriculum in the first year we started teaching the new curricula. The inspector attended (this class). I am quite sure that she didn't understand the right method until she saw its application in the field.

Of course, it was my first experience so I followed what I understood from her (the supervisor) and what I found in the curriculum and what I read in the Teachers' Guide that I should start in this way and that way. Then, I really got along with the new curricula.

A. Do you mean they are better than the old ones?

Z. Much better. Honestly, I found myself in them (the new curricula). I started to accept the (fact of) teaching in primary school.

A. It's good for you and for the students

Z. Yes, for them (the students). I used to teach in a secondary school. Then, I moved to a primary school where all the curricula are just pages and papers. I don't feel like I am giving the students something valuable. When the new curricula were proposed, I started to accept the fact of teaching in primary school. I am speaking frankly, I think this might have affected me. You know, the one who wants to give should make an effort.

A. Honestly, it's true.

Z. So I am telling you when she (the supervisor) attended, she said I wished that I had invited all the teachers (to attend). To be honest, I wasn't expecting it to be so good. I really challenged myself.

A. So the training workshop usually lasts for 3 days?

Z. Mostly 3 days, but this was after 3 years since they developed the curricula, they started conducting the training workshops in Abha.

As an example, I was in the cultural club so you can consider me the third group to be trained at the level of the country in the main offices. Then, this was moved to the sub-offices, then to other sub-offices. As I told you, you can see how the information is shrinking. I know that they were working hard. I swear they were hard working and keen to improve and not all of them were non-skillful. It's true maybe at the beginning they were not skillful.

My inspector of science was really keen to improve herself by attending workshops.. etc. and she started acquiring (skills), she even changed the way she used to treat uswith. She used to look carefully at all the details, the big and the small ones, saying I don't want this or that; looking only at the trivial things and skipping the important ones. So, we as teachers and they (the supervisors) we have improved in terms of our perception. Our perceptions have expanded to some extent. We started to have better knowledge and we started to look for the information. So, she (the supervisor) would do some research to acquire the right training skills because she knows she has to train the teachers, which means that she has to be skillful and her knowledge should be in-depth.

A. They trained you after 3 years?

Z. Yes, then we had compulsory instruction kits form the (educational) ministry and the supervision offices were obliged to include these in their training. People there are supervisors for certain subjects but they also conduct the training workshops. So they do both at the same time.

They had these instruction kits and were obliged to train all the teachers in the region.

These workshops were conducted not in the centers, no, in the main center in the region itself, like the supervision office in ..... or in ....., i.e. the supervision office in ..... I mean the main center in the region.

A. They train you?

Z. Yes, they do. Here we had greater and better benefit, I mean in terms of her training skills, why? Because she has received everything from the original source in Riyadh.

A. I see

Z. She had more valuable information and better experience especially in the field of supervision.

A. Was it only for one day?

Z. No, it was for a week.

A. Good

Z. Originally, we were supposed to have two training workshops. One should be for like a week and the other one for about 3 days. But they shorten them, so both workshops would be for one week. At the end of the workshop – which is the part that we benefited from- we liked it but the problem not all the trainers do this. I mean if the trainer were someone else, I wouldn't have benefited this much, why? This is because she links us to reality. I like the ones who link (things) to reality.

The end of the last day of the workshop was for applying, applying everything we've learned.

A. Every teacher should do this?

Z. As groups or teams

A. Good

Z. And we had a competition between the groups. Sometimes, we discussed things like thought provoking questions, high-order thinking skills, critical thinkingskills, and creative thinkingskills.

It was really good.

A. Ok. Was this training for the (new) curricula or the strategies?

Z. At the beginning it was for the curricula, the developed curricula. Then we had other workshops for the strategies of active learning. This was about 3 years ago. The trainer was OK but still they need to improve. First, the period of time was very short; 3 days weren't enough for I guess all the strategies. That wasn't easy.

I mean everyone's background is different from the others. It's true that she (the trainer) did her best, made an effort and had workshops nearly in Riyadh but still not everyone is capable of training. This is my point of view. Yes, she did her best and gave something but still, especially when I compared her with other people who have better knowledge. These people can move you from one teaching setting to another then to a third. I remember one time when I couldn't understand one of the strategies. So I said I am in a teaching setting where I can't understand one of the concepts in Tajweed (a teaching subject in school). I said I don't understand this concept. Thus, I am a student who needs to understand something. I then applied the strategy as it should be applied; I imagined myself and she (the trainer) applied it. I completely understood this strategy, why? Because I applied it and saw its right application on me.

A. Alright, what about the school, does it have any role in encouraging you to apply the strategies or not?

Z. Yes, they really want to encourage us, but as I told you there are obstacles, which I think we can overcome. No matter what, we can overcome them. If we just gave up to these obstacles we wouldn't be able to change anything.

A. Like what?

Z. The classroom environment is not suitable at all. The narrow space, the tables, the groups, the way the tables are made is not right. They aren't tables for groups. I mean these are tables (for individuals) but they put them together to be for groups, (not good) for the students' backs and necks.

When attending the workshops I suffer because sometimes I am not facing the speaker. So I remember the students. Though I am adult and I know how to handle myself, I suffered (How about them?)

A. I was going to ask about learning groups, cooperative learning?

Z. Cooperative learning has some advantages and many disadvantages to be honest with you. It has disadvantages though they keep telling us that weak students will improve, I always say: they won't.

A. She will feel lost, right?

Z. If you ask anyone, why is she going to feel lost? (They will answer), because she is going to be dependent. She is going to be dependent. No matter how much they say about it and try to brighten this picture, it's bad to the bone. Because she (the student) is not going to work. We see this; we try to make her work but the students become (dependent on one another). To the contrary, when they are only pairs or individuals (it's easy) to make them work.

A. Do you mean that the old method of the chair and the table is better?

Z. I really think it's better. And when the activity time comes we can sit together so they would understand from each other, she can do this by herself, depending on herself. I talking about the kids they get (distracted) by for example a bunch of pens. She would waste her time in picking the right color (of the pen).

This is for the kids but the adults are different. So, it might work for them to some extent.

A. You said their necks are also aching, right?

Z. Yes. Why? Because the classroom environment is not well equipped. Maybe you have seen in the British schools how the tables are half-circled for group learning.

A. Yes.

Z. also, the groups are mixed-ability here. So in one group will find excellent, very good, good, and weak students, all together.

A. No, there they put each level in a group so they can concentrate on the weak students.

Z. Yes. This is my point of view. Also it's only one teacher in the classroom and she can't apply only one strategy. No, she has to apply three, four, five, or ten strategies.

A. Is it compulsory to apply them, or is it just up to you?

Z. No, it's not up to me. They tell us to do so. I said it to one of the supervisors: It's a big mistake to have more than one strategy because the student will feel lost. She doesn't know what to catch this or that.

The goal of any strategy is to help to get the information across to the student. The goal of any strategy is to make it easy for me to firmly convey the knowledge, the skill or the expert that I want the student to acquire. It's a means of conveying (information). It's not a main thing by itself. Their problem is that they consider it a main thing. So they (ask) have you applied any strategy? It is a main thing. This is the problem.

I swear that many consider it a main thing. So they care only about applying the strategies. They don't care whether the student has understood or not. This is not important, what important is applying the strategies. Also, applying many of strategies in one lesson distracted me.

Z. For example when I was trained for the strategies of active learning. When she was explaining some strategies, I was sitting there imagining how to apply this in a class. For example I have the obstacle of having many comparisons in a lesson. Especially comparisons in the elementary levels, they are confusing and easy to forget. It doesn't matter how much you describe them whether practically, theoretically, or with pictures, there should be some confusion. Why? Because their understanding abilities in terms of making comparisons are not enough. Making comparisons is one of the high-order thinking skills. So not everyone can easily make them correctly.

For example, the outer and inner planets have many related items, like the number of moons, their sizes, their speed, their distances, their orbits, whether they are close or far, their numbers. So you feel that there are many items that should be compared.

So I tried to solve this problem by doing anything practical so they won't forget the information.

I did this in the courtyard. I had about 27, hmm, or 36 students. I created in the courtyard fake orbits for them with collared tapes. I made four orbits with one colour, and other four orbits with another colour. The idea of distance was conveyed by making these (fake orbits) close to each other, or faraway from each other (as they are in the space). The last orbit was in a different colour. Choosing the students who play the role of the planets was according to the sizes of the planets. So the student could visualize it and never forget it.

With regard to their composition, because some are composed of gases and some are composed of metals or rocks. The ones close to the earth are composed of rocks. The others are composed of gases.



So I took some cartoons from the canteen and stick them to the students, the cartoons symbolized rocks. I wrote the names of some gases -like Hydrogen and Carbon Dioxide- on the students who present the gases planets. So they could differentiate the gases planets from the rocky ones.

It was really a good class. And by coincidence the inspector attended this class that day. I swear I didn't know she is coming and she didn't know about this class too.

I wanted to test myself. And she thought it was a model class. She said if I haven't come today, I wouldn't have any idea about how you planned this lesson in such a (brilliant) way.

A. Do you call this active learning?

Z. Learning strategies or active learning. The teaching strategies as a concept have many active learning strategies.

A. Alright, is it compulsory to apply these, or is it just up to you? Like this strategy?

Z. The active learning strategies include many strategies. You choose or use the strategy that helps you in the class. For example playing roles would work in some classes; like I am playing this role and you're playing that one; I am this and you're that.

For example, there is a categorizing strategy, so she (the student) has to categorize things, like categorizing metallic items and the semi-metallic ones.

A. Now, do you consider the groups of cooperative learning a strategy? Or not?

Z. Yes, we consider it a strategy. They consider cooperative learning a strategy but it works only in some cases. In other cases, it distracts the students. It teaches them disorder. It doesn't matter how much you try to make them discipline, there is still some kind of disorder, like some distracting stares, playing with the pens, moving around, pushing the tables, or pulling them. It doesn't matter how hard you try to make them discipline.

For example, I am (strict) not like my other colleagues. I don't like such things. For me it is a class so they should be discipline. For other teachers, you look in their classes and feel like there isn't any teacher there. Every teacher has her own personality, some (claim) to be warm-hearted so she can't be strict. I am fine with you being warm-hearted but things should be under control.

A. What support do you have for making changes in your classroom practices?

Z. They provided us with a projector nearly a couple of years ago.

A. Like a smart board?

Z. No, I am talking about my school and I need it. We don't have a resource room, or teaching pens. We don't have things that could at least make up the tool we lack to apply the activities. For example, we have an activity that says: show the slides of meiosis. Ok. I have the slides but I don't have the device of playing them. The device we have is a very old one though the slides are good and clear. If I had an educational video, (it would be good).

It's true that sometimes they advise us to look for (such things) on the YouTube. But we can't sometimes find anything there. Most of them (the videos) are translated. I can't find anything (in Arabic). I keep searching but don't usually find the video that would convey the idea of the activity that I want to get across in this way.

### **Scenario interview**

A. Now for example, if the (educational) ministry came up with a new idea, or a new strategy, would you apply it?

Z. It depends on whether it was compulsory or not.

A. Do you mean you would apply it if it were compulsory?

Z. No, no, it's not about being compulsory. I want to talk (about this). I want to first know whether it is going to be efficient and good, so I could see its results on the students, then it's OK, I don't have any problem. Because I know that the ministry are looking forward to improving us. However, we have a problem in the mechanism of executing.

For example, in the assessment, when they asked us to assess the students. They gave us many keys for assessing them. So I said it to the head of the assessment in Asir Region: you should give us updated assessing tools, so we can assess the students.

The students graduate from elementary school, going to the intermediate school with poor (educational) backgrounds, especially in the basics, such as math, language learning, spelling, and reading. They don't have fluency except those who are very good, but they don't make 70% or 80% of the students.

The inspector will come to you and say: The most important thing that the student manages to write two or three words, then they tell you that she should pass. Why should she pass? Why, why should she pass? I need you to give me specific tools, or exams.

We are tired of the exams; we are tired of the worksheets, we are tired of keep tracking the students' levels of improvement. It's just tracking, tracking then at the end whatever she manages to do is acceptable. No, it shouldn't be on the basis of every physical, visual, writing, or linguistic thing she can do.

A. What if she couldn't do (any of these)?

Z. She has to do them in any way.

It's a different (long) story for the one who doesn't. I should make a case study. I don't know; it's a lot of work; collecting worksheets and reflective papers. As if it was a crime.

Many teachers, especially in the schools in the remote areas, they say why would I have this headache. I would make her (the weak student) pass. Then, the student came to our schools where some might do the same saying it's not my responsibility since they (responsible people in the educational ministry) decided that she has to read a word of 3 letters. Ok, She read a word of 3 letters; it's their responsibility.

This is the problem of the (educational) ministry. It's just copy and paste, copy and paste.

An example is the science curriculum in the American schools. They teach the whole curriculum regardless of the semesters. If the semester is over and they have not finished the curriculum, they would continue it in the next year.

There the student has great benefit. At the same time they could concentrate on the skill to be acquired. They could provide the student with (valuable) information. Not like the so much nonsense we have here.

A. If they offered training workshops for these new ideas, would you attend?

Z. Yes, of course.

A. If they provided you with the needed requirements, would you also apply these?

Z. Of course, the teachers should be trained extensively to use the strategies. They should attend the basic training workshops conducted by the original sources. If the trainer were to train a team of teachers, it's true that their places in the field would be empty for a week or two (they would be absent from the school), but the benefit would be greater. This is because they (the teachers) will convey what they learned. Training shouldn't be exclusive to certain people.

They (usually) come and give us the information theoretically but when we come to the practice, things are very different. We always say this to them. Sometimes when we face them with the difficulties they (simply) say: God help you! Try to handle it. How am I supposed to handle this and in what way?

The case for science is different. The teachers could be creative. The subject of science is great; it helps us to be (creative). There are subjects that are very rigid.



### Appendix 3.4: Sample of Teacher's Interview and Scenario Interview Transcript in Arabic

1- طبعاً أنا موضوعي هنا جاية أشوف أراكم عن التعليمات الجديدة والتطورات والتغيرات الجديدة، أبغى أعرف ايش هي التغيرات الجديدة اللي حصلت؟

إستراتيجيات التعليم طبعاً إستراتيجيات حديثة، إستراتيجيات التدريس الحديث، عندنا التعلم النشط، عندنا بالنسبة لمادتنا التطوير الشامل، مشروع تطوير شامل من المرحلة الابتدائية والمتوسط والثانوي في التربية الاجتماعية.

2- أنت بس تربية اجتماعية، تخصصك تربية اجتماعية؟

ايه، طبعاً يبدأون بالمشروع الشامل من الإبتدائي، عندنا إستراتيجيات نمشي عليها، اللي هي ما أدري أقولها؟

3- ايه عادي قولها خلاص شغلت التسجيل.

الإستراتيجيات اللي هي التدريس التبادلي، الاستقصاء، التدريس التعاوني اللي هو التعلم التعاوني، التعلم التعاوني بكل فروع يعني ما هو نقطة واحدة، هو عدة نقاط في التعلم التعاوني، عندنا اللي هو أيضاً إدخال المعلومات الحديثة أو الأشياء الحديثة في التدريس، مثل Google Earth، عندك برضه دمج مهارات التفكير العليا في التدريس اللي يخلي الطالبة تخرج من الدرس بمهارات تفكير عليا، هذه يعني الإستراتيجيات اللي نطبقها غالبيتها، مثل التعلم التعاوني قلت لك.

4- طيب التعلم النشط هو مجموعة إستراتيجيات؟

مجموعة إستراتيجيات تُطبق على كل الفروع، لكن عندنا نحن مشروع شامل يبدأ من المرحلة الابتدائية للمتوسط والثانوي اسمه: المشروع الشامل لتطوير التربية الاجتماعية، يمكن له أكثر من 5, 6 سنوات وهو معمول.

5- هو اللي حق الملك عبدالله صح؟

ايه.

6- هذا اللي فهمته من المقابلات اللي راحت.

التطوير الشامل للتربية الاجتماعية يمكن من 5, 6 سنوات.

7- هذا خاص بالتربية الاجتماعية بس؟

ايه، عندك التعلم النشط أصبح يعمم الآن على كل فروع المواد الثانية، التعلم النشط، وهي إستراتيجيات التدريس الحديثة اللي بدأت تُطبق، طبعاً كل مادة لها إستراتيجيات وكل تخصص على حسب تخصصها يعني.

8- طيب هل أنت تطبقينها؟

ايوه.

9- عشان عجبتك ولا عشان بس هي إجبارية؟

لا، فيه أشياء أطبقها بقناعة صراحة، زي التدريس التبادلي، لأنه يعلم الطالبة على الإلقاء، يعلمها التلخيص، يعلمها إنها تخرج من إطار التفكير اللي هو في إطار موضوع معين تبدأ تفكر إيش علاقة موضوعنا هذا بالموضوع اللي له أربع مهام: اللي هي التلخيص، والتنظير، والأسئلة، والتنبؤ، التنبؤ هذا يخليها تخرج من الحصة نفسها، من موضوع الحصة نفسها وتربطها بالواقع، تربطها بحياتها، أو تربطها بالدرس اللي قبلها، تصير البنات عندها تفكير شمولي، هذا بالنسبة للتدريس التبادلي أنا أطبقه وينفع جداً في التاريخ، لأن التاريخ مواضيع طويلة، فتعلمي الطالبة كيف تلخص، كيف تختصر، كيف تطلع اللب من المعلومة، هذا التدريس التبادلي رائع جداً.

10- بس اسم تبادلي كأنه زي التعاوني؟

لا، له 4 مهام: فيه ملخصة، فيه موضحة، فيه متسائلة، فيه متنبئة، طبعًا الملخصة تقول تلخيصي أنا ومجموعتي كذا وتقرأ تلخيصها.

11- ايه بس لازم مجموعة؟

لازم النظام الجماعي في التعلم التعاوني. عندنا اللي أحبه فعلاً واللي القى إن الطالبة تستفيد منه هو جدول التعلم، لأنني أبداه بما هي معلوماتك السابقة عن هالموضوع؟ ماذا تعرفين عن هذا الموضوع؟ ماذا تودين أن تعرفين في الحصة، وطبعًا ندون الأشياء اللي تبغى تعرفها علشان خلاص وأنا أشرح تقول عرفت هذه وعرفت هذه، وماذا تعلمتي في نهاية الحصة؟

12- هذا اللي هو جدول التعليم؟

جدول التعلم.

13- يختلف عن التبادلي؟

يختلف عن التدريس التبادلي بطريقة ثانية.

14- هذا لازم تطبيقه؟

أنا أطبقها في دروسي لأنني أشعر إن الطالبة تلخص لها الدرس، عندي Google Earth مرة رائع، البنت تقدر تحدد المظاهر الطبيعية، التضاريس، شكل الأرض، الليل والنهار، كل هذه المعلومات.

15- كيف هذا عن طريق النت؟

ايوه، أحبب شبكتي وأفتح لهم على Google Earth، أنا محملته بجهاز.

16- بس هل عندهم لابتوبات؟

لا لا أنا أعرضه على projector، جهازي أوصله بالprojector وأعرض لهم، ونحدد الظاهرات وكذا، والليل والنهار، يطلع لي الليل والنهار، يطلع لي. يعني رائع جدًا جدًا لأنه يخلي الطالبة فعلاً.

17- تحسي انه يناسب مادتك فقط؟

ايه كثير، ما ينفع في أي مادة ثانية، الأشياء اللي تناسبني أنا ما تناسب غيري، هذه فعلاً أطبقها وأحبها، عندي عرض مثلاً لفيلم الطالبة تستفيد منه زي عن الزيادة السكانية، عن مثلاً الليل والنهار والفصول الأربعة، يعني مقطع علمي، طبعًا أحطه وأعرضه بالprojector أو بالمصادر.

18- أنت تجيبينه ولا هو هذا موفرينه؟

هي موفرة لو أنا بأبحث أو أطلب من ريماء، بس سبحان الله أنا أحب إنني أشوف ايش اللي أبعاه أنا. أسويها بنفسي يعني، متعودة مادتي أسويها بنفسي، فالحمد لله يعني أحسها مفيدة في هذا الجانب، فيه جوانب ثانية أحس أن فيه بعض الإستراتيجيات ممكن تضيّع علي الطالبة أو تخليها تتشتت فما أحب الإستراتيجيات اللي تشتت الطالبة.

19- بس ما هي إجبارية إنك تطبقينها أو أنت على كيفك؟

لا ولا في كل درس، يعني زي جدول التعلم أسئلة في البداية وأشرح، الأسئلة طبعًا هي تسألني أسئلة اللي هي ماذا تريدني أن تعرفني؟ أجاب عليها أثناء الشرح، ماذا تعلمتي؟ الخلاصة اللي تعلمتها، هذا رائع جدًا في التعليم، عندي التدريس التبادلي أحطه في جزء بسيط من الدرس، تلخص لي فقرة واحدة علشان ما يضيع الحصة كلها ولا يضيع، لأنه يحتاج إن الطالبة تلخص توقف و تلقى فيأخذ وقت فأحطه في جزء بسيط من الدرس و باقي الاستراتيجيات في الجزء الثاني، هذه الأشياء اللي أنا أطبقها.

20- طيب والتعلم النشط؟

التعلم النشط فيه منها فيه مسميات ثانية, زي حوض السمك, الرؤوس المرقمة.

21- يعني هو عبارة عن نشاط التعليم النشط؟

التعلم النشط استراتيجيات.

22- اللي هو جدول التعلم؟

ايوه, تحت اسمها بس هذه خاصة بالمادة, وهذه خاصة بكل المواد, يعني على حسب ما ينفع مع المعلمة, فيه معلمات ما ينفع معاها Google Earth أبدأ, ولا ينفع معاها التدريس التبادلي, بس ينفع معاها الرؤوس المرقمة زي الرياضيات, زي حوض السمك هذا ما ينفع معاها أبدأ, لأنه مواضعنا طويلة, ما تجي الطالبات مثلاً ويقعدون يتشاورون ويستشيرون اللي في الوسط و اللي ال... صعب ويطول, العصف الذهني حلو بس ينفع في المواد العلمية, ما أطبقه إلا إذا كان الموضوع علمي, يعني زي تلوث, مناخ, يعني حاجة علمية محتاجة عصف ذهني أما الأشياء التاريخية لا ما تجي معاها.

23- ايوه طيب الحين نفس هذه الإستراتيجيات درّبوكم عليها الوزارة؟

أخذتها على 3 فترات, المشروع الشامل بالنسبة للتربية الاجتماعية: المستوى الأول, المستوى الثاني, المستوى الثالث, المستوى الأول كان عن طريقة التحضير, المستوى الثاني عن التعلم التعاوني كان تعلم الاستقصاء وعن التدريس التبادلي و Google Earth, أخذته على 3 مستويات.

24- في أسبوع واحد؟

لا لا يمكن على 3 سنوات, بدأوا لنا في طريقة التحضير والتعلم التعاوني والاستقصاء, بعدين التدريس التبادلي ودمج مهارات التفكير العليا, بعدين Google Earth والمفاهيم الكارتونية والأشياء هذه الجديدة المستحدثة يمكن قبل سنتين.

25- يعني الدورات أخذتها قبل سنتين تقريباً؟

ايه.

26- طيب المناهج الجديدة عطوكم عليها دورات؟

عطونا عليها هي هذه الإستراتيجيات الجديدة كيف أدرّس المناهج الجديدة, كيف تحضيرها, كيف توزيعها, حتى طريقة التحضير عندنا شوية يدوية ما زال, هو يعني المفروض إنها تصوير الكتروني يعني الوحدة إذا قد هي فاضية تكتب و كذا, بس إن لها إستراتيجية معينة و لها... اليدوي في التعلم التعاوني في تحضير, الاستقصاء له تحضير, التدريس التبادلي له تحضير, الدمج مهارات التفكير العليا لها تحضير, يعني درّبونا عليها قبل ما يطالبوننا بها, يعني عطونا الدورات ويجون يشوفون الدروس طَبَقْنَاهَا وَلَا مَا طَبَقْنَاهَا وَ ملاحظات.

27- طيب المناهج اللحين أفضل من قبل؟

صار فيه تغيير كثير.

28- طيب هذا التغيير تحسّنه أفضل من قبل؟

صار أكثر صار أكثر, بس إنه.

29- لازم تخلصينه.

لازم أخلصه ولازم أخلي الطالبة هي اللي تبدأ تبحث أكثر, وتشتغل معاها أكثر.

30- عكس المجهود قبل كان عليك أكثر؟

ايوه, الأول كان عليه أكثر, بس لا والله اللحين زي في التعريفات, زي في المعارك إني أشرحها, لأن تحتاج الطالبة إن يشرح لها المعارك, الفتوحات, الأشياء التاريخية, التعريفات, الأشياء الجديدة, زي لما نأخذ أول مرة معنى المناخ, زي لما نأخذ أول مرة معنى الياوس, وزي كذا, لازم أشرحها لأنه لازم تثبت المعلومة, يعني ما أطلبها بشيء ما هي تعرفه, خاصة الصغيرات اللي برابع.

31- طيب الوزارة عطتكم مذكرات, حقائب؟

ايوه.

32- على ايش تشمل؟

بالنسبة لمادتي أنا لما أخذنا المستوى الأول عطونا CD و عطونا نفس حقيبة للمستوى الأول في التطوير الشامل, المستوى الثاني نفس الشيء حقيبة, المستوى الثالث عطونا CD فيه طريقة تحضير الدروس, وفيه اللي هو الخطة, خطة الوحدة, كل وحدة خطة.

33- طبعاً مع الشرح, يشرحون لكم؟

ايوه.

34- استفدتي منها؟

بالنسبة لي أنا مع مشرفتي والله استفدت منها صراحة في مجالي استفدت منها, لأنني أنا كنت ماسكة مادة غير قبل ما أجي هنا, كنت ماسكة عربي, بعدين رجعت مسكت التربية الاجتماعية.

35- لكن أصل تخصصك ايش هو؟

تربية اجتماعية, لما مسكته وبدينا نتدرب في مشروع التطور الجديد استفدت من الموجهات صراحة.

36- طيب وهذه الدورة اللي كل سنة مدتها أسبوع ولا 3 أيام؟

تقريباً 5 أيام أو 4 أيام.

37- تحسي إنها تكفي؟

ايه.

38- طيب البعض يقول المفترض إنها كانت أكثر؟

أكثر المفروض إنه مثلاً يقدموا لنا نموذج. لأن ناخذ منهم ونروح الميدان نطبق, ما في نماذج مطبقة, ما في درس مشروع مثلاً بالتدريس التبادلي, يعني يجيبون لنا زي فيلم علمي أو هذا بس ما هو زي لما أحد يشرح قدامك, يعني جدول التعلم أنا تعلمته من وحدة من زميلاتي في المدرسة. يعني صح أنا أخذت الإستراتيجية وحضرت الإستراتيجية بس تعلمته من زميلتي أحسن وكان في درس نموذجي رائع رائع. عن جد اقتنعت فيه مع إنه ما كنت مقتنعة فيه كمخطط للإستراتيجية. لما درست المعلمة وشففت التطبيق رائع جداً, هذا بالنسبة لمادتي.

39- طيب تجتمعين مع المعلمات وتناقشون في هذه الإستراتيجيات؟

ايه, أنا أحب أستفيد من المعلمات, يعني مرة أحضر مثلاً عند الرياضيات, يمكن أرى إستراتيجيات مثلاً تعجبني أنا, أو عند الاقتصاد مرة طبقت إستراتيجيات. حضرت لمعلمات الدين اللي هي استفدت منهم جدول التعلم. يعني أحياناً نتبادل و أطلب وحدة من زميلاتي ترا اعجبنتي حصتك زي وحده مثلاً فلانة تراها ممتازة, ممكن تسمحين لي أحضر معك حصة عادي؟. فيه تدريس تبادلي, يعني حضور حصص متبادلة قصدي, فأنا أستفيد منها.

40- فعلاً: طيب ونفس المدرسة لها دور برضه تحفزكم في التطبيق؟



كانت لازم فيه دروس اللي هي حصص متبادلة, وفيه دروس توضيحية اللي هو الدرس النموذجي لازم يكون فيه, فكنا نحضر لبعض, فيه بعضنا يحضر, مثلاً حضرنا لفلانة علوم اليوم, الشهر الجاي مثلاً نحضر عند مدرسة عربي أو نحضر عند مدرسة رياضيات.

41- هذا النموذجي و التبادلي هو أنت و صديقك؟

ابوه, التبادلي اللي هي مثلاً زيارة متبادلة, يعني مثلاً أنا وفلانة أقرب واحدة لتخصصي, مثلاً أنا وحقت العلوم عشان أستفيد منها شيء, أو أنا واقتصاد, أو أنا ويعني واحدة أقرب لتخصصي, مع إنه أنا أحياناً أحضر مع معلمات الدين لأنه فيه عندهم, تلاقين ترى فلانة عندها استراتيجيات متميزة, فأحب إنه أنا مثلاً.

42- تطوري نفسك

حلو

طيب أبغى أسألك عن مجموعات التعلم أنت تطبقينها؟

أطبقها لأنه لازم إنه نطبقها

43- يعني الفصل أصبح عبارة عن مجموعات

مجموعات أصبحت إلزامي لازم يكون التعلم تعاوني إلزامي.

43- بس أنت مقتنعة فيه؟

أنا أستغله في مادتي بطريقتي. يعني مثلاً عندي تعلم تعاوني لكني بأطبق التدريس التبادلي, لما تيجي تقف تقول لي اتفقت أنا ومجموعتي على تلخيص كذا يلخصون كمجموعة, اتفقت أنا ومجموعتي إنه أسألنا زي كذا, توضيحنا كذا, تنبؤنا كذا. يعني ايش فائدة التعلم التعاوني إنه يخلي الطالبة تتحدث بنفسها, إنه يخلي الطالبة تشترك مع مجموعتها, يعني يطلع أشياء في الطالبة. لكن له عيوب إنه تحسين مثلاً إذا فيه واحدة مميزة بيعتمدون عليها, إذا فيه وحدة ضعيفة والمعلمة ما انتبهت لها ممكن إنها تصير تعتمد على المجموعة وتهمل نفسها, ما تطور نفسها أو ما تفهم أو ما تتعلم. خلاص المجموعة بيقومون بيسورون كذا. فهو حلو في نقاط ومو حلو في نقاط ثانية. برضه أحس جمعهم ويكون فيها السواليف أكثر. صراحة إذا ما في عندي شيء اسمه لائحة ضبط التعلم التعاوني, لازم تكون موجودة, أصلاً لما نطبق إستراتيجية التحدث بهمس, الشكر, والإتقان, إن المعلومة تكون صحيحة, لازم هذه الأشياء تكون في إستراتيجيات عشان الطالبة وهي تنفذ الإستراتيجية تكون ما تسولف مع زميلتها, فلانة مجموعتها بتنقص عشان مثلاً هي تتكلم, ما انضبطت مجموعتها.

44- هي لها نفس المجموعة لها قائدة, كاتبة, زي كذا, أو لا؟

هذه في الصفوف الصغيرة, أما بالنسبة لي إذا أنا بأطبق التعلم التعاوني فقط يعني ما أطبق معه إستراتيجيات, يعني إذا بأطبق التدريس التبادلي لا ما أحط لهم قائدة وكاتبة, لأن عندي ملخصة, متسائلة, موضحة ومهام ثانية, فما أشغلهم, ولا أطبقه كل الحصة, يعني على سؤال, على فقرة.

45- لكن الفصل اللحين نظامه طاولة وكرسي ولا مجموعات؟

مجموعات, مع إنه اللحين أحياناً يعني زي فترة من الفترات ينتشر القمل.

46- هذه المشكلة سمعت فيها ايه.

والله إنها مشكلة صراحة, أحس إنه الطالبة تكون منحازة وكذا تصير عدوى هذه من ضمن السلبيات.

47- طيب تحسين التعليم اللحين أفضل من قبل, ولا قبل أفضل, كان قبل التلقين؟

كان قبل التلقين, اللحين أحسه أفضل لما أصبحت المدرسة مزودة بزي projector بزي سبورة ذكية.

48- صار عندكم سبورة ذكية؟

عندنا سبورة ذكية، فيه projector في كل فصل. لما الطالبة تشوف يعني أنت تعطيتها معلومة وبعدين تشوفها ما هو زي لما تسمعها وبس. يعني أول كنا نسمع، يعني أسمع من المعلمة وأنا ما أدري وايش تقول. لكن اللحين لما تسمع من معلمة ولو تعريف وتشوف له مشهد راح تفهم. زي مثلاً ما تعرف مثلاً ايش معنى النمو السكاني التطور السكاني أو الزيادة السكانية. فلما تشوف مثلاً فيلم علمي و تشوف كيف كانت الأعداد، كيف بدأت تتطور، طبعاً فرق في التعليم غير. لما مثلاً أكلمها عن الليل والنهار و أعرض لها فيلم تعليمي تتعلم منه أكثر. فهو له إيجابياته التطور الحديث، لكن له سلبيات. الطالبة ما صارت تكتب يعني بس تشوف و تسمع من المعلمة تمارس مهام. لكن ما صارت تكتب زي زمان، ما في تكتب زي زمان، إلا بدأت تضعف عند الطالبه الخطوط الجميلة، الطالبة ما صارت تكتب. هذه النقطة اللي فعلاً تؤلمني، الطالبة ما صارت تكتب، ما صارت تعبر بذاتها. لازم هي تبدأ تتكلم، بنشوف حاجة بتعرفها زي ما شافتها أو زي ما هي مكتوبة بالكتاب بس ما صارت تكتب. فلها إيجابيات ولها برضه سلبيات.

49- طيب السبورة الذكية اللحين تشرحون لهم فيها؟

في غرفة المصادر.

50- في كل الدروس أو بعض الدروس؟

في بعض الدروس، لأنه عندنا في الفصول projector، أنا اكتفي فأجيب الـlaptop حقي أكون قد عرضت لهم مثلاً فيلم، أو جمعت لهم مجموعة صور أو مقارنات أو شيء، وأجيب الـlaptop وأشرح لهم على فقرة معينة، لكن إذا كان فيه موضوع جديد أو أبغى أخرجها من روتين الفصل ممكن إني أقول للاستاذة ريم جهزي لي فيلم كذا أو جهزي لي كذا، ما بتقتصر.

51- طيب السبورة الذكية ايش ممكن تفيدهم، يعني ترى ماني أعرفه بالضبط ايش هي؟

والله إنها رائعة لأنها تكون موصلة بالننت، البحث يكون عن طريقها، ممكن إنه يكون مع المعلمة CD وتعرض عليه.

52- زي الـprojector يعني؟

زي الـprojector، وفيها برضه اتصال مباشر بالـnet، ممكن تبحث عن طريقة، ممكن الكتابة عليها بقلم خاص بها هي تحدد أو هذا، رائعة. بس أنا ما أستخدمها كثير صراحة لأني اكتفي بالفصل.

53- طيب اللحين لو جابوا لك مثلاً إستراتيجية جديدة هل تطبقينها؟

إذا تفيد الطالبة، شوفي ما كل الإستراتيجيات أنا أطبقها. عندنا يمكن بالتعلم النشط أكثر من 101 إستراتيجية. أطبق الإستراتيجيات اللي أشوف إن الطالبة فعلاً تحبها وتستفيد منها، يعني جدول التعلم رائع، التدريس التبادلي رائع، المقارنات، إنها تقارن مثلاً كذا، أو لو شيلنا هذا العنصر مثلاً سيحدث كذا، إذا فيه فائدة للطالبة.

زي Google Earth قعدنا نتدرب عليه حضرناه يمكن يومين Google Earth عشان حضرناه بعدين طبقنا عليه، رائع جداً، أول ما قالوا لنا قلنا شو هذا، وكيف بنصلح وكيف بنطبق وكيف بندرب الطالبة عليه، مجرد ما أخذناه وحضرناه على طول البنات راحوا بالبيت يبحثون ويحبون صور للأرض، ويحبون صور للجبال. فأنا أحب أطبقه إذا فيه إثراء للطالبة أو فائدة للطالبة أحب إذا فيه حاجة يعني تفيد الطالبة، لكن إذا كان إضاعة للوقت أو إضاعة للمعلمة أو إضاعة للمنهج فلن أطبقه. أحياناً كثيرة، أول ما طبقوا الإستراتيجيات كانوا طالبين منّا نطبق كل الإستراتيجيات كلها، هذا غلط، لأنه الحصّة ما تستحمل، 45 دقيقة ما هي بتوجيه الطالبة، ما هي لمتابعة الواجب، ما تكفي ما تكفي.

55- هل هي إلزامية أصلاً الإستراتيجيات؟

هي الإستراتيجيات إلزامية صارت، يعني ما تحضر الموجهة أو المديرية ويشوفك تعطين بطريقة تقليدية فيأخذون عليك تعهد، لازم إنها تاخذ يعني على التدريب، على جزء من الدرس، لازم تطبق، يا إما تعاوني يا إما تبادلي، يا إما أي نوع من أنواع الإستراتيجيات الثانيه، هي كثيرة كثيرة.

56- قولتي بيخصمون عليك لو ما طبقتي؟

لا بس يكون من النقد على إن المعلمة إنها كانت تقليدية في إعطائها التلقين للدرس, يقولون خلاص صار الطالب اللحين هو بيغى يبحث, ما عاد بيغى يتلقن وبس مع إنه لا ضروري فيه أشياء قلت لك زي التعريفات, زي المقارنات, زي المعارك زي الشيء الجديد اللي الطالبة تبغى تتعرف عليه, زي المناخ في رابع أول مرة تتعرف عليه, الظواهر الطبيعية أول مرة تتعرف عليها, مستحيل أروح أقول للطالبة مثلاً قومي عرفي لي التضاريس وهي ما قد سمعت فيها, لازم تتعرف وتتوضح, بعدين أطلبها.

57- طيب ما تقدرين تناقشين مثلاً الوزارة أنا هذي الفكرة ما أعجبتني؟ عندك حرية إنك تتناقشين فيها؟

يعني احنا نتناقش مع موجهاتنا. أنا مثلاً أقول لها يا أستاذة فلانة هذي الإستراتيجية ممكن تنفع لكذا. فعلاً يعني مثلاً التدريس التبادلي ينفع مع التاريخ, لأنه تلخيص معارك, والفتوحات ولا مثلاً زي ضم الرياض فهي كثيرة, فلما أعطي الطالبة التلخيص فيها. أحدد لها ايش الأشياء المهمة في الدرس تستفيد منها, لكن ما راح أقدر مثلاً أطبقها على التضاريس, لأن التضاريس يحتاج لشيء ثاني. يعني هو مثلاً أقول لها يا أستاذة فلانة مثلاً ما عرفت مثلاً مهارات الدمج التفكير العليا في المادة, احضري لي درس علميني كيف أسويه, وفعلاً والله ما قصرت إنها حضرت وقالت كذا صح كذا مو, تجنبي هذه, صلحي هذه, تجي تحضير الدرس المرة الجاية بحضرت لك مهارات التفكير العليا وأنت شوفي لي كيف, استوعبتي طريقتي أو لا, فيه أشياء إيجابية وفيه أشياء أحس إنها, وأنا ما أطبق بكل الحصص أبداً, بحصتي أحس إن الطالبة لازم أركز عليها أكثر من الإستراتيجيات.

59- إذا وفرت وزارة التربية والتعليم الدورات والتدريب وغيرها من أشكال الدعم لمساعدة المعلمين على تعلم واستخدام نهج تعليمي جديد، هل سوف تحضرين بعض من هذه فرص الدعم؟

لا ما عندي مشكلة أبداً بالعكس.

60- الإمكانيات اللي سهلوها لكم؟

الحمد لله المدرسة هنا ما قصرت الحمد لله المدرسة رائعة, يعني اللحين أدخل الفصل أجيب فيلم مثلاً عن فتح الرياض, الملك عبد العزيز, عن التضاريس, عن أي شيء, أشغله لطالباتي, وأكون مجهزة المقطع وأعرضه لهم. فصار الحمد لله مو زي زمان, يعني كنا زمان ما كان فيه في مدرستي الأولى إلا مصادر وحدة نتضارب عليها. اللحين الحمد لله يعني فيه فصول, فيه مصادر, فأحس الحمد لله أحسن كثير عن الأول.



## Appendix 3.5: Sample of Head Teacher' Interview Transcript in Arabic

### Head teacher - First school

- 1- انا سمعت ان فيه تغييرات جديده حضرت ممكن اعرف هذي الاشياء؟  
اولاً الجودة في التعليم طبعاً منها المعلم الكوفى هذا اول شئ. المعلم الكوفى الذي ينتج اجيال مبدعه و متطوره و هذا هو المركز الاساسي اللي يهدف اليه التعليم. فهم حرصوا على اختيار المعلم الكوفى و تطويره.  
وهذا كمان يعتمد على القائد اللي هو يقود المجموعه كلها, اذا كان هذا القائد نشيط و يحب العمل و يحب التطوير فيصبح المعلم يحب التغيير. و كذلك منها تحفيز المعلم و تشجيعه و الاخذ بيد المعلم الغير كوفى و ما عنده دورات و نحاول نظوره بدورات. نحن دورنا يا القاده هو اخبار ادارة التعليم بالمعلم الكوفى و بالمعلم الغير الكوفى. نكون نحن حلقة وصل بين ادارة التعليم و بينا بي انا نرفع خطابات لهم بالدورات اللي يحتاجها في التعلم النشط. و ممكن ايضاً في بناء الثقة و احترام الاخرين, في التعامل مع الاطفال, فيه بعضهم قاسي جداً يودي الى ضرب الطالبه. ففيه تركيز على اشياء معينه. و احنا نبحت فيها انا و المساعدة و نشوف و نركز عند اثناء الحضور, اثناء التعامل, اثناء الشراكه مع اولياء الامور و المشاكل. انا اليوم جتني شكوى انها ما تشرح المعلمه زين للطالبات, فهل انا اخذ بهذي الشكوى و احكم على المعلمه بدون ما اتأكد. طبعاً لا. يجب اولاً انا احضر للمعلمه و ايضاً انا اقيس مستوى الطالبه, و انا اخذ مجموعته من الطالبات و اقيسهم ايضاً و ان اشوف تاسيسهم, فما احكم الى بعد اجراءات عده. فاذا ثبت ذلك علينا يا الاداره ان نحل المشكله. هذي هي اهم الاساسيات. ايضاً انا اقسام العمل, و اهم شي في الاداره هو التخطيط و التنظيم و التوجيه. ففيه فرق بين المدير زمان و الان, فانا لا اهدف الى تصيد الاخطاء لا, و انما لي اقود المجموعه الى الطريق السليم. فيه اخطاء فنقوم بتوجيه نوجه.
- 2- كيف المعلمات مع تطبيق هذي المغيرات او المتطورات الجديده؟  
الجوده زي ما قولت يقوم على المعلم الكوفى ومنها وقفوا على المنهج الجيد. الان صف رابع يختلف عن الفصول الباقية اللي هم صف خامس و سادس, لماذا, لانهم درسوا التطوير في اول, ثاني و ثالث. لكن اللي قبلهم الصفوف اللي قبلهم قد لا يكون طبق عليهم المنهج المطور. فلا نقيس على الطالبات اللي قبل التطوير الجيد. فاذلك حكماً باذن الله على الجيل القادم بيكونون مبدعين. و حتى حضورنا على الفصول الدنيا عن الاخرى يختلف عن الفصول الاخرى ليه, لان هذاولي درسوا التطوير و هذاولي لا. التطوير الجيد يقود باذن الله الى جيل مبدع.  
المعلمات المستجدات نقف عليهم و الاخذ بيدهم و اللي ما حضر في الدورات من بداية السنه نسجل اسمها و نقوم برفعه الى ادارة التعليم. الان سجلوا كم مجموعته. احنا نسألهم هل حضرتي دورة التعلم النشط اذا قالت على طول يرفع باسمها. و المعلمات القديمات اخذوها لكن لا نقف على ذلك قد اخذوها لكنهم قد بداو يهملونه. فلذلك يجب علينا دائماً تذكيرهم و عمل دورات في المدرسه طبعاً. يعني مثلاً نخلي المعلم المتميز يقيم دورات او ورشة عمل لزملائه و هكذا.
- 3- ايوه

التطبيقي يعتبر الزيارات المتبادله. بين معلمات الرياضيات زيارات متبادله, بين مادة العلوم فيه زيارات متبادله, ولغيتي و هكذا. لازم اثبات عندنا ملف يسمى ... الاشرافيه موجود فيه الزيارات المتبادله, زيارات تطبيقيه الدورات اللي حضرتها المعلمه. و هذا يعتبر عامل على تطوير المعلمين و النسوبين للمدرسه.

4- طيب ايش دور الوزاره؟

حرصت الوزاره في السنوات الاخيره بتقديم دورات تطويره. لكن فيه مشكله ان الدورات لا يقيمونها في وقت ملائم. فهذي عوائق. يقيمونها في بداية السنه اللي هو وقت ذروة المناهج وفي ذروة احتياج الطالبه. و لكن في اخر السنه نفتقد ذلك. يكون المعلمات ما عندهم شغل او مافيه طالبات و لكن لا يقام دورات. و قمنا و اعطينهم المشكله اللي هم الاشراف لكن يكتبون عليها ملاحظات. و ان شاء الله انهم يقومون بحلها.

5- هل هم يطبقون التعلم التعاوني؟

ايوه كل الفصول لازم يطبقونه, الزمي. و كان الفصل زمان عددهم 36, فالفصل اللي مزدحم بالطالبات و صعب على المعلمه اداء تعليمها فلذلك قومنا بحل المشكله بقسم الفصل المزدحم الى فصلين و تهيأت الظروف المناسبه للمعلمه باقامة التعليم التعاوني.

6- طيب الوسائل التعليميه زي البرجكتر و غيره هل هي متوفره في المدرسه؟

انا اللي وفرتها ليش, لاني كلما طلبتهم قالوا ما عندي ما عندي. فاطرينا ان نوفرها من ميزانية المدرسه و قمنا بتوفير البرجكترات و تركيبها في كل فصل. طبعا لا يوجد في الدرسه معمل او مصادر و لا مختبرات لضيق المدرسه و عدم الامكانيات الموفره من الوزاره.

7- ايش دوركم في دعمهم للتطبيقها؟

فيه نقطه في التقييم على تطبيقهم لهم و هذا اولاً. لو ما احتاجه الدرس و انا قولت لهم اذا ما يحتاج الدرس ممكن عرض صور فقط بدون انكم تضيعون الوقت. لكني اتوقع كل درس يحتاج و احسها مهمه لانها من الاشياء اللي تشد انتباه الطالبه و توصل المعلومه اكثر من الاشياء الثانيه, النظرية و الصور. ايضاً بينا يا مديرات المدارس فيه قروب و هي حلقة الوصل اللي تدعم التعليم و تطوره و لتبادل الخبرات و لتطوير الاستراتيجيات. فلما تقولي مديرة مدرسه انا عندي درس تطبيقي عن كذا لي طالبات الصف الاول مثلاً, و هو عن كيفية تطبيق الاستراتيجيات, انا على طول اروح و اختار معلمتين للي يحتاجون و ارسلهم لهذي المدرسه. فيجون اليوم الثاني و يقولون مرا استفدنا. فتحسين هذي لها اثر قوي. و بعد كم يوم وجدت الاشياء اللي شافوها قد طبقوها. فيعني هم مساكين بيغالهم دعم. فله دور. المديره حريصه ع تطوير المعلمات من خلال الاجتماعات مع المدراء في المدارس الاخرى

# Appendix 4: Data Analysis

## Appendix 4.1: Familiarizing Myself with the Data

The 1<sup>st</sup> school (the 1<sup>st</sup> school)

Teacher: I

A. I heard that many changes have happened in the past few years, could you mention some of them?

Z. The first change was in the curriculum, that was nearly about, hmm, nine years ago. This first change was in developing the curriculum. Math and science were the first two curricula to be changed. Honestly, it was a radical change I am talking (specifically) about science; it was a radical change. It has no connection with the previous curriculum.

A. Do you think it was for the better?

Z. (Yes) for the better. I am with it wholeheartedly (for two reasons). First, they (the new curricula) don't have limited information. They don't have only pictures and simple things with nothing there; which had nothing. (This is because) curricular development should go along with the era (development). The development of the era has expanded the perception of the students. In fact, the students' perception now, especially this generation, wow, their perception is so good. So, these (new) curricula came - I am talking specifically about science and math- to expand their perception. Second, the good advantage in these developments that they are actually a series (I mean by) the word 'series' connected rings, connected with each other. That's true, when you come to see the content of the subject or the concept of the content from the begging of the semester, from the beginning when the student takes the information in year one, till the end of the major she is going to study at let's say the university; the student will end up having a series of information. For example, I am teaching all the levels from year 1 to year 6, I see how the information are moving from year one to .

A. Developing?

Z. Yes, the concept is developing and the information gets bigger, I mean not only the amount that gets ... no the item of vocabulary itself is developing, the same item of vocabulary. I mean it starts with two or three words in year one, in year two another more clarifying word is added, and in year three and so on. That's there is connection, honestly, it's good. Its problem is in, sometimes in forming the questions.

A. Aha

Z. I mean the problem is in the activities, for example, sometimes the activities are not, honestly, I mean these activities hmm because these curricula are American. We know that the American schools are not like ours.

A. Right

Z. First, they have limited number of students in the classroom, I mean they don't have more than 20 or 25, I don't think that they even have 25 as far as I know. Second, they have the chance to apply (the activities) outside the classroom, I mean they could go to the parks and so on, so they have more space for applying (the activities), but we don't.

Do you understand? They have taken the activities, translated them, and put them here, so our problem in science is in the activities.

A. Only the activities, you can't apply?

Z. The activities are not suitable, I mean some activities are OK, but the other activities like incubators I mean incubators for like plants, animals, snails, or whatever; or when I have to go to a park and start categorizing the living creatures.

A. You mean you can't do these?

1

need to know  
what need to know  
what is in the curriculum

stem subjects  
stem subjects

Commented [U1]: First change was curriculum

big change agrees  
agrees with change

Commented [U2]: New education is better

Commented [U3]: New curriculum don't have limited information

Commented [U4]: New curriculum don't have simple things

Commented [U5]: New curriculum go along with the era

Commented [U6]: New curriculum expanded the perception of the students

Commented [U7]: New developments is about a series

more extensive knowledge

is where

knowledge is coherent  
connected & coherent

curriculum coherence  
curriculum

Commented [U8]: Concept is developing and the information gets bigger

Commented [U9]: vocabulary developing

Commented [U10]: teacher feel the connection is good

Commented [U11]: Forming the questions become problem

Commented [U12]: She find problem with activities

Commented [U13]: Activities of New curriculum is not suitable because come from American curriculum.

class size those implies implies  
outdoor learning these are  
teaching obstacles  
in KSA obstacles

Commented [U14]: Science activities is not suitable to apply in our school

lack of resources  
lack of outdoor learning  
lead

Lead

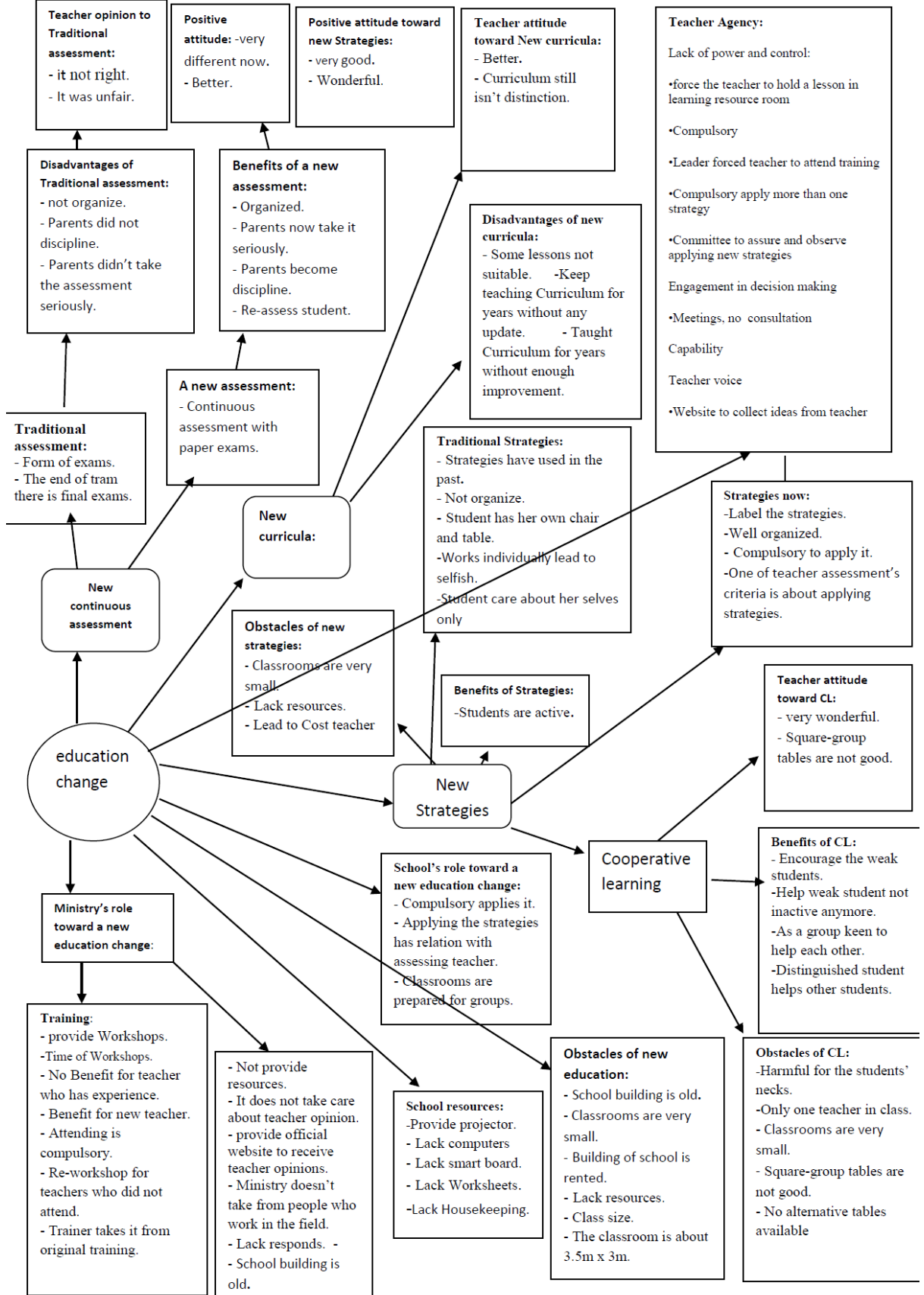
seems  
teacher seems  
open to change  
but highlights  
number of obstacles  
highlights  
of obstacles

positive about change  
curriculum is important  
BUT pedagogy not appropriate  
takes ideas from different culture  
lack resources, opportunities  
lead





## Appendix 4.2: Sample of Generating some Themes and Codes





### Appendix 4.3: Sample of Grouping Codes into Potential Themes

| Code  | Coded segments of all documents | % Coded segments of all documents | Documents |
|---|---------------------------------|-----------------------------------|-----------|
| Background of teacher\experience  | 22                              | 1.51                              | 10        |
| Background of teacher\New teacher   | 1                               | 0.07                              | 1         |
| Background of teacher\New teacher in school                                   | 4                               | 0.27                              | 3         |
| Background of teacher\Problem that face teacher                               | 5                               | 0.34                              | 1         |
| Background of teacher\Qualified   | 3                               | 0.21                              | 3         |
| Background of teacher\stage   | 8                               | 0.55                              | 6         |
| Background of teacher\Subject   | 22                              | 1.51                              | 11        |
| Cooperative learning\benefit of CL\competition                                | 4                               | 0.27                              | 3         |
| Cooperative learning\benefit of CL\Cooperate with her group                   | 4                               | 0.27                              | 3         |
| Cooperative learning\benefit of CL\Distinguished student helps other students | 2                               | 0.14                              | 1         |
| Cooperative learning\benefit of CL\Encourage the weak students                | 12                              | 0.82                              | 7         |
| Cooperative learning\benefit of CL\Share together                             | 6                               | 0.41                              | 3         |
| Cooperative learning\benefit of CL\The lesson became Vital                    | 1                               | 0.07                              | 1         |
| Cooperative learning\benefit of CL\Weak student feel achievement              | 3                               | 0.21                              | 2         |
| Cooperative learning\CL is unfair to a weak student                           | 1                               | 0.07                              | 1         |
| Cooperative learning\Classrooms are small                                     | 10                              | 0.68                              | 6         |
| Cooperative learning\Cooperative learning is essential                        | 1                               | 0.07                              | 1         |
| Cooperative learning\dealing with student are equal                           | 3                               | 0.21                              | 1         |
| Cooperative learning\Depends on her friend                                    | 2                               | 0.14                              | 2         |
| Cooperative learning\mixed ability  | 5                               | 0.34                              | 5         |
| Cooperative learning\Not all classroom divided to groups                      | 3                               | 0.21                              | 2         |
| Cooperative learning\number of group  | 3                               | 0.21                              | 2         |
| Cooperative learning\Obstacles of cooperative learning                        | 1                               | 0.07                              | 1         |
| Cooperative learning\Refusal change her group                                 | 2                               | 0.14                              | 1         |
| Cooperative learning\Spread the disease                                       | 2                               | 0.14                              | 1         |
| Cooperative learning\Style of cooperative learning                            | 3                               | 0.21                              | 2         |
| Cooperative learning\Tables and chair is not suitable                         | 2                               | 0.14                              | 2         |
| Cooperative learning\They create chaos  | 3                               | 0.21                              | 2         |
| Disadvantages of New change\Difficult control the students                    | 2                               | 0.14                              | 1         |
| Disadvantages of New change\Difficult understand lots information             | 1                               | 0.07                              | 1         |
| Disadvantages of New change\Extra work  | 14                              | 0.96                              | 4         |
| Disadvantages of New change\Financial Cost                                    | 2                               | 0.14                              | 1         |
| Disadvantages of New change\hard work   | 2                               | 0.14                              | 2         |
| Disadvantages of New change\Heavy bags  | 3                               | 0.21                              | 2         |
| Disadvantages of New change\Homework is tiring for student                    | 1                               | 0.07                              | 1         |
| Disadvantages of New change\Infects the teacher with tension                  | 2                               | 0.14                              | 1         |
| Disadvantages of New change\Lack of respect to teacher                        | 1                               | 0.07                              | 1         |
| Disadvantages of New change\Lead to Cost teacher                              | 6                               | 0.41                              | 3         |
| Disadvantages of New change\less effort                                       | 2                               | 0.14                              | 1         |

|   |    |      |   |
|---|----|------|---|
| Disadvantages of New change\less focus on students  | 4  | 0.27 | 1 |
| Disadvantages of New change\Time of lesson is not enough  | 13 | 0.89 | 5 |
| Disadvantages of New change\waste time  | 3  | 0.21 | 3 |
| Head teacher\Dealing with teacher to apply new changes  | 3  | 0.21 | 2 |
| Head teacher\Leader feels the new change depend on leader   | 1  | 0.07 | 1 |
| Head teacher\Leader seeks to improve teacher  | 15 | 1.03 | 2 |
| Head teacher\New education seeks to improve teacher   | 1  | 0.07 | 1 |
| Head teacher\No hard work for teacher   | 4  | 0.27 | 1 |
| Head teacher\Obstacles which face teacher   | 4  | 0.27 | 2 |
| Head teacher\Teacher assessment   | 6  | 0.41 | 2 |
| Head teacher\The leader's opinion to the application of teachers  | 3  | 0.21 | 2 |
| Head teacher\Workshop   | 2  | 0.14 | 2 |
| job satisfaction  | 0  | 0.00 | 0 |
| Learn from other teacher  | 12 | 0.82 | 5 |
| Ministry's role toward a new education change\Applying strategies are compulsory                                  | 2  | 0.14 | 2 |
| Ministry's role toward a new education change\Attending workshop is compulsory                                    | 3  | 0.21 | 3 |
| Ministry's role toward a new education change\Compulsory apply more than one strategy                             | 6  | 0.41 | 6 |
| Ministry's role toward a new education change\Impose reciprocal lessons   | 2  | 0.14 | 2 |
| Ministry's role toward a new education change\Lack leaflets   | 1  | 0.07 | 1 |
| Ministry's role toward a new education change\lack resources\Lack computer  | 2  | 0.14 | 2 |
| Ministry's role toward a new education change\lack resources\Lack smart board                                     | 3  | 0.21 | 3 |
| Ministry's role toward a new education change\lack resources\Lack Learning Resources Room                         | 4  | 0.27 | 3 |
| Ministry's role toward a new education change\lack resources\Lack Facilities                                      | 2  | 0.14 | 2 |
| Ministry's role toward a new education change\lack resources\lead to waste time                                   | 1  | 0.07 | 1 |
| Ministry's role toward a new education change\lack resources\Own laptop   | 4  | 0.27 | 4 |
| Ministry's role toward a new education change\Mentor focus more for applying strategies                           | 1  | 0.07 | 1 |
| Ministry's role toward a new education change\Professional Development\Teachers' Guide\Teachers' Guide is helpful | 5  | 0.34 | 3 |
| Ministry's role toward a new education change\Professional Development\Training\Workshop is series                | 2  | 0.14 | 1 |
| Ministry's role toward a new education change\Professional Development\There is practise in workshop              | 6  | 0.41 | 4 |
| Ministry's role toward a new education change\Professional Development\Training\Benefit                           | 3  | 0.21 | 2 |
| Ministry's role toward a new education change\Professional Development\The workshop lacks application             | 5  | 0.34 | 4 |
| Ministry's role toward a new education change\Professional Development\Training\Workshop for curriculum           | 10 | 0.68 | 6 |
| Ministry's role toward a new education change\Professional Development\Training\Workshop for strategies           | 8  | 0.55 | 5 |

|  |    |      |    |
|--|----|------|----|
| Ministry's role toward a new education change\Professional Development\Each trainer has a different way from other trainer | 11 | 0.75 | 7  |
| Ministry's role toward a new education change\Professional Development\limited number of teachers                          | 4  | 0.27 | 2  |
| Ministry's role toward a new education change\Professional Development\Training\No benefit                                 | 5  | 0.34 | 3  |
| Ministry's role toward a new education change\Professional Development\The time of training                                | 36 | 2.47 | 11 |
| Ministry's role toward a new education change\Professional Development\Teachers' Guide                                     | 9  | 0.62 | 6  |
| Ministry's role toward a new education change\Professional Development\Training  | 8  | 0.55 | 4  |
| Ministry's role toward a new education change\Provide resources\Help to success  | 1  | 0.07 | 1  |
| Ministry's role toward a new education change\Provide resources\Provide smart board  | 1  | 0.07 | 1  |
| Ministry's role toward a new education change\Provide resources\Provide CD   | 3  | 0.21 | 3  |
| Ministry's role toward a new education change\Provide resources\Provide Learning Resources Room                            | 4  | 0.27 | 2  |
| Ministry's role toward a new education change\Provide resources\projector  | 21 | 1.44 | 11 |
| Ministry's role toward a new education change\provide Workshops  | 10 | 0.68 | 7  |
| Ministry's role toward a new education change\Resources\Difficulties with Internet   | 2  | 0.14 | 2  |
| Ministry's role toward a new education change\Resources\Extract things   | 4  | 0.27 | 1  |
| Ministry's role toward a new education change\Resources\much help  | 6  | 0.41 | 3  |
| Ministry's role toward a new education change\Resources\Show with explain  | 3  | 0.21 | 1  |
| Ministry's role toward a new education change\Resources\Using propionate   | 3  | 0.21 | 3  |
| Ministry's role toward a new education change\Resources\Using YouTube  | 1  | 0.07 | 1  |
| Ministry's role toward a new education change\Re-workshop  | 6  | 0.41 | 3  |
| Ministry's role toward a new education change\School from Government   | 1  | 0.07 | 1  |
| Ministry's role toward a new education change\seek teacher to attend   | 1  | 0.07 | 1  |
| Ministry's role toward a new education change\support by Leaflets  | 5  | 0.34 | 3  |
| Ministry's role toward a new education change\The school is rented   | 1  | 0.07 | 1  |
| New education change   | 1  | 0.07 | 1  |
| New education change\Active for student  | 4  | 0.27 | 2  |
| New education change\assist to search  | 2  | 0.14 | 2  |
| New education change\Broad knowledge   | 1  | 0.07 | 1  |
| New education change\Class size  | 16 | 1.10 | 7  |
| New education change\Easier for student  | 3  | 0.21 | 2  |
| New education change\Easier for teacher  | 2  | 0.14 | 1  |
| New education change\Education now depends on the student  | 1  | 0.07 | 1  |

|   |    |      |   |
|---|----|------|---|
| New education change\explore the lesson   | 7  | 0.48 | 4 |
| New education change\help student   | 3  | 0.21 | 3 |
| New education change\help teacher   | 7  | 0.48 | 4 |
| New education change\Helping the weak student   | 1  | 0.07 | 1 |
| New education change\Lead to be confident   | 4  | 0.27 | 2 |
| New education change\lots of benefit  | 3  | 0.21 | 2 |
| New education change\Most of time use internet and mobile   | 2  | 0.14 | 2 |
| New education change\New assessment   | 4  | 0.27 | 4 |
| New education change\New assessment\able to write   | 2  | 0.14 | 1 |
| New education change\New assessment\adapt with exam   | 1  | 0.07 | 1 |
| New education change\New assessment\Benefit   | 1  | 0.07 | 1 |
| New education change\New assessment\Continuous assessment with paper exams  | 5  | 0.34 | 1 |
| New education change\New assessment\Not able to pass  | 4  | 0.27 | 1 |
| New education change\New assessment\prestige  | 1  | 0.07 | 1 |
| New education change\New assessment\Re-assess student   | 1  | 0.07 | 1 |
| New education change\New assessment\Students are equal  | 2  | 0.14 | 1 |
| New education change\New assessment\will pass   | 2  | 0.14 | 1 |
| New education change\New change   | 10 | 0.68 | 6 |
| New education change\New curricula  | 12 | 0.82 | 8 |
| New education change\New curricula\Benefits of curricula  | 0  | 0.00 | 0 |
| New education change\New curricula\Benefits of curricula\Comfortable for teacher.                                       | 1  | 0.07 | 1 |
| New education change\New curricula\Benefits of curricula\Expression not essential                                       | 3  | 0.21 | 1 |
| New education change\New curricula\Benefits of curricula\Hand writing not essential                                     | 1  | 0.07 | 1 |
| New education change\New curricula\Benefits of curricula\Help absent student  | 2  | 0.14 | 2 |
| New education change\New curricula\Benefits of curricula\it fit   | 5  | 0.34 | 2 |
| New education change\New curricula\Benefits of curricula\Provide many examples in new curriculum was helpful to student | 3  | 0.21 | 3 |
| New education change\New curricula\Benefits of curricula\The new curriculum is linked to life                           | 1  | 0.07 | 1 |
| New education change\New curricula\Curriculum is series   | 6  | 0.41 | 3 |
| New education change\New curricula\Disadvantages of new curricula\Uncomfortable for students                            | 1  | 0.07 | 1 |
| New education change\New curricula\Disadvantages of new curricula\Burden on students.                                   | 2  | 0.14 | 1 |
| New education change\New curricula\Disadvantages of new curricula\Affect her hand writing                               | 2  | 0.14 | 1 |
| New education change\New curricula\Disadvantages of new curricula\Affect her spelling                                   | 1  | 0.07 | 1 |
| New education change\New curricula\Disadvantages of new curricula\Many books  | 5  | 0.34 | 2 |
| New education change\New curricula\Disadvantages of new curricula\difficult understand                                  | 6  | 0.41 | 1 |
| New education change\New curricula\Disadvantages of new curricula\Lots of information                                   | 7  | 0.48 | 4 |

|  |    |      |   |
|--|----|------|---|
| New education change\New curricula\Disadvantages of new curricula\not fit                                      | 8  | 0.55 | 3 |
| New education change\New curricula\do worksheet  | 5  | 0.34 | 4 |
| New education change\New curricula\Each subject has different skills   | 1  | 0.07 | 1 |
| New education change\New curricula\Join  | 4  | 0.27 | 2 |
| New education change\New curricula\KS1 different than KS2  | 1  | 0.07 | 1 |
| New education change\New curricula\No change in some curriculums   | 4  | 0.27 | 2 |
| New education change\New curricula\Some curriculums need to cooperative learning                               | 3  | 0.21 | 2 |
| New education change\New curricula\The content is complicated  | 3  | 0.21 | 1 |
| New education change\new Strategies  | 14 | 0.96 | 9 |
| New education change\new Strategies\ Not suitable for all lessons and Stages                                   | 7  | 0.48 | 6 |
| New education change\new Strategies\Active learning  | 7  | 0.48 | 5 |
| New education change\new Strategies\Benefits of Strategies\easy to understand                                  | 7  | 0.48 | 3 |
| New education change\new Strategies\Benefits of Strategies\Get excited   | 3  | 0.21 | 2 |
| New education change\new Strategies\Benefits of Strategies\Help teacher  | 1  | 0.07 | 1 |
| New education change\new Strategies\Benefits of Strategies\lead to improvement                                 | 2  | 0.14 | 2 |
| New education change\new Strategies\Benefits of Strategies\more benefit  | 5  | 0.34 | 4 |
| New education change\new Strategies\Benefits of Strategies\quickly answer                                      | 1  | 0.07 | 1 |
| New education change\new Strategies\Benefits of Strategies\Strategies helped to know the abilities of students | 2  | 0.14 | 1 |
| New education change\new Strategies\label the strategies   | 6  | 0.41 | 5 |
| New education change\new Strategies\Numbered heads together  | 1  | 0.07 | 1 |
| New education change\new Strategies\Role playing learning strategy   | 5  | 0.34 | 3 |
| New education change\new Strategies\sand clock   | 1  | 0.07 | 1 |
| New education change\new Strategies\small teacher strategy   | 3  | 0.21 | 3 |
| New education change\new Strategies\some strategies not fit  | 7  | 0.48 | 3 |
| New education change\new Strategies\Strategies have organized.   | 1  | 0.07 | 1 |
| New education change\new Strategies\Use the concept map  | 4  | 0.27 | 2 |
| New education change\new Strategies\Wrong way to use strategy  | 2  | 0.14 | 2 |
| New education change\Obstacles of new education\Only one teacher in classroom                                  | 3  | 0.21 | 3 |
| New education change\Obstacles of new education\The school environment is not suitable                         | 26 | 1.78 | 9 |
| New education change\preparation book was changed  | 3  | 0.21 | 2 |
| New education change\Prove herself   | 4  | 0.27 | 2 |
| New education change\Reducing the role of student  | 1  | 0.07 | 1 |
| New education change\Relationship between teacher and student  | 3  | 0.21 | 2 |

|  |    |      |   |
|--|----|------|---|
| New education change\Student is able to discuss  | 2  | 0.14 | 1 |
| New education change\Student is creative   | 2  | 0.14 | 2 |
| New education change\Student more concentrate  | 3  | 0.21 | 3 |
| New education change\Suitable with this generation   | 7  | 0.48 | 3 |
| New education change\Teacher Provides the main idea and student will explore it  | 1  | 0.07 | 1 |
| New education change\The parents became aware  | 4  | 0.27 | 2 |
| New education change\Time of development   | 9  | 0.62 | 6 |
| New education change\Understand  | 3  | 0.21 | 3 |
| New education change\understand and then practise  | 4  | 0.27 | 1 |
| New education change\Will benefit in future  | 1  | 0.07 | 1 |
| School's role toward a new education change  | 0  | 0.00 | 0 |
| School's role toward a new education change\force the teacher to hold a lesson in learning resource room               | 5  | 0.34 | 3 |
| School's role toward a new education change\Attend the lesson  | 7  | 0.48 | 5 |
| School's role toward a new education change\classroom ready divided into groups  | 6  | 0.41 | 4 |
| School's role toward a new education change\Compulsory   | 5  | 0.34 | 4 |
| School's role toward a new education change\control class size   | 1  | 0.07 | 1 |
| School's role toward a new education change\Encouragement  | 12 | 0.82 | 6 |
| School's role toward a new education change\Leader forced teacher to attend training                                   | 2  | 0.14 | 1 |
| School's role toward a new education change\leader provide workshop by herself   | 5  | 0.34 | 2 |
| School's role toward a new education change\Leader seek to provide facilities for teacher                              | 4  | 0.27 | 2 |
| School's role toward a new education change\make sure from students  | 3  | 0.21 | 1 |
| School's role toward a new education change\make sure from workshop  | 1  | 0.07 | 1 |
| School's role toward a new education change\Meeting  | 2  | 0.14 | 2 |
| School's role toward a new education change\model lessons  | 7  | 0.48 | 5 |
| School's role toward a new education change\model lessons\Benefit from Model lessons                                   | 2  | 0.14 | 2 |
| School's role toward a new education change\More focus to applying strategies than student knowledge                   | 1  | 0.07 | 1 |
| School's role toward a new education change\Practical lesson   | 3  | 0.21 | 2 |
| School's role toward a new education change\Putting the strategies in the classroom's board                            | 5  | 0.34 | 4 |
| School's role toward a new education change\Reciprocal lessons   | 15 | 1.03 | 5 |
| School's role toward a new education change\reward   | 14 | 0.96 | 6 |
| School's role toward a new education change\Teacher assessment\Assessment include bring teachers' Guide in each lesson | 2  | 0.14 | 1 |
| School's role toward a new education change\Teacher assessment\Assessment include training attends                     | 3  | 0.21 | 2 |
| School's role toward a new education change\Teacher assessment\Assessment include applying strategies                  | 13 | 0.89 | 8 |
| School's role toward a new education change\Teacher assessment\assessment include reciprocal lessons                   | 5  | 0.34 | 3 |



|   |    |      |   |
|---|----|------|---|
| School's role toward a new education change\Write the strategies in preparation books   | 3  | 0.21 | 3 |
| Teacher Attitude\Aspires to further development   | 4  | 0.27 | 1 |
| Teacher Attitude\Happy with second change   | 1  | 0.07 | 1 |
| Teacher Attitude\Lack knowledge about active learning   | 1  | 0.07 | 1 |
| Teacher Attitude\Leave teacher do what she want   | 1  | 0.07 | 1 |
| Teacher Attitude\negative attitudes\ Hard work for teacher in traditional education   | 3  | 0.21 | 1 |
| Teacher Attitude\negative attitudes\Curriculum still aren't distinction.  | 1  | 0.07 | 1 |
| Teacher Attitude\negative attitudes\Curriculum was difficult in the past  | 1  | 0.07 | 1 |
| Teacher Attitude\negative attitudes\feel tired  | 3  | 0.21 | 2 |
| Teacher Attitude\negative attitudes\Impossible to assess all skills on only one day   | 1  | 0.07 | 1 |
| Teacher Attitude\negative attitudes\Keep teaching Curriculum for years without any update                                     | 1  | 0.07 | 1 |
| Teacher Attitude\negative attitudes\Ministry doesn't take from people who work in the field                                   | 1  | 0.07 | 1 |
| Teacher Attitude\negative attitudes\Negative attitude to CL   | 4  | 0.27 | 2 |
| Teacher Attitude\negative attitudes\Negative attitude to Ministry   | 1  | 0.07 | 1 |
| Teacher Attitude\negative attitudes\Negative attitude to new change\Building of school should be suitable in the first place. | 1  | 0.07 | 1 |
| Teacher Attitude\negative attitudes\Negative attitude to new change\Lead to pressure  | 1  | 0.07 | 1 |
| Teacher Attitude\negative attitudes\Negative attitude to new change\found difficult apply it in the begin                     | 4  | 0.27 | 3 |
| Teacher Attitude\negative attitudes\Negative attitude to new change\Not adapt with student do most of lessons                 | 1  | 0.07 | 1 |
| Teacher Attitude\negative attitudes\Negative attitude to new change   | 15 | 1.03 | 5 |
| Teacher Attitude\negative attitudes\Negative attitude to school   | 1  | 0.07 | 1 |
| Teacher Attitude\negative attitudes\Negative attitude to strategies   | 4  | 0.27 | 2 |
| Teacher Attitude\negative attitudes\Negative attitude to training   | 15 | 1.03 | 7 |
| Teacher Attitude\negative attitudes\negative attitudes to assessment  | 3  | 0.21 | 1 |
| Teacher Attitude\negative attitudes\Old books are described as deaf   | 1  | 0.07 | 1 |
| Teacher Attitude\negative attitudes\She attending the workshop because it compulsory  | 1  | 0.07 | 1 |
| Teacher Attitude\negative attitudes\She doesn't like use resource room  | 2  | 0.14 | 1 |
| Teacher Attitude\negative attitudes\She finds no support to apply strategies  | 1  | 0.07 | 1 |
| Teacher Attitude\negative attitudes\She is very sensitive from other teachers criticism.                                      | 3  | 0.21 | 1 |
| Teacher Attitude\negative attitudes\The old preparation tired   | 1  | 0.07 | 1 |
| Teacher Attitude\negative attitudes\Traditional education was tired to teacher  | 1  | 0.07 | 1 |

|   |    |      |   |
|---|----|------|---|
| Teacher Attitude\One tool is sufficient to insert the information                             | 1  | 0.07 | 1 |
| Teacher Attitude\Only apply it to satisfied my conscience and mind                            | 1  | 0.07 | 1 |
| Teacher Attitude\positive attitude\Able to deal with some a new change problems               | 4  | 0.27 | 1 |
| Teacher Attitude\positive attitude\apply CL   | 11 | 0.75 | 8 |
| Teacher Attitude\positive attitude\apply new change   | 5  | 0.34 | 4 |
| Teacher Attitude\positive attitude\Best than before   | 15 | 1.03 | 8 |
| Teacher Attitude\positive attitude\Changing preparation book is fabulous                      | 3  | 0.21 | 1 |
| Teacher Attitude\positive attitude\had to work it out herself                                 | 28 | 1.92 | 9 |
| Teacher Attitude\positive attitude\positive attitude to apply coopertive learning             | 13 | 0.89 | 8 |
| Teacher Attitude\positive attitude\positive attitude to assessment                            | 5  | 0.34 | 3 |
| Teacher Attitude\positive attitude\positive attitude to Curriculum                            | 13 | 0.89 | 7 |
| Teacher Attitude\positive attitude\positive attitude to new education                         | 16 | 1.10 | 8 |
| Teacher Attitude\positive attitude\positive attitude to Resources                             | 5  | 0.34 | 3 |
| Teacher Attitude\positive attitude\positive attitude to school                                | 9  | 0.62 | 5 |
| Teacher Attitude\positive attitude\positive attitude to Traditional education                 | 9  | 0.62 | 4 |
| Teacher Attitude\positive attitude\Positive attitude to training                              | 24 | 1.64 | 9 |
| Teacher Attitude\positive attitude\positive feeling to strategy                               | 17 | 1.16 | 8 |
| Teacher Attitude\positive attitude\She apply strategies                                       | 1  | 0.07 | 1 |
| Teacher Attitude\positive attitude\She feel the lesson became vital when apply CL             | 1  | 0.07 | 1 |
| Teacher Attitude\positive attitude\She feels about herself not resistance to idea             | 1  | 0.07 | 1 |
| Teacher Attitude\positive attitude\She feels attending model lesson should be to learn new th | 4  | 0.27 | 1 |
| Teacher Attitude\positive attitude\She likes reciprocal lessons                               | 3  | 0.21 | 2 |
| Teacher Attitude\positive attitude\she seek to adapt with a new idea                          | 2  | 0.14 | 1 |
| Teacher Attitude\positive attitude\Strategies best  | 3  | 0.21 | 3 |
| Teacher Attitude\positive attitude\Teacher feel to accept any idea                            | 1  | 0.07 | 1 |
| Teacher Attitude\positive attitude\Very happy for certificate of Gratitude                    | 1  | 0.07 | 1 |
| Teacher Attitude\She feels comfortable when she prepared a special classroom in               | 2  | 0.14 | 1 |
| Teacher Attitude\She feels the normal classroom loses the student's importance                | 1  | 0.07 | 1 |
| Teacher Attitude\She found difficult to apply a new idea in normal classroom                  | 1  | 0.07 | 1 |
| Teacher Attitude\She provides her own resource by herself                                     | 13 | 0.89 | 6 |
| Teacher Attitude\Teacher has a good knowledge about using strategies                          | 5  | 0.34 | 1 |
| Teacher Attitude\want retirement  | 1  | 0.07 | 1 |
| Teacher views   | 26 | 1.78 | 9 |

|  |    |      |   |
|--|----|------|---|
| Traditional Education\ Place students individual                       | 5  | 0.34 | 5 |
| Traditional Education\Absent student found difficulties with old book  | 1  | 0.07 | 1 |
| Traditional Education\assessment\Exams did not organize                | 1  | 0.07 | 1 |
| Traditional Education\assessment\Feel fear                             | 2  | 0.14 | 1 |
| Traditional Education\assessment\no experience to do exam              | 1  | 0.07 | 1 |
| Traditional Education\assessment\Not able to write                     | 1  | 0.07 | 1 |
| Traditional Education\assessment\Not pass                              | 1  | 0.07 | 1 |
| Traditional Education\assessment\Only assessment to speaking           | 2  | 0.14 | 1 |
| Traditional Education\assessment\only Form of exams                    | 1  | 0.07 | 1 |
| Traditional Education\assessment\The end of tram there is final exams. | 1  | 0.07 | 1 |
| Traditional Education\assessment\was pass                              | 1  | 0.07 | 1 |
| Traditional Education\Bad dealing with students                        | 2  | 0.14 | 1 |
| Traditional Education\Beating as type of punishment                    | 2  | 0.14 | 1 |
| Traditional Education\Curriculum was not series                        | 1  | 0.07 | 1 |
| Traditional Education\Didn't care about student's abilities            | 1  | 0.07 | 1 |
| Traditional Education\Easy to manage the students                      | 1  | 0.07 | 1 |
| Traditional Education\Expression curriculum                            | 1  | 0.07 | 1 |
| Traditional Education\Hard work for teacher                            | 5  | 0.34 | 2 |
| Traditional Education\Higher achievement in front                      | 2  | 0.14 | 2 |
| Traditional Education\Individual study leads to selfishness            | 1  | 0.07 | 1 |
| Traditional Education\Indoctrination                                   | 10 | 0.68 | 7 |
| Traditional Education\Lack of interest in healthy food                 | 1  | 0.07 | 1 |
| Traditional Education\Lead to open book                                | 1  | 0.07 | 1 |
| Traditional Education\Less concentrate to the lesson                   | 1  | 0.07 | 1 |
| Traditional Education\Less concentrate to weak student                 | 2  | 0.14 | 2 |
| Traditional Education\Less knowledge                                   | 1  | 0.07 | 1 |
| Traditional Education\Less understanding                               | 3  | 0.21 | 3 |
| Traditional Education\Limited information                              | 2  | 0.14 | 2 |
| Traditional Education\Need only to memorize                            | 2  | 0.14 | 2 |
| Traditional Education\Neglected the student who not rise her hand      | 1  | 0.07 | 1 |
| Traditional Education\No participation                                 | 1  | 0.07 | 1 |
| Traditional Education\No resources                                     | 2  | 0.14 | 2 |
| Traditional Education\no technique                                     | 2  | 0.14 | 1 |
| Traditional Education\Not fit with student's mentality                 | 1  | 0.07 | 1 |
| Traditional Education\Notebook instead activity book                   | 3  | 0.21 | 2 |
| Traditional Education\one subject has separate books                   | 2  | 0.14 | 2 |
| Traditional Education\Parents didn't care                              | 3  | 0.21 | 2 |
| Traditional Education\Poor relationship between teacher and student    | 3  | 0.21 | 2 |
| Traditional Education\Stage one did not learn how hold the pen         | 1  | 0.07 | 1 |
| Traditional Education\Strategies in the past are not compulsory        | 2  | 0.14 | 2 |
| Traditional Education\Student Expression                               | 1  | 0.07 | 1 |

|  |    |      |   |
|--|----|------|---|
| Traditional Education\Student is afraid of discussion                                | 1  | 0.07 | 1 |
| Traditional Education\Student is ashamed   | 1  | 0.07 | 1 |
| Traditional Education\Student who rise her hand only able to answer                  | 2  | 0.14 | 1 |
| Traditional Education\The example which explain by teacher was different from homewo | 1  | 0.07 | 1 |
| Traditional Education\The information used to stick to the students' minds           | 2  | 0.14 | 1 |
| Traditional Education\The old curriculum was boring.                                 | 1  | 0.07 | 1 |
| Traditional Education\The weak student is afraid                                     | 1  | 0.07 | 1 |
| Traditional Education\used Strategies in the past                                    | 23 | 1.58 | 6 |
| Traditional Education\used Strategies in the past\did not named                      | 12 | 0.82 | 4 |
| Traditional Education\used Strategies in the past\not well organized                 | 2  | 0.14 | 1 |
| Traditional Education\used Strategies in the past\Use the concept map                | 3  | 0.21 | 2 |
| Traditional Education\used Strategies in the past\use the group work                 | 3  | 0.21 | 3 |