LEADERSHIP STYLE AND TEACHER MOTIVATION. A CASE STUDY

by

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ABSTRACT

It is essential that researchers explore the extent to which leaders implement change and motivate subordinates towards reform and development. This case study was based on three research questions that dealt with how the Head of Division's leadership style relates to transformational leadership, the effect of the Head of Division's leadership style on teachers' motivation and how teachers perceive the Head of Division's leadership style. Hence, this case study was designed to examine the above mentioned research questions. Participants were 20 teachers and one Head of Division of the elementary school of a private school in Beirut. The instruments that were used for data collection were a questionnaire that was distributed to teachers, and a semi-structured interview that was conducted with the Head of Division. Non-participant observation was conducted in a division meeting between the Head of Division and teachers. Results showed that a transformational leader can influence teachers' motivation by developing a collaborative school culture, empowering teachers by sharing decision making and enhancing staff development.
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INTRODUCTION

Current efforts in American education have focused on change, reform and improvement of schools (Lucas & Valentine, 2002; Leithwood, Jantzi, Geijssel, & Sleegers, 2003; Barnett, 2003). One central dimension of such reforming is the concept of transformational leadership (Drago-Severson, 2002). Transformational leadership occurs “when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality” (Burns, 1978, p. 20). The paradigm of transformational leadership opens new perspectives to understand leaders’ behaviors directed toward change by inspiring subordinates.

Purpose

The study will be conducted in one private school in Beirut as a case study. The school was chosen since the researcher is currently employed there. The school is a Christian establishment where the majority of the students belong to the middle socio-economic class. The study examines the effect of the Head of Division’s leadership style on teachers’ motivation and teachers’ perception of the Head of Division’s leadership style. The research questions are as follows:

- How does the Head of Division’s leadership style in the considered private school relate to transformational leadership?
- What is the effect of the Head of Division’s leadership style on teachers’ motivation?
- How do teachers perceive the Head of Division’s leadership style?
Rationale

After a comprehensive review of past research regarding transformational leadership, the researcher believes that this study is important because it explores the extent to which leaders implement change and motivate subordinates toward reform and development. Moreover, there is a need in most Lebanese schools for innovation and change. Yet, it is the job of school principals to develop professional leaders to meet the enormous demands placed on them. For this reason, the researcher decided to conduct this research to investigate leadership style in one of the private schools in Beirut. Moreover, the results will reflect whether the Head of Division builds a common vision, fosters professional development, and empowers teachers or not. In addition, the study will highlight the crucial role played by the Head of Division in motivating teachers.

Operational Definitions

Transformation leaders communicate expectations and share clear vision with followers for a long-term development and change. The leaders are admired, respected, and trusted (Bass & Avolio, 1994).

Teachers’ motivation is defined as the “involving processes that occur as individuals instigate and sustain goal-directed actions” (So, Sharpe, Klockow, & Martin, 2002, p.30). Teachers’ motivation is recognized from overt behaviors related to goal accomplishments such as persistence and positive feedback of their job (So et al., 2002). In addition, motivation based on goals is affected by one’s performance, perceived self-efficacy, and adjustment of goals (Bandura, 1993).
The indicators that show teachers’ motivation are:

1. If the Head of Division motivates teachers through communication to achieve a common goal and vision.
2. If teachers are committed to change.
3. If teachers feel satisfied with the amount of work in the school.
4. If teachers have a good relationship with their Head of Division.
5. If teachers would recommend employment for a friend in the school.
6. If teachers feel responsible and accountable for their work.

(Diamantes, 2004; So et al., 2002; Barnabe & Burns, 1994; Bandura, 1993)

Department culture is the “underground stream of norms, values, beliefs, tradition and rituals that have built up over time as people work together, solve problems, and confront challenges” (Peterson & Deal, 1998, p. 28). The leader has to build a common vision, use symbols and traditions, foster staff development and empower teachers by using collaborative decision making.

The following chapter will include a literature review, a methodology chapter followed by data presentation and discussion and a concluding chapter.
LITERATURE REVIEW

This section provides a review of the literature examining leadership styles. The researcher will focus on transformational leadership and the relation with teachers' motivation. The paper will address aspects that characterize transformational leadership such as shaping the culture, empowerment, developing collaborative decision making, ongoing faculty development and teachers' motivation.

Burns distinguished three leadership styles which are transactional, laissez-faire and transformational leadership (Burns, J. M. 1978; Bass, 1985; Bass & Avolio, 1994). Transactional occurs "when one person takes the initiative in making contact with others for the purpose of exchange of valued things" (Burns, J. M. 1978, p. 19). In this leadership style there is an exchange of one thing for another. A laissez-faire leadership occurs when there is absence of leadership. In this case decisions are avoided and there is no attempt to motivate followers (Lucas & Valentine, 2002).

Transformational Leadership

The term transformational leadership and the characteristics associated with such leadership will be described hereafter (Bass & Avolio, 1994; Paula, 1992; Lunenburg, 2003; Hinkin & Tracey, 1999). The word transform indicates major changes to some phenomenon. Transforming leadership occurs "when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (Burns, J. M. 1978, p. 20). Transformational leadership resembles a relationship based on values in which leaders empower subordinates by teamwork to reach purposeful change. Empowerment will occur when leaders involve subordinates in decision making (Sweetland & Hoy, 2000). In addition, transformational
leaders get involved with stakeholders in order to motivate them to move beyond self-interest, to work towards acquiring values, to engage in decision making and to find solutions to problems (Lucas & Valentine, 2002). Current efforts have focused on school improvement and change as aspects of transformation (Lucas & Valentine, 2002; Leithwood, Jantzi, Geijssel, & Sleegers, 2003; Barnett, 2003; Drago-Severson, 2002).

Studies showed that common behaviors of transformational principals involve constructing norms and rituals, setting a clear schools’ mission and fostering staff leadership qualities (Paula, 1992). In addition, three studies conducted by Leithwood and Jantzi (1990) showed that a transformational leader fosters norms and beliefs among subordinates and encourages new ideas (Leithwood & Jantzi, 1990). These findings support the theoretical literature of transformational leadership as a helper and a guide to teachers to improve their schools (Lucas & Valentine, 2002). Many studies conducted by Leithwood and his colleagues identified the effective influence of transformational leadership on teachers’ commitment to change (Leithwood & Jantzi, 1990; Leithwood et al., 1994).

Several studies have identified four factors that feature transformational leadership which are idealized influence, inspirational motivation, intellectual stimulation and individualized consideration (Bass & Avolio, 1994; Paula, 1992; Lunenburg, 2003; Hinkin & Tracey, 1999). On the other hand, a study criticized Bass and his colleagues for having established a theory of transformational leadership, but not a measure to assess it well (Hinkin & Tracey, 1999). Idealized influence is when leaders share a vision and earn respect and trust. Leaders in inspirational motivation encourage followers. In intellectual stimulation leaders encourage followers to use new ideas to solve problems.
Finally, individual consideration is when leaders establish leadership in subordinates (Paula, 1992; Lunenburg, 2003; Hinkin & Tracey, 1999; Barnett, 2003; Leithwood et al., 2003). A study conducted with 27 principals as participants showed that most of them displayed transformational leadership behaviors such as empowerment, and trusting followers (Paula, 1992). Such behaviors maximize the effort of improving school learning environment. Most research studies done on factors of transformational leadership used the multifactor leadership questionnaire (MLQ) developed by Bass and Avolio (1994). The questionnaire was used for over ten years for varied research and field study (Bass & Avolio, as cited in Paula, 1992; Lunenburg, 2003; Hinkin & Tracey, 1992; Barnett, 2003; Leithwood et al., 2003). Thus, the researcher will use some items of the multifactor leadership questionnaire and modify them to suit the purpose of this study.

**Shaping the Culture**

Transformational leaders strive to build a positive culture where teachers share common beliefs and cope to improve their commitment to the school goals. Culture is the "underground stream of norms, values, beliefs, tradition and rituals that has built up over time as people work together, solve problems, and confront challenges" (Peterson & Deal, 1998, p. 28). A school's culture consists of common values to all school stakeholders (Leithwood & Jantzi, 1990). This would help to build a collaborative culture in which leadership is shared and distributed. Studies concerning school improvement and the enhancement of collaborative culture identified the important incentives that are provided for initiating teamwork and continuously reinforce the value of collaboration (Leithwood & Jantzi, 1990). According to Yu, Leithwood and Jantzi's studies, school
administration plays a role in developing a collaborative culture (Leithwood & Jantzi, 1990; Yu, Leithwood, & Jantzi, 2002). Various studies stressed that there is a relationship between transformational leadership behavior and school culture (Lucas & Valentine, 2002; Paula, 1992). For example, there are some strategies used by administrators to influence school culture such as enhancing staff development, communicating organizational values, norms, beliefs, and sharing responsibility (Leithwood & Jantzi, 1990). This may lead to a shared culture based on norms of collegiality, mutual planning and constant improvement (Leithwood & Jantzi, 1990).

Empowerment

Transformational leaders motivate teachers by engaging them in decisions that are related to their work and school goals (Yu et al., 2002). Empowerment is “defined and measured in terms of teachers’ power to control critical decisions about teaching and learning conditions” (Sweetland & Hoy, 2000, p.703). Studies showed that leaders empower subordinates by encouraging decision-making, delegation of authority and teamwork (Sweetland & Hoy, 2000). Yet, it takes leaders great self-confidence to give away part of their power to trust followers. A study conducted with principals as participants showed that developing a collaborative culture can increase teachers’ self-esteem, motivation and empowerment. The study indicated that teachers’ appreciation and efforts in school empowerment would enhance their work productivity (Leithwood & Jantzi, 1990). Findings of another study showed that a positive school culture supports and enhances teachers’ participation and empowerment (Sweetland & Hoy, 2000).

Moreover, Firestone and Bader’s (1991) studies showed that teacher empowerment must
focus on fostering teachers' professionalism to be more effective (Firestone & Bader as cited in Sweetland & Hoy, 2000). Moreover, findings showed that schools that enhance teachers' empowerment are related to high level of effectiveness in instruction, students' learning and teachers' motivation (Sweetland & Hoy, 2000).

Developing Collaborative Decision Making

Collaborative decision-making is important for true educational transformation to occur (Alexander & Keller, 1994). Studies identified several ways in which principals can intensify the culture, enhance staff development, establish constant communication and share power to enhance collaboration (Leithwood & Jantzi, 1990; Yu et al., 2002). Another study showed that transformational leaders engage subordinates in decision making and establishing solutions to problems (Lucas & Valentine, 2002).

On the other hand, a study showed that lack of a common vision inhibits collaborative decision-making (Alexander & Keller, 1994). In a study conducted by Hallinger, Murphy and Hausman (1992) some principals asserted that they agree with sharing decision-making, but without equal authority between the decision makers. Another study conducted with 12 schools showed that decisions that are centered on school-wide matters are handled by administrators and not teachers (Leithwood & Jantzi, 1990). Also, with regard to issues related to the budget, some participants asserted that they use their "veto" power (Alexander & Keller, 1994). However, research showed that involvement in decision making process can elevate teachers' self-esteem and motivation (Hallinger et al., 1992; Leithwood et al., 2003). Therefore, if transformation leaders would involve teachers in decision making then they would influence positively teachers' beliefs and motivation (Yu et al., 2002).
Ongoing Faculty development

Staff development is another component that transformational leaders focus on in order to develop school culture. Researchers assert that staff development is important for restructuring the school in which staff learn to cope productively in an environment stabilized by sharing decision making and collaborative team work (Hallinger et al., 1992). Other studies reported that principals proposed staff development in areas of teachers' expertise by attending in-service workshops or conferences (Leithwood & Jantzi, 1990). A study conducted with primary teachers as participants in Hong Kong showed that principals had high expectations for teachers' professional development but principals did not provide models or set examples for teachers to follow (Yu et al., 2002). Yet, another research conducted with 15 principals as participants showed that more funds should support teacher training and development programs. Thus, it is the responsibility of principals to help teachers to develop professionally. Moreover, researchers assert that effective professional development for teachers should be directed towards a collaborative approach to promote reflective thinking (Drago-Serverson, 2002; Blasé & Blasé, 2001). Moreover, leaders can challenge teachers to reconsider some of the assumptions about their work and to reexamine how it can be improved. This feedback will enhance teachers' motivation and their perception of their own strengths and weaknesses (Yu et al., 2002).
Leadership and motivation

Teachers’ Motivation

The above literature showed that transformation leaders share a common vision, establish leadership qualities in subordinates, empower teachers by sharing decision making and enhance staff development (Yu et al., 2002). These qualities in leaders would enhance motivation among teachers (Hallinger et al., 1992; Yu et al., 2002). Motivational theories are divided into content and process theory. Content theory is descriptive; it identifies factors that motivate people. However, the process theory is analytical, it is concerned with relations between personal and job characteristics (Barnabe & Burns, 1994). The process theory of motivation offers a better overview of motivation than the content theory does. The theory implies that teachers’ jobs should reveal certain characteristics that elevate their motivation and satisfaction. To create high work motivation, teachers have to experience the work as meaningful and valuable. They also have to be responsible and accountable for their work and have to be knowledgeable of their work performance (Barnabe & Burns, 1994). Motivated teachers set themselves challenging standards and establish strong commitment to achieve them (Bandura, 1993). Thus, leaders should motivate teachers to attain preset goals if they want constant school improvement (Barnabe & Burns, 1994).

Moreover, if teachers have the desire to be involved in various school efforts then they begin change in classrooms and school processes. Hence, teachers’ commitment to change is a sign of motivation (Bandura, 1993). Indeed, a motivated teacher has a personal mission to achieve the school’s goals and helps others to do the same (Kottler, J., Zehm & Kottler, E., 2005). Also, personal goals might motivate action especially if such goals are hard to achieve. Hence, in order to be motivated, goals must be clear and
have a short and a long term effect (Barnett & McCormick, 2002). Thus, it is the job of
the leader to inspire teachers. Indeed, building a shared vision would create commitment
and motivate followers towards a vision (Barnett & McCormick, 2002). One of the
characteristics of transformational leadership is inspirational motivation in which leaders
motivate and encourage subordinates by providing positive feedback about their work,
communicating the school’s vision and giving inspirational and enthusiastic discussions
(Awamleh & Gardiner, as cited in Barnett & McCormick, 2002). Leithwood’s studies
showed that transformational leadership has direct effects on teachers’ motivation and
commitment to change (Leithwood et al., 2003). A study that was conducted on 210
teachers as participants showed that a transformational leader has positive effects on
staff attitudes and that they showed higher motivation (Chang, 2006). In addition, leaders
have to be inspirational by encouraging teachers to go beyond their limits (Kottler et al.,
2005).

In conclusion, based on this literature review, leadership is a challenge for change.
Transformational leaders set shared visions for the future and influence teachers’
motivation by developing a collaborative school culture, empowering teachers by sharing
decision making and enhancing staff development (Leithwood et al., 2003; Barnett &
METHODOLOGY

This study consisted of an investigation in a private school in Beirut. The researcher chose one division in the elementary school to work with more intensively. For this reason, the researcher chose a case study which provides "a unique example of real people in real situations enabling readers to understand ideas more clearly" (Cohen, Manion, & Morrison, 2000, p.181). The study examines teachers' perception of their Head of Division's leadership style as well as the Head of Division's influence on teachers' motivation.

Sample

The researcher chose a Head of Division in the elementary school in one private school in Beirut. All twenty teachers in the department were selected from different subject matter taught from languages to sciences. All teachers were selected in the department because the researcher needs to detect the views of all teachers of the Division (Frankel & Wallen, 2003). A small sample of teachers was chosen for detailed investigation and observation (Burns, R. B. 2000). It is a non-probability sample in which the researcher "targets a particular group in the full knowledge that it doesn't represent the wider population; it simply represents itself" (Cohen et al., 2000, p.102). The teachers were all women and their teaching experience varied from one to ten years of experience. The Head of Division has two years teaching experience and four years as an administrator.
Instruments

Triangulation is the use of two or more tools of data collection in a study to maintain concurrent validity (Cohen et al., 2000). In qualitative data, validity is whether an instrument measures what it is supposed to measure (Cohen et al., 2000). Triangulation is important to compare data from all sources against each other. For this reason, the researcher used three instruments which are interviews, questionnaires, and observations as means of triangulation.

The researcher conducted a 30-minute interview with the Head of Division regarding her leadership style and its effect on teachers’ motivation. The researcher used semi-structured interview because one can follow up ideas and can detect motives and feelings from the interviewee’s tone of voice and facial expressions (Nias, 1991; Bell, 1993). Moreover, semi-structured interviews allow greater flexibility and more valid responses since the researcher relies on the interviewee to provide facts (Burns, R. B. 2000). The selected interview questions were aligned with the research questions which focused on the Head of Division’s leadership style and her influence on teachers’ motivation. The interview was conducted in the Head of Division’s office and it was not tape recorded due to school policy. The researcher had to translate most of the time since the interviewee used the Arabic language.

In addition, a questionnaire was administered to 20 teachers to examine their opinion of the Head of Division’s leadership style and their motivation towards work. Questionnaires were chosen because they provide teachers with confidentiality by saying their opinion of the Head of Division (Burns, R. B. 2000; Frankel & Wallen, 2003). The questionnaire was developed based on the research questions which examine teachers
view their Head of Division’s leadership style and its impact on their motivation. The questionnaire contained closed questions from which the respondent can choose and they are easily completed and coded. The researcher used Likert scale to range the possible responses and to provide an opportunity for flexible responses (Cohen et al., 2000; Yin, 2003). The questionnaire consisted of items from the multifactor leadership questionnaire concerning leadership styles which are; transformational, transactional, and laissez faire (Lunenburg, 2003). Transformational leadership contained four parts which are; idealized influence, inspirational motivation, intellectual stimulation and individualized consideration (Bass & Avolio, 1994; Paula, 1992; Lunenburg, 2003; Hinkin & Tracey, 1999). These subparts helped the researcher to detect the Head of Division’s leadership style. Teachers’ motivation section consisted of items to figure out whether teachers are motivated by the leadership style of their Head of Division or not.

Moreover, the researcher used direct observations to detect whether leaders and subordinates behave the same way they claim (Bell, 1993). The researcher was a non-participant observer mainly watching what was happening and recording facts (Burns, R. B. 2000). The researcher minimized the interaction with participants to focus on the interaction of the group (Burns, R. B. 2000; Yin, 2003). The researcher used Flanders’ table in a division meeting between the Head of a Division and teachers to observe the kind of interaction such as whether teachers can be part of the decision making or not. The observations were highly structured because the researcher prepared in advance Flanders’ table with its categories (Cohen et al., 2000). The researcher used as an entry in Flanders’ table a forward slash (/) since it is simple and easy to enter (Cohen et al., 2000).
Data collection and analysis

The collected data from the interview were placed in three files. The first file was the transcript file; it included the whole interview as it occurred with the interviewee as well as information the interviewer added for analysis (Cohen et al., 2000). The personal file included the interviewer's impression about what was going on during the interview. The analytical file provided the bases for the data analysis. The first step is to develop a list of coding categories. The codes are set in the transcript file and then the data coded are set in each category using index cards (Nias, 1991; Burns, R. B. 2000). The index cards then are clustered into themes and patterns. Finally, the researcher made good use of data by synthesizing to reach a conclusion (Cohen et al., 2000).

The questionnaire consisted of statements on a five point Likert scale (Burns, R. B. 2000). They include five categories which are: strongly agree, agree, neutral, disagree, and strongly disagree. The number of circled items was distributed under five columns. Then, the product of each column would be the percentage of the number of participants (Burns, R. B. 2000). The percentages of each question were presented in pie graphs for better analysis.

As for data collection from observations, the researcher chose Flanders model which consisted of six categories which are: proposing, supporting, disagreeing, giving information, seeking information, and building. The observer chose these categories to help in coding the group interactions and not the content (Burns, R. B. 2000). These categories and the notes taken revealed the behaviors of leaders with their subordinates and the frequency of these interactions. The observer recorded every time a person’s comment was shifting from one category to another recording total number of
entries for each behavior category (Cohen et al., 2000). Then, the researcher allocated the data collected in categories under themes related to the research questions (Burns, R. B. 2000).

Ethics in Research

The researcher took permission from the principal and the Head of Division to conduct this study (ESRC, 2005). The researcher identified for the principal the purpose of the study and its educational benefit for the school. In addition, teachers accepted to participate in this study without any pressure from the principal. The researcher identified for teachers that their names were kept anonymous. Moreover, the researcher presented data and findings with no changes at the end as appendices so others can examine them (ESRC, 2005).

The following chapters will include data from the interview with the Head of Division, the observation meeting, and teachers' questionnaire. The data analysis from the questionnaire will be checked against the information provided from the interview and observation to ensure validity (Cohen et al., 2000). The information revealed will be compared and contrasted in order to establish meaning and answer the research questions.
DATA ANALYSIS

In the following sections, the researcher will present data collected from the interview, observation and questionnaire respectively. Finally, the researcher will analyze and present the findings of the interview, observation and questionnaire based on the three research questions.

In this section, the researcher will present data collected from the interview with the Head of Division. The report opens with the interviewee profile and the rationale of conducting this interview. Then, the researcher will present the findings of the interview based on themes of the two research questions which are:

- How does the Head of Division's leadership style relate to transformational leadership?
- What is the effect of the Head of Division's leadership style on teachers' motivation?

Interview Report

Profile

This interview was conducted with the Head of the Lower Elementary Division in one private school in Beirut. The Head of Division holds a B.A in journalism and has 4 years experience in administration. The Head of Division is responsible for adopting and adhering to the school's educational mission statement and general objectives and contributing to their development. Moreover, the Head of Division is responsible to coordinate and to report to the principal all academic and nonacademic activities held in the division.
Rationale

The researcher expects to get from the interview information related to the characteristics of the Head of Division’s leadership style. Yet, the researcher chose this person with a leadership position to find out whether the qualities of transformational leadership are applied from a leadership perspective. In addition, the researcher will detect the effect of the Head of Division’s leadership style on teachers’ motivation.

Analytical Report

The data attained from the interview will be divided into themes based on the research questions and interview questions, which are: role of the Head of Division, transformational leadership, shaping the culture, empowerment, developing collaborative decision-making, ongoing faculty development, and teachers’ motivation.

Role of the head of division.

As a head of the lower elementary division, she has duties on three levels which are the learners, the teachers and the parents’ relations. With respect to students, she is responsible for their academic, behavioral, disciplinary and social life. If the problem is beyond her capability, she refers the student either to the Learning Difficulty Department or the school counselor in order to know how to deal with students. The Head of Division contacts parents to meet the school specialists and counselors. The third duty is towards teachers; in which she follows on their work, attendance, and adherence to rules and regulations. Also, she tries to solve problems among them on both academic and personal issues. In addition, she deals with academic aspects especially teaching techniques and assessment tools. Hence, the Head of Division duties are aligned with the job description of the school which are:
• Monitor the educational process.
• Love, respect, and care for students.
• Handle disciplinary problems.
• Plan meetings and follow on the implementation of any decision made.
• Raise regular reports to the principal about the daily work in the division.
• Supervise teachers' work and make sure that they follow the school's policy, rules and regulations.
• Help teachers to overcome difficulties when present.
• Coordinate with parents when dealing with students of specific cases.
• Coordinate with other departments.

Leadership Style.

The Head of Division has a vision which is to work on academic performance, and on personal and social interaction with learners because she deals with students who do not know how to express themselves or interact with their peers. She believes this interaction will raise learners' self-esteem. Her future vision is that learners and teachers should become more committed to school. The Head of Division's project consists of creating a library in each division containing the following: books of several genres and materials needed to enhance the reading process. Also, she aims at improving learners' creativity and team work. This would help all students to attain academic goals. These findings support the theoretical literature of transformational leadership. One characteristic of transformational leadership is idealized influence in which leaders share
a vision and earn respect and trust from followers (Lunenburg, 2003; Hinkin & Tracey, 1999).

The Head of Division has problems related to teachers’ attitude, attendance and punctuality. In divisional meetings, she discusses these issues informally with teachers. She thinks that this is one of her weak points, that is she is not strict with teachers. Moreover, she admits that she has problems with parents since they do not foresee problems with their kids. Most parents analyze problems illogically. She has to be calm with parents and explain to them that what she did is for the benefit of their child. These findings show that the Head of Division doesn’t have laissez-faire leadership which occurs when there is absence of leadership. On the contrary, the Head of Division is around when needed and takes initiatives in solving problems.

*Shaping the Culture.*

Culture is the “underground stream of norms, values, beliefs, tradition and rituals that has built up over time as people work together, solve problems, and confront challenges” (Peterson & Deal, 1998, p. 28). The leader has to build a common vision, use symbols and traditions, foster staff development and empower teachers by using collaborative decision making.

The Head of Division describes the department’s culture as having positive relationships, cooperation and competition among teachers. In the division, teachers have teamwork including positive competition. As a head of division, she has to enhance cooperation to reach the objectives because usually teachers are busy and overloaded with work.
Empowerment.

Empowerment is "defined and measured in terms of teachers' power to control critical decisions about teaching and learning conditions" (Sweetland & Hoy, 2000, p. 703). In this paragraph, the researcher will discuss how the Head of Division empowers teachers by encouraging teamwork, decision-making, and delegation of authority.

The Head of Division asserts that there is communication among teachers teaching the same subject matter, but she needs to enhance it among other teachers by assigning common projects and activities to work together. In addition, the Head of Division doesn't believe that there is cooperation among teachers because they need someone to boost their motivation. She considers the lack of cooperation between teachers is because they are burdened with tasks and most of them are mothers. However, she thinks that teachers will not hesitate to work cooperatively if given a chance. Moreover, she considers herself as a role model to teachers; sometimes she does the work to show them that they can do it as well. Finally, she believes that teachers need somebody to initiate plans to set them on the right track.

The Head of Division can indirectly influence parents and convince them to follow her decisions whether positively or negatively. Thus, parents aren't the decision makers in the school. As for teachers, the Head of Division stated that this year was the first year she tried to delegate power and assign leadership opportunities because she is trusting teachers' capabilities. For instance, she asks teachers to solve students' problems, prepare for the end year show, and be leaders in outings and activities. She believes this delegation would motivate teachers. The reason why she is delegating power to teachers this year is that she learned how to trust people. In addition, she learned that leadership
doesn’t mean to impose rules on people but instead it is about sharing decision making as much as possible. Thus, the Head of Division is trying to empower teachers through collaboration, decision-making, and delegation of authority. However, work overload hinders the Head of Division from empowering teachers.

*Developing Collaborative Decision-Making.*

Studies showed that transformational leaders engage subordinates in decision making and establish solutions to problems. Leaders can reinforce the culture, enhance staff development, establish constant communication and share power to enhance collaboration (Lucas & Valentine, 2002).

The Head of Division is responsible for many kinds of decisions concerning students’ problems and their academic work. Yet, her decisions must be aligned with the school’s vision. Concerning teachers, she decides on their academic and social work with learners. As a head of division, she is supervised by a director to whom she proposes her plans with objectives and the director will take the final decision after consulting with the principal. However, her plans must be in harmony with the school’s vision, mission statement, and values. “Professional community” is when teachers are engaged in decision making and collaborative work (Harris, 2002). Hence, there is no professional community in the school. The school has a hierarchal structure in which leaders have to report and get the approval of the principal in most matters.

*Ongoing Faculty development.*

Researchers assert that staff development is important for restructuring the school in which they learn to cope productively in an environment stabilized by shared decision making and collaborative team work concerning new techniques in teaching (Hallinger et
The Head of Division encourages teachers to attend workshops and then share new knowledge with their colleagues. In addition, she encourages teachers during meetings to discuss with their colleagues recent articles and books they have read. As for her own professional development, she admits that she has a problem in communicating her ideas clearly and directly. However, she is reading and working on her English language since she is French educated. Moreover, she is training herself to accept ideas and suggestions of other educators such as coordinators, teachers, and the Learning Difficulty team. The Head of Division attends periodically varied workshops to enhance her capabilities as an educator and as an administrator.

*Teachers' Motivation.*

To create high work motivation, teachers have to experience the work as meaningful and valuable. They also have to be responsible and accountable for their work and have to be knowledgeable of their work performance (Barnabe & Burns, 1994).

The Head of Division claims that she has a positive and respectful relationship with her teachers. She cares for their own welfare, treats them equally, and takes into consideration their needs. For example, she doesn't assign teachers who are mothers with afternoon activities or long meetings. To motivate teachers, she always listens to their concerns and problems. She can detect if teachers are motivated when they participate in activities spontaneously without being asked. Moreover, if she recognizes a sense of collegiality in teachers' work without supervision, then she concludes that they are motivated. However, since teachers are overwhelmed with work and most of them are
mothers, they need a push to start this collegiality. She uses verbal recognition with teachers especially in meetings and special occasions. Moreover, she addresses teachers with high performance positively in general meetings. She writes positive reports to the director about hardworking teachers. Finally, in teachers' appraisals she mentions their negative and positive points with the agreement of the coordinators.

Observation Report

Introduction

The purpose of this report is to observe the interaction between teachers and the Head of Division. The observer wants to examine the Head of Division's leadership style and its impact on teachers' motivation. The observation took place at the school at 10 am. till 11 am. The observed group is made up of the Head of Division and 16 out of the 20 teachers who responded to the questionnaire. The group members were teachers that have one to ten years of teaching experience. In addition, most of them have been working with the Head of Division for four years.
### Flanders' Model for Observation

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Results

Data from Flanders' table show that the Head of Division has the highest percentage for frequent interactions with teachers. The Head of Division had several themes on her agenda to discuss with teachers which are: theme of the year 06-07, briefing of the cross curricular competencies, advisory issues, briefing of the 1st unit plan and briefing on the new reporting system (Refer to appendix C). The Head of Division was frequently proposing and supporting suggestions related to the themes mentioned above. In addition, she was giving and building on information that teachers have provided. However, she rarely disagreed or sought further information from teachers.

As for teachers, teacher A was involved most of the time with discussions. Teacher A was proposing, supporting, giving and building on topics related to theme of the year, rating system, cross curricular competencies, bathroom passes, and bulletin boards decorations. Teachers C, D, G, H, I, L, M and P were involved as well in most of the meeting's topics. However, teachers E, N, and O didn't participate in the discussion until the Head of Division asked them to explain the theme of the first unit plan. In addition, teachers F and K weren't involved in any discussion (Refer to appendix C).

Analysis

The Head of Division had aspects of transformational leadership which will be discussed hereafter. The Head of Division allowed teachers to participate in decision making. For instance, she accepted ideas from teachers concerning bathroom passes; follow up on weak students, and early diagnosis of students with learning difficulties. This would help to build a collaborative culture in which leadership is shared and distributed.
The Head of Division established a relaxing atmosphere by bringing refreshments to the meeting and by welcoming new teachers to the department. In addition, she asked each teacher to introduce themselves for others by stating the name, class and subject matter that they will teach next year. The Head of Division motivated teachers in various ways. She encouraged teachers to participate in discussions such as asking teachers L, A, and J to explain the job of a class advisor, theme of the year, and rating system. Moreover, she encouraged teacher B, who is a new teacher, to explain the meaning of cross curricular competencies. The Head of Division asked teachers to prepare ideas for the beginning of the year decorations and integration. In addition, she encouraged teachers to work cooperatively in decorating classes related to theme of the year. In conclusion, the Head of Division used some aspects such as shared decision making, teamwork and encouraging discussions that might increase teachers’ motivation.

On the other hand, the Head of Division didn’t encourage teachers F and K to be involved in any discussion. Indeed, building a shared vision would create commitment and motivate followers towards a vision. However, the Head of Division mentioned neither the department nor the school’s vision for new teachers. Moreover, she didn’t encourage teachers to attend workshops during summer vacation. Thus, lack of encouragement and lack of communicating a common vision might hinder teachers’ motivation.

Questionnaire Report

In the following section, the researcher will present the Head of Division’s leadership style based on teachers’ views in the questionnaire. In addition, the researcher will present the impact of the Head of Division’s leadership style on teachers’ motivation.
The researcher based the presentation of data on three leadership styles which are transformational, transactional, and laissez-faire leadership. The researcher will start, for each section of the questionnaire, to present the percentage of each question.

Section one

All teachers were females, 55% have been teaching for more than three years, 25% have been teaching for more than ten years, 10% for two years and 10% for one year. This shows that most teachers have been working for several years with the Head of Division. Thus, teachers’ responses concerning the Head of Division’s leadership style will be valid since they have experience in dealing with her.

Section two

A. Transformational Leadership.

Idealized Influence.

Idealized influence is when leaders share a vision and earn respect and trust (Lunenburg, 2003). Fifty percent of teachers agreed that their Head of Division discusses her most important values and beliefs, 20% were neutral, 15% strongly agreed and 15% disagreed. Forty five percent of teachers agreed that their Head of Division emphasized the importance of being committed to their beliefs, 15% strongly agreed too, 30% were neutral, and 10% disagreed. Fifty percent of teachers agreed that their Head of Division takes a stand on difficult issues, 25% strongly agreed too, 20% were neutral and 5% disagreed. Forty five percent of teachers strongly agreed that their Head of Division encourages trusting each other to overcome their difficulties, 30% were neutral, 20% agreed and 5% disagreed. Fifty percent of teachers strongly agreed that their Head of Division behaves in ways that are consistent with her expressed values, 35% agreed too,
10% were neutral and 5% strongly disagreed.

Idealized influence is when leaders share a vision and earn respect and trust from followers (Lunenburg, 2003; Hinkin & Tracey, 1999). In this section, most teachers agreed that the Head of Division discusses her values and is committed to her believes. In addition, teachers agreed that the Head of Division encourages them to work cooperatively to attain their goals. Yet, the Head of Division builds a sense of trust among teachers for fostering communication and effective work. Moreover, the Head of Division shows determination to accomplish what she sets out to do.

*Inspirational Motivation.*

Leaders in inspirational motivation encourage followers (Paula, 1992). Thirty five percent of teachers agreed and 35% percent strongly agreed too that their Head of Division sets high standards and exciting new possibilities for them, 20% were neutral and 10% disagreed. Forty five percent of teachers strongly agreed that their Head of Division provides continuous encouragement to work in teams, 35% agreed too, 15% were neutral and 5% strongly disagreed. Fifty five percent of teachers agreed that their Head of Division shows determination to accomplish what she sets out to do, 30% strongly agreed too, and 15% were neutral. Sixty percent of teachers agreed that their Head of Division talks enthusiastically about what needs to be accomplished, 30% strongly agreed too, 5% were neutral and 5% disagreed. Fifty percent of teachers agreed that their Head of Division articulates a convincing vision of the school’s future, 20% strongly agreed too, 25% were neutral, and 5% disagreed.
Leaders in inspirational motivation encourage followers to attain the set objectives (Lunenburg, 2003; Hinkin & Tracey, 1999). In this section, teachers agreed that the Head of Division sets high standards and exciting new possibilities to accomplish tasks. In addition, most teachers believed that the Head of Division articulates a common vision, talks enthusiastically about what needs to be accomplished, and encourages them to express their ideas openly.

*Intellectual Stimulation.*

In intellectual stimulation leaders encourage followers to use new ideas to solve problems (Leithwood et al., 2003). Fifty percent of teachers agreed that their Head of Division encourages them to express their ideas and opinions, 35% strongly agreed too and 50% were neutral. Fifty two percent of teachers agreed that their Head of Division encourages addressing problems by using reasoning and evidence, rather than unsupported opinion, 33% strongly agreed too, 10% were neutral and 5% disagreed. Forty five percent of teachers agreed that their Head of Division seeks different perspectives when solving problems, 30% strongly agreed too, 15% were neutral and 5% disagreed. Thirty eight percent of teachers agreed that their Head of Division suggest new ways to look at problems form different perspectives, 33% strongly agreed too, 14% were neutral and 10% strongly disagreed. Thirty five percent of teachers agreed that their Head of Division gets them to look at problems from different angles, 25% strongly agreed too, 30% were neutral and 5% disagreed.

In intellectual stimulation, leaders encourage followers to use new ideas in solving problems (Lunenburg, 2003; Hinkin & Tracey, 1999). In this section, most teachers claimed that the Head of Division seeks different perspectives when addressing a
problem and encourages teachers to express their ideas and opinions openly by using reasoning and evidence in solving problems. Few teachers only believed that the Head of Division look at problems from different angles.

*Individualized consideration.*

Finally, individual consideration is when leaders establish leadership in subordinates (Paula, 1992). Fifty five percent of teachers agreed that their Head of Division treats them as individuals rather than just as members of a group, 30% strongly agreed too and 10% disagreed. Forty five percent of teachers agreed that their Head of Division focuses on developing their strengths and provides useful advice for their professional development, 30% strongly agreed too, 15% disagreed, and 5% were neutral. Sixty percent of teachers agreed that their Head of Division treats them as individuals with needs, abilities and aspirations, 20% strongly agreed too, 15% were neutral and 5% strongly disagreed. Thirty five percent of teachers agreed that their Head of Division gives personal attention to members who seem neglected by their colleagues, 20% agreed too, 35% were neutral, and 10% disagreed. Forty percent of teachers strongly agreed that their Head of Division listens attentively to their concern, 35% agreed too, 20% were neutral and 5% strongly disagree.

Individual consideration is when leaders establish leadership in subordinates (Lunenburg, 2003; Hinkin & Tracey, 1999). In this section, most teachers believed that the Head of Division treats them as individuals with needs and abilities by listening to their concerns. In addition, the Head of Division emphasized developing teachers' professional development for continuous enhancement. Few teachers assured that the Head of Division gives personal attention to members who seem neglected and the rest
didn’t agree with it.

B. Transactional leadership.

In this leadership style there is an exchange of one thing for another (Lunenburg, 2003). Thirty percent of teachers agreed that their Head of Division recognizes and rewards them in exchange for performance, 25% strongly agreed too, 20% were neutral, and 25% disagreed. Eighty percent of teachers agreed that their Head of Division intervenes when standards are not met and takes corrective measures, 5% strongly agreed too and 15% were neutral.

Transactional leadership occurs “when one person takes the initiative in making contact with others for the purpose of exchange of valued things” (Burns, J. M. 1978, p. 19). In this leadership style there is an exchange of one thing for another. In this section, most teachers agreed that the Head of Division rewards them for good performance. Moreover, most teachers believed that the Head of Division intervenes when standards aren’t met and takes corrective measures.

C. Laissez-Faire Leadership.

In this leadership style decisions are avoided and there is no attempt to motivate followers (Lucas & Valentine, 2002). Forty five percent of teachers disagreed that their Head of Division avoids involvement and taking a stand, 30% agreed and 25% were neutral. Seventy percent of teachers disagreed that their Head of Division is not around when needed, 15% agreed, 10% strongly disagreed and 5% were neutral.

A laissez-faire leadership occurs when there is absence of leadership. In this case decisions are avoided and there is no attempt to motivate followers (Burns, J. M. 1978). In this section, most teachers disagreed that the Head of Division avoids involvement and
taking a stand and isn’t around when needed.

Section three
Teachers’ Motivation.

Motivated teachers set themselves challenging standards and establish strong commitment to achieve them (Bandura, 1993). Forty percent of teachers strongly agreed that the Head of Division motivates them to achieve their goals, 44% were neutral and 11% disagreed. Fifty five percent of teachers were neutral whether their Head of Division talks optimistically about the future, 36% strongly agreed and 9% disagreed. Fifty percent of teachers were neutral concerning if they are appreciated when doing a good job in the presence of their colleagues, 40% disagreed and 10% agreed. Sixty-seven percent of teachers were neutral whether they are promoted for a remarkable appraisal, 17% disagreed, 8% strongly disagreed and 8% strongly agreed. Fifty percent of teachers strongly disagreed that if they did high performance they get a salary raise, 33% disagreed, 11% were neutral and 6% strongly agreed.

In addition, fifty seven percent of teachers disagreed that their work load is reasonable, 29% were neutral and 14% strongly agreed. Forty percent of teachers strongly agreed that they think that they are satisfied in working in this department, yet 40% disagreed, and 20% were neutral. Forty five percent of teachers consider themselves as important members in their departments, 33% were neutral and 22% disagreed. Forty five percent of teachers agreed that they will continue their career in this school, 33% were neutral and 22% disagreed. Sixty four percent of teachers strongly agreed that they are motivated to work for the best of the school, 27% were neutral and 9% disagreed. Forty percent of teachers strongly agreed that they will recommend employment to a
friend with their Head of Division, 40% were neutral and 20% disagreed. Eighty six percent of teachers strongly agreed that they have a positive relationship with their Head of Division, and 14% were neutral.

Hence, most teachers agreed that their Head of Division motivates them to achieve their goals and they have a positive relationship with her. In addition, most teachers would recommend a friend to work in this department since they are satisfied with the work in this division. Yet, most teachers consider themselves as important members in their departments and will continue to work in this school because they are motivated to work for the best of the school. Most teachers considered the work load as heavy and if they do a good job they will not have a salary raise. Most teachers were neutral whether their Head of Division talks optimistically about the future or not. In addition, most teachers were neutral whether they get promoted for good appraisal and if they are appreciated in the presence of their colleagues.

As a conclusion, data collected from the questionnaire coincide with the data collected from the interview with the head of division and observational meeting. The following section will discuss and analyze findings of data based on the three research questions.
ANALYSIS REPORT

In this part, the researcher will analyze data collected from interview, observation, and questionnaire based on the following three research questions:

Question 1: How does the Head of Division’s leadership style relate to transformational leadership?

Based on the literature review, studies identified four factors that feature transformational leadership which are: idealized influence, inspirational motivation, intellectual stimulation and individualized consideration (Bass & Avolio, 1994; Paula, 1992; Lunenburg, 2003; Hinkin & Tracey, 1999). In the following paragraphs, the researcher will show how the Head of Division’s leadership style is related to such features of a transformational leadership.

The interview showed that the Head of Division has some features of idealized influence. She has a common vision which is to work on academic performance, personal, and social interaction with learners. She considers this interaction as a tool to raise learners’ self-esteem. Her future vision is that learners and teachers should be more committed to school work. In addition, the Head of Division describes the department’s culture as having positive relationships, cooperation, and competition among teachers. In the division, teachers have teamwork including positive competition. Observations showed that the Head of Division allows teachers to participate in decision making. However, in the division meeting, the Head of Division mentioned neither the department nor the school’s vision for new teachers. In the questionnaire, teachers agreed that the Head of Division discusses her values and is committed to her beliefs. In addition, teachers agreed that the Head of Division encourages them to work cooperatively to
attain their goals. Yet, the Head of Division builds a sense of trust among teachers for fostering communication and effective work. Moreover, the Head of Division shows determination to accomplish what she sets out to do.

The interview revealed that the Head of Division has inspirational motivation. She has a positive and respectful relationship with her teachers. She cares for teachers’ welfare, treats them equally, and takes into consideration their needs. In addition, observations indicated that the Head of Division establishes a relaxing atmosphere by bringing refreshments to the meeting and by welcoming new teachers to the department. The Head of Division motivated teachers in various ways. She encouraged teachers to participate in discussions such as asking teachers L, A, and J to explain the job of a class advisor, theme of the year, and rating system (Refer to appendix C). Moreover, she encouraged teacher B, who is a new teacher, to explain the meaning of cross curricular competencies. The Head of Division asked teachers to prepare ideas for the beginning of the year decorations and integration. In addition, she encouraged teachers to work cooperatively in decorating classes related to theme of the year. In the questionnaire, teachers agreed that the Head of Division sets high standards and exciting new possibilities to accomplish tasks. In addition, most teachers believed that the Head of Division articulates a common vision, talks enthusiastically about what needs to be accomplished, and encourages them to express their ideas openly. In conclusion, the Head of Division used some aspects such as shared decision making, teamwork and encouraging discussions that might increase teachers’ motivation.
The interview showed that the Head of Division uses intellectual stimulation. She deals with problems related to parents, learners and teachers and she solves these problems after the approval of the director. Concerning students’ problems, although she allows teachers to express their opinion but she takes final decisions. Moreover, observations revealed that the Head of Division encourages teachers to find solutions to problems related to bathroom passes, and follow up on students’ problems. In the questionnaire, teachers claimed that the Head of Division seeks different perspectives when addressing a problem and encourages teachers to express their ideas and opinions openly by using reasoning and evidence in solving problems. Few teachers only believed that the Head of Division considered solving problems from different angles.

The interview showed that the Head of Division has individualized consideration. She asks teachers to prepare for the end year show, and assigns teachers as leaders in outings and activities. She believes this delegation would motivate teachers. In addition, she encourages teachers to attend workshops and then share new knowledge with their colleagues. Indeed, observations revealed that the Head of Division encourages teachers to share in decision making. However, she didn’t encourage teachers to attend workshops during summer vacation. In the questionnaire, most teachers believed that the Head of Division treats them as individuals with needs and abilities by listening to their concerns. In addition, the Head of Division emphasized developing teachers’ professional development for continuous enhancement. Few teachers assured that the Head of Division gives personal attention to members who seem neglected and the rest didn’t agree with it.
Question 2: What is the effect of the Head of Division's leadership style on teachers' motivation?

Interview findings showed that the Head of Division has a positive and respectful relationship with her teachers. She cares for teachers' welfare, treats them equally, and takes into consideration their needs. To motivate teachers, she always listens to their concerns and problems. In addition, she can detect if teachers are motivated when they participate in activities spontaneously without being asked. In addition, observations revealed that the Head of Division encouraged teachers to participate in discussions. In addition, she encouraged teachers to work cooperatively in decorating classes and integrating subjects.

Based on data from the questionnaire, most teachers agreed that their Head of Division motivates them to achieve their goals and they have a positive relationship with her. In addition, most teachers would recommend a friend to work in this department since they are satisfied with the work in this division. Moreover, most teachers consider themselves as an important member in the department and will continue to work in the school because they are motivated to work for the benefit of the school. Most teachers considered the work load as heavy and they will not have a salary increase even if they have a positive performance. Most teachers were neutral whether their Head of Division talks optimistically about the future or not. In addition, most teachers were neutral whether they get promoted for good appraisal and if they are appreciated in the presence of their colleagues.

On the other hand, based on observations, the Head of Division didn't encourage teachers F and K to be involved in any discussion. Indeed, building a shared vision would
create commitment and motivate followers towards a vision. However, the Head of Division mentioned neither the department nor the school’s vision for new teachers. Moreover, she didn’t encourage teachers to attend workshops during summer vacation. Thus, lack of encouragement and lack of communicating a common vision might hinder teachers’ motivation.

Question 3: How do teachers perceive the Head of Division’s leadership style?

In this question, the researcher will discuss how teachers’ perceive the Head of Division’s leadership style based on data collected from questionnaire, interview and observation. A transformational leadership is based on four features, which will be discussed separately.

As an idealized influence, most teachers agreed that the Head of Division discusses her values and is committed to her beliefs. In addition, teachers agreed that the Head of Division encourages them to work cooperatively to attain their goals and builds a sense of trust among teachers for fostering communication and effective work. Moreover, the Head of Division shows determination to accomplish what she sets out to do. The interview showed that the Head of Division has a vision which is to work on academic performance, personal, and social interaction with learners. She considers this interaction as a tool to raise learners’ self-esteem. Her future vision is that learners and teachers should be more committed to school work. In addition, the Head of Division describes the department’s culture as having positive relationships, cooperation, and competition among teachers. In the division, teachers have teamwork including positive competition.
In inspirational motivation, teachers agreed that the Head of Division sets high standards and exciting new possibilities to accomplish tasks. In addition, most teachers believed that the Head of Division articulates a common vision, talks enthusiastically about what needs to be accomplished, and encourages them to express their ideas openly. The interview revealed that the Head of Division has a positive and respectful relationship with her teachers. She cares for their own welfare, treats them equally, and takes into consideration their needs. Observations indicated that the Head of Division establishes a relaxing atmosphere.

In intellectual stimulation, most teachers claimed that the Head of Division seeks different perspectives when addressing a problem and encourages teachers to express their ideas and opinions openly by using reasoning and evidence in solving problems. The interview showed that the Head of Division deals with problems related to parents, learners and teachers after the approval of the director and takes final decisions. Observations revealed that the Head of Division encourages teachers to find solutions to problems related to bathroom passes, and follow up on students’ problems.

In individual consideration, most teachers believed that the Head of Division treats them as individuals with needs and abilities by listening to their concerns. In addition, the Head of Division emphasized developing teachers’ professional development by attending workshops. Few teachers assured that the Head of Division gives personal attention to members who seem neglected and the rest did not agree with it.

Transactional leadership occurs when there is an exchange of one thing for another. In this section, most teachers agreed that the Head of Division rewards them on
high performance. Moreover, most teachers believed that the Head of Division intervenes when standards aren’t met and takes corrective measures. The interview showed that the Head of Division uses verbal recognition with teachers especially in meetings and special occasions. Moreover, she addresses teachers that performed extra work or have high performance positively in general meetings. Hence, the Head of Division has elements of transactional leadership based on evidence collected from the interview, observations and questionnaire.

A laissez-faire leadership occurs when there is absence of leadership. Most teachers disagreed when asked whether the Head of Division avoids involvement and taking a stand and is not around when needed. In addition, interview findings showed that the Head of Division does not have laissez-faire leadership. On the contrary, the Head of Division is around when needed and takes initiatives in solving problems.

As a conclusion, the Head of Division exhibits elements of both transactional and transformational leadership. The Head of Division is a transformational leader since she has a common vision with teachers, and sets high standards for teachers to accomplish. In addition, she seeks different perspectives when addressing a problem and encourages teachers to express their ideas and opinions. Indeed, she treats teachers as individuals with needs and abilities by listening to their concerns. Yet, most teachers agreed that their Head of Division motivates them to achieve their goals and they have a positive relationship with her. On the other hand, data findings showed that the Head of Division has some elements of transactional leadership since she doesn’t discuss the school mission and values with new teachers. In addition, she takes the final decision in most issues after the approval of the principal and doesn’t allow teachers to be involved in
major school changes and improvement. Finally, the Head of Division does not resemble a laissez faire leadership.

The following chapter will include discussion of data collected from the interview, observation, and questionnaire and relating this data to study findings from the literature review.
RESULTS AND DISCUSSION

This chapter will discuss the findings of this case study and compare them to study findings from the literature review. The three research questions are the relation of the Head of Division’s leadership style to transformational leadership, the effect of the Head of Division’s leadership style on teachers’ motivation, and teachers’ perception of the Head of Division’s leadership style.

Questions 1 and 2: How does the Head of Division’s leadership style relate to transformational leadership? How do teachers perceive the Head of Division’s leadership style?

Analysis of teachers’ questionnaire, the Head of Division interview, and observations showed that the Head of Division has aspects of transformational leadership characteristics. Transforming leadership occurs “when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality” (Burns, J. M. 1978, p. 20). The Head of Division discusses her values sometimes, committed to her believes, and encourages teachers to work cooperatively to attain their goals. Studies showed that common behaviors of transformational principals involve constructing norms and rituals, setting a clear schools’ mission and fostering staff leadership qualities (Paula, 1992). Moreover, studies showed strategies used by administrators to influence school culture such as enhancing staff development, communicating about culture values, norms, beliefs, and sharing responsibility (Leithwood & Jantzi, 1990). In addition, the Head of Division has a positive and respectful relationship with her teachers and seeks different perspectives when addressing a problem. This is aligned with studies that showed that a
transformational leader fosters norms and beliefs among subordinates and encourages new ideas (Leithwood & Jantzi, 1990). The Head of Division treats teachers as individuals with needs and abilities by listening to their concerns. These findings support the theoretical literature of transformational leadership as a helper and a guide to teachers to improve their schools (Lucas & Valentine, 2002). However, the Head of Division didn’t foster values and didn’t establish a common vision for new teachers during the division meeting.

Collaborative decision-making is important for true educational transformation to occur (Alexander & Keller, 1994). Indeed, the Head of Division does not allow collaboration in major decision making issues among teachers due to the hierarchal decisions taken at the school. This is aligned with a study conducted which showed that decisions that are centered on school-wide matters are handled by administrators and not teachers (Leithwood & Jantzi, 1990). Moreover, the Head Division includes teachers in deciding on simple decisions such as bathroom passes and ways to follow up on students’ achievements. This is similar to findings by Hallinger and his colleagues (Hallinger et al., 1992). Studies concerning school improvement and the enhancement of collaborative culture identified the important incentives that are provided for initiating teamwork and continuously reinforced the value of collaboration (Leithwood & Jantzi, 1990). Teachers agreed that the Head of Division encourages them to work cooperatively to attain their goals. The Head of Division builds a sense of trust among teachers for fostering communication and effective work. Studies showed that leaders empower subordinates by encouraging decision-making, delegation of authority and team work (Sweetland & Hoy, 2000).
this aspect might decrease teachers' motivation towards work. This is aligned with Bandura's argument that motivated teachers set themselves challenging standards and establish strong commitment to achieve them (Bandura, 1993). In addition, many studies conducted by Leithwood and his colleagues identified effective influence of transformational leadership on teachers' commitment to change which coincided with the results of this study (Leithwood & Jantzi, 1990; Leithwood et al., 1994).

Findings from the interview, observations and questionnaire showed that the Head of Division has a positive relationship with her teachers. She cares for teachers' welfare, treats them equally, engages them in decisions, and takes into consideration their needs. Moreover, if she notices a sense of collegiality in teachers' work without being pushed, then they are motivated. Research showed that involvement in decision making process can elevate teachers' self-esteem, motivation, and collegiality (Hallinger et al., 1992; Leithwood et al., 2003). She uses verbal recognition with teachers especially in meetings and special occasions. Moreover, she addresses teachers that perform extra work or with high standard jobs positively in general meetings. She writes positive reports about hard working teachers for the director. Finally, in teachers' appraisals she mentions their negative and positive points with agreement of the coordinators. This shows aspects of transactional leadership.

As a conclusion, the Head of Division is trying to motivate teachers through giving verbal recognition, involving them in simple decision making, and in setting a common vision, and through assigning teachers with leadership roles, and developing them professionally through workshops. Almost all teachers have positive interrelationships and are satisfied working with the Head of Division. Thus, these
aspects show that the Head of Division has more elements of transformational leadership and has few aspects of transactional leadership. Indeed, most study findings from the literature review were aligned with the findings of this case study. However, the Head of Division doesn’t seem to have a positive relation with some teachers. These teachers claimed that the Head of Division doesn’t intervene when standards are not met, does not take corrective measures and does not give personal attention to members who seem neglected. In addition, based on observations, the Head of Division didn’t influence some teachers to participate in the divisional meeting. In addition, the Head of Division is not motivating teachers through collaborative decision making due to school policy. Thus, some teachers might not feel motivated to work in this department.
CONCLUSION

The reviewed literature showed that there is always the danger of bias in conducting research (Bell, 1993; Frankel & Wallen, 2003). For this reason, the researcher reduced the element of subjectivity in this project by being objective (Cohen et al., 2000). In addition, the researcher assured that all data collected will be held in confidence (Frankel & Wallen, 2003). Results of this study showed that transformational leaders can influence teachers’ motivation by developing a collaborative school culture, empowering teachers by sharing decision making, and enhancing staff development. Hence, in this chapter the researcher will discuss implications for more rewarding practices and then will state the limitations of the study.

Implications for Practice

Studies showed that transformational leadership is a promising type of leadership required for schools' innovation and change (Leithwood & Jantzi, 1990). Given this belief, the researcher recommends schools to adopt and implement this leadership style. Transformational leadership has to build a shared vision among teachers and develop high standards of commitment to accomplish objectives. Moreover, leaders have to listen to new ideas proposed by teachers and implement the best in order to sustain motivation. It is leaders’ task to motivate subordinates toward greater aspiration. Charismatic leaders must inspire followers to adopt their values and vision (Leithwood & Jantzi, 1990).

In addition, collaborative problem solving approach with teachers would provide better results and enhance communication. Leaders must encourage teachers to be independent problem solvers who will use novel ideas to find solutions. Studies showed that collaborative decision-making is important for true educational transformation to
occur. Hence, leaders must include subordinates in decision making to motivate them. Indeed, other studies identified several ways in which principals can strengthen the culture, enhance staff development, establish constant communication and share power to enhance collaboration and motivation among teachers (Yu et al., 2002). Results of this study showed that the Head of Division needs to sustain teachers’ creativity, and motivation by delegating work and sharing decision making.

Limitations of the study

This study was conducted in one division and on a small sample; hence the results can not be generalized to all Heads of Divisions in the school. In addition, the results of the Head of Division’s leadership style and its impact on teachers’ motivation can not be generalized to all private schools in Lebanon. Another limitation is that this study was based on few observation sessions so data are not very indicative. Future research should be done on the impact of leadership style on teachers’ motivation by conducting further exploration of leaders and teachers in private schools in Lebanon.
REFERENCES


APPENDIX A

Teachers’ Questionnaire

I am conducting a research project on the Head of Division leadership style and teachers’ motivation. Please take 15 minutes to complete all the items of the attached questionnaire. Please read each statement and decide how much you agree or disagree with the statement by circling your choice. Your answers will be completely anonymous. Thank you for your cooperation.

Section One

1. What is your gender?
   - Male
   - Female

2. How long have you been teaching in this school?
   - One year
   - Two years
   - Three years or more
   - Ten years or more

Section Two

This section deals with several leadership styles. Please circle the best choice which shows your opinion in your Head of Division leadership style. It contains items from the multifactor leadership questionnaire.

A. Transformational Leadership

Idealized influence.

1. The Head of Division talks to us about his/her most important values and beliefs
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly disagree

2. Emphasizes the importance of being committed to our beliefs
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly disagree
3. Takes a stand on difficult issues
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly disagree

4. Talks about how trusting each other can help us to overcome our difficulties
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly disagree

5. Behaves in ways that are consistent with his/her expressed values
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly disagree

*Inspirational motivation.*

6. Sets high standards and exciting new possibilities
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly disagree

7. Provides continuous encouragement to work in teams
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly disagree

8. Shows determination to accomplish what he/she sets out to do
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly disagree
9. Talks enthusiastically about what needs to be accomplished
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly disagree

10. Articulates a convincing vision of the school's future
    - Strongly agree
    - Agree
    - Neutral
    - Disagree
    - Strongly disagree

*Intellectual stimulation.*

11. Encourages me to express my ideas and opinions
    - Strongly agree
    - Agree
    - Neutral
    - Disagree
    - Strongly disagree

12. Encourages addressing problems by using reasoning and evidence, rather than unsupported opinion
    - Strongly agree
    - Agree
    - Neutral
    - Disagree
    - Strongly disagree

13. Seeks different perspectives when solving problems
    - Strongly agree
    - Agree
    - Neutral
    - Disagree
    - Strongly disagree

14. Suggests new ways to look at problems from different angles
    - Strongly agree
    - Agree
    - Neutral
    - Disagree
    - Strongly disagree
15. Gets me to look at problems from different angles
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly disagree

*Individualized consideration.*

16. Treats me as an individual rather than just a member of a group
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly disagree

17. Focuses on developing my strengths and provides useful advice for my professional development
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly disagree

18. Treats each of us as individuals with different needs, abilities and aspirations
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly disagree

19. Gives personal attention to members who seem neglected by their colleagues
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly disagree

20. Listens attentively to my concern
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly disagree
B. Transactional Leadership

21. Recognizes and rewards me in exchange for performance
   o Strongly agree
   o Agree
   o Neutral
   o Disagree
   o Strongly disagree

22. Intervenes when standards are not met and takes corrective measures
   o Strongly agree
   o Agree
   o Neutral
   o Disagree
   o Strongly disagree

C. Laissez-faire Leadership

23. Avoids involvement and taking a stand
   o Strongly agree
   o Agree
   o Neutral
   o Disagree
   o Strongly disagree

24. He/she is not around when needed
   o Strongly agree
   o Agree
   o Neutral
   o Disagree
   o Strongly disagree

Section three

Please circle the best choice that shows your motivation in working with your Head of Division.

1. My Head of Division motivates us to achieve our goals
   o Strongly agree
   o Agree
   o Neutral
   o Disagree
   o Strongly disagree

2. My Head of Division talks optimistically about the future
   o Strongly agree
3. If I do a good job I am appreciated in the presence of my colleagues
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly disagree

4. I am promoted for a remarkable appraisal
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly disagree

5. If I do a good job I get a salary raise
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly disagree

6. I think that my work load is logical
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly disagree

7. I think that I am satisfied with working in this department
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly disagree

8. I think that I am a significant member in this department
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
9. I will continue my profession in this school
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly disagree

10. I am motivated to work for the best of the school
    - Strongly agree
    - Agree
    - Neutral
    - Disagree
    - Strongly disagree

11. I would suggest employment to a friend with my Head of Division
    - Strongly agree
    - Agree
    - Neutral
    - Disagree
    - Strongly disagree

12. I have a positive relationship with my Head of Division
    - Strongly agree
    - Agree
    - Neutral
    - Disagree
    - Strongly disagree
Results of Questionnaire

Introductory Figure 1: What is your gender?

![Gender Question Pie Chart]

Females 100%

Introductory Figure 2: How long have you been teaching in this school?

![Teaching Experience Pie Chart]

- Ten years or more: 25%
- One year: 10%
- Two years: 10%
- Three years or more: 55%
- Ten years or more: 55%
A. Transformational Leadership

Idealized influence.

Figure 1: The Head of Division talks to us about his/her most important values and beliefs

Figure 2: Emphasizes the importance of being committed to our beliefs
Figure 3: Takes a stand on difficult issues

Figure 4: Talks about how trusting each other can help us to overcome our difficulties
Figure 5: Behaves in ways that are consistent with his/her expressed values

Inspirational motivation.

Figure 6: Sets high standards and exciting new possibilities
Figure 7: Provides continuous encouragement to work in teams

Figure 8: Shows determination to accomplish what he/she sets out to do
Figure 9: Talks enthusiastically about what needs to be accomplished

Figure 10: Articulates a convincing vision of the school's future
Intellectual stimulation.

Figure 11: Encourages me to express my ideas and opinions

Figure 12: Encourages addressing problems by using reasoning and evidence, rather than unsupported opinion
Figure 13: Seeks different perspectives when solving problems

Question 13

- Strongly disagree: 5%
- Disagree: 5%
- Neutral: 15%
- Agree: 45%
- Strongly agree: 30%

Figure 14: Suggests new ways to look at problems from different angles

Question 14

- Strongly disagree: 10%
- Disagree: 5%
- Neutral: 14%
- Agree: 38%
- Strongly agree: 33%
Figure 15: Gets me to look at problems from different angles

![Chart showing responses to Question 15]

- Strongly agree: 25%
- Agree: 35%
- Neutral: 30%
- Disagree: 5%
- Strongly disagree: 5%

*Individualized consideration.*

Figure 16: Treats me as an individual rather than just a member of a group

![Chart showing responses to Question 16]

- Strongly agree: 30%
- Agree: 55%
- Neutral: 5%
- Disagree: 10%
- Strongly disagree: 0%
Figure 17: Focuses on developing my strengths and provides useful advice for my professional development.

Figure 18: Treats each of us as individuals with different needs, abilities and aspirations.
Figure 19: Gives personal attention to members who seem neglected by their colleagues

Figure 20: Listens attentively to my concern
Transactional Leadership

Figure 21: Recognizes and rewards me in exchange for performance

Figure 22: Intervenes when standards are not met and takes corrective measures
Laissez-faire Leadership

Figure 23: Avoids involvement and taking a stand

![Pie chart showing responses to Question 23]

Figure 24: He/she is not around when needed

![Pie chart showing responses to Question 24]
Motivation

Figure 1: My Head of Division motivates us to achieve our goals

![Pie chart showing responses to Question 1]

- Strongly Agree: 45%
- Agree: 0%
- Neutral: 44%
- Disagree: 11%
- Strongly Disagree: 0%

Figure 2: My Head of Division talks optimistically about the future

![Pie chart showing responses to Question 2]

- Strongly Agree: 36%
- Agree: 0%
- Neutral: 55%
- Disagree: 0%
- Strongly Disagree: 0%
Figure 3: If I do a good job I am appreciated in the presence of my colleagues

Figure 4: I am promoted for a remarkable appraisal
Figure 5: If I do a good job I get a salary raise

Figure 6: I think that my work load is logical
Figure 7: I think that I am satisfied with working in this department.

Figure 8: I think that I am a significant member in this department.
Figure 9: I will continue my profession in this school

Figure 10: I am motivated to work for the best of the school
Figure 11: I would suggest employment to a friend with my Head of Division

Figure 12: I have a positive relationship with my Head of Division
APPENDIX B
Preplanned Interview Questions

1. What are your responsibilities and duties as a head of the lower elementary division?

2. What is your vision for the department? What would you like to change or improve?

3. How do you define the culture in your school in terms of relationships, cooperation and competition among teachers?

4. What kind of decisions do you make in the department?

5. How do you make decisions in the department?

6. Do you delegate power to teachers in terms on deciding on the curriculum, tests and solving students’ problems?

7. What type of daily problems do you face? Can you give specific examples?

8. If you face a problem with a teacher, how do you deal with it? Can you give specific examples?

9. Do you provide teachers with opportunities in leadership roles? (as assigning teachers to take the charge of a club, project or a trip)

10. Are you involved in recruiting new teachers? How? Can you give examples?

11. What is your role in supporting teachers’ development?

12. Do you encourage teachers to attend and present workshops for their colleagues?

13. How do you enhance your own development?

14. How do you encourage collaboration among teachers? Can you give examples?

15. How do you describe your relationship with teachers at the school? Can you give specific examples?

16. What means do you use to motivate teachers? Can you give examples of behaviors which show that teachers were motivated?

17. How do you give recognition for work that is well done?
Actual Interview Questions

1. What are your responsibilities and duties as a head of the lower elementary division?
   a. How do parents support you?
   b. If the problem is beyond your department, what do you do?
   c. What is your third duty?

2. What is your vision for the department? What would you like to change or improve?
   a. What is your future vision?

3. How do you define the culture in your school in terms of relationships, cooperation and competition among teachers?
   a. Do you think there is communication between teachers?
   b. Do you think there is cooperation between teachers?
   c. How do you enhance this cooperation?

4. What kind of decisions do you make in the department?
   a. What about parents, do they take decisions concerning learners?

5. How do you make decisions in the department?

6. Do you delegate power to teachers in terms on deciding on the curriculum, tests and solving students' problems?
   a. Can you give me specific examples?

7. What type of daily problems do you face? Can you give specific examples?

8. If you face a problem with a teacher, how do you deal with it? Can you give specific examples?
   a. Do you have problems with parents?

9. Do you provide teachers with opportunities in leadership roles? (as assigning teachers to take the charge of a club, project or a trip)

10. Are you involved in recruiting new teachers? How? Can you give examples?

11. What is your role in supporting teachers' development?

12. How do you enhance your own development?

13. How do you describe your relationship with teachers at the school? Can you give specific examples?
14. What means do you use to motivate teachers? Can you give examples of behaviors which show that teachers were motivated?

15. How do you give recognition for work that is well done?
Transcribed Interview

1. What are your responsibilities and duties as a head of the lower elementary division?
As a head of the lower elementary division, I have duties on three levels which are; towards the learners, the teachers and the parents. With respect to students, I am responsible for their academic, attitude, discipline and social life. That is if students have academic problems, I try to find solutions with the support of parents.

a. How do parents support you?

For example, if I have a student with a specific case, I report to inform me about that case. Then, we send after parents who will meet the concerned teachers. Finally, we set a plan of action with student’s parents and teachers to help the student attain the final objective.

b. If the problem is beyond your department, what do you do?

If the problem is beyond my capabilities I refer the student either to the Learning Difficulty Department or the school counselor. There is cooperation with the Learning Difficulty Department, in order to know how they deal with students with difficulties. Also, this department modifies tests and quizzes to fit students with special needs. We contact parents to meet the school specialists and counselors for setting plans in which parents can work with.

c. What is your third duty?

My third duty is towards teachers, in which I supervise on teachers’ work and make sure they follow the school’s policy, rules, and regulations. Also, I try to help teachers to overcome difficulties and academic and personal problems.
Then, I evaluate teachers’ work according to the “performance appraisal form”. In addition, I consult with teachers to know the academic level of students and intervene when necessary in solving urgent problems. Actually, we deal with everything from attitude to professional performance.

2. **What is your vision for the department? What would you like to change or improve?**

   My vision for this division, is to work on academic performance, personal, and social interaction with learners because we deal with students who don’t know how to express themselves or interact with their peers. I believe this will raise learners’ self-esteem. Teachers always report about learners’ performance related to all these aspects.

   **a. What is your future vision?**

   My future vision is that learners and teachers should be more committed to school. My project relies in creating a library in each division containing the following; books of all genres, all material needed to help learners in enhancing the reading process. Also, I aim at improving learners’ creativity, and team work. This would help all students to attain academic goals.

3. **How do you define the culture in your school in terms of relationships, cooperation and competition among teachers?**

   I think it is the three together; we have teamwork among teachers including positive competition. As a Head of Division, my job is to enhance cooperation because each teacher is busy with her work.
a. Do you think there is communication between teachers?

There is communication among teachers teaching the same subject matter, but I need to enhance it among other teachers by assigning common projects and activities to work together.

b. Do you think there is cooperation between teachers?

I don't think that there is cooperation among teachers because they need someone to encourage them. Actually, teachers are burdened with tasks and most of them are mothers. However, I don't think that teachers would hesitate to work cooperatively if given a chance.

c. How do you enhance this cooperation?

I consider myself as a role model for teachers; sometimes I do the work to show them that they can do it as well. I think my teachers need somebody to initiate plans to set them on the right track.

4. What kind of decisions do you make in the department?

I am responsible for many different kinds of decisions concerning students' problems, and their academic work. For instance, I follow up on students' performance especially those with special needs. I follow up individual cases with teachers and coordinators. Yet, my decisions must be aligned with school's vision. Concerning teachers, I decide on their academic and social work with learners.

a. What about parents, do they take decisions concerning learners?

Parents are the last decision makers, but I can influence them by supporting my behaviors and arguments with positive aspects.
5. **How do you make decisions in the department?**

   As a head of division, I refer to a director. I propose my plans with objectives and the director will give the final decision after consulting with the principal. However, my plans must be aligned with the school’s vision, mission statement, and values.

6. **Do you delegate power to teachers in terms of deciding on the curriculum, tests and solving students’ problems?**

   Practically yes, I didn’t use to delegate tasks for teachers because I am afraid that the work will not be as I want. However, this year I am assigning teachers with tasks because I am searching for teachers’ hidden capabilities.

   a. **Can you give me specific examples?**

      I ask teachers to solve students’ problems, prepare for the end year show, and assign them as leaders in outings and activities. The reason for this delegation is that I learned how to trust people. In addition, I learned that leadership doesn’t mean to impose rules on people instead I have to share decision making as much as possible.

7. **What type of daily problems do you face? Can you give specific examples?**

   I face many problems with students especially attitude and disciplinary problems. The solution would be either a plan of action or the use of discipline chart of conduct. If it was an academic problem we try to solve it using teachers’ and parents’ help then we report the case to the director.

8. **If you face a problem with a teacher, how do you deal with it? Can you give specific examples?**

   Usually, I have problems related to their attitude, attendance and punctuality. In division meetings, I discuss these issues informally with teachers. I think that this is
one of my weak points that I am not strict with teachers.

a. Do you have problems with parents?

Yes, I do have problems with parents since they don’t foresee problems with their kids. Parents analyze problems and they are illogical. I have to be calm with parents by convincing them that what I did is for the benefit of their child.

9. Do you provide teachers with opportunities in leadership roles? (as assigning teachers to take charge of a club, project or a trip)

Yes, I provide teachers with opportunities for leadership roles such as in trips, activities, end year, and talent shows. I think this delegation would motivate teachers.

10. Are you involved in recruiting new teachers? How can you give examples?

Yes, I meet new teachers with a selection committee, which is made up of coordinators, directors, and the principal. Yet, my say is as equal as others, I propose questions such as “what is the difference between an educator and a teacher?”.

11. What is your role in supporting teachers’ development?

My role is to encourage teachers to attend workshops and then present it to their colleagues. In addition, I encourage teachers during meetings to discuss with their colleagues recent articles and books they have read.

12. How do you enhance your own development?

I have a problem that I don’t know how to communicate my ideas as clearly and directly. However, I am reading and working on my English language since I am French educated. Moreover, I am training myself to accept the ideas and suggestions of other educators such as coordinators, teachers, and members of the learning difficulty team. Moreover, I attend periodically varied workshops to enhance
my capabilities as an educator and as an administrator.

13. How do you describe your relationship with teachers at the school? Can you give specific examples?

I have a positive and respectful relationship with my teachers. I care for their welfare, I treat them equally, and I take into consideration their needs. For example, I don't assign teachers who are mothers with afternoon activities or long meetings.

14. What means do you use to motivate teachers? Can you give examples of behaviors which show that teachers were motivated?

To motivate teachers, I always listen to their concerns and problems. For instance, one teacher had problems with other teachers, so I met each separately and I explained the positive and negative aspects of the problem. Finally, we sat all together to solve the problem and later their work was positively enhanced. I can tell that teachers are motivated when they participate in activities spontaneously without being asked. Moreover, if I see a sense of collegiality in teachers' work without supervision, then they are motivated. However, as I mentioned before since my teachers are overwhelmed with work and most of them are mothers, they need a push to start this collegiality.

15. How do you give recognition for work that is well done?

I use verbal recognition with teachers especially in meetings and special occasions. Moreover, I address teachers that performed extra work or did high performance job positively in general meetings. I write positive reports about hard working teachers for the director. Finally, in teachers' appraisals I mention their negative and positive points with agreement of the coordinator.
APPENDIX C
Observation Log

- The session started at 10 a.m and then ended at 11:00 a.m
- The Head of Division started the meeting by welcoming the new teachers in the division and the school.
- The Head of Division asked each teacher to introduce herself for others by stating name, class and subject matter that they will teach for next year.
- The Head of Division stated the importance of the submission of unit plans to coordinators before the deadline.
- The Head of Division reminded teachers to finalize their work with portfolios and item banking before they leave for summer vacation.
- The Head of Division reminded teachers of a meeting with the head of the Office of Training and Development to assign mentors for new teachers.
- The Head of Division asked teacher L to explain for new teachers the job of a class advisor.
- The Head of Division asked teacher A to explain for new teachers the theme of the year which is "transformation". Teachers D, F, G and H proposed to hang manners of the week on a bulletin board in the hallway in order to involve non-advisors in discipline matters.
- The Head of Division asked teachers to prepare ideas for the beginning of the year decorations. In addition, she encouraged teachers to work cooperatively in decorating classes related to the theme of the year and varied subject matter.
- The Head of Division asked teachers to decide together on colors for crepe
papers.

- The Head of Division proposed to organize bathroom visits for learners by establishing four passes for boys and four passes for girls. Then, she listened for teachers C, G, H, I, M, N and P giving their feedback about this new idea.

- The Head of Division proposed a problem in which there is a lack of regular follow up on students with needs. Teachers A, C, and I suggested having the action plan written with a preset date for parents meeting.

- The Head of Division accepted the suggestion of teachers G, H, and P to be familiar with learners with learning difficulties before the school starts.

- The Head of Division explained the new reporting and rating systems. Then, she encouraged teacher B, who is a new teacher, to explain the meaning of cross curricular competencies, since she attended a previous meeting about it.

- The Head of Division asked teacher J, who was a preschool teacher, to explain how they used rating to assess learners’ achievements.

- The Head of Division asked teachers C, D, E, G, H, J, L, and O to brief on their first unit plan. Then, she encouraged teachers to explain some activities that will be done.

- The Head of Division encouraged teachers to think of ideas for integration in September.

- The Head of Division wrapped up the meeting by reminding teachers of all mentioned points. Finally, she wished teachers to have a nice summer vacation.