


2019

Teachers' Perceptions of the Adoption of New Pedagogies in Kazakhstan

Phillipa Schulleri
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Walden University

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Phillipa Schulleri

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2019

Abstract

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by

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MA, Walden University, 2013

Graduate Certificate of Education, University of Zimbabwe, 1994

BSc Honors Biological Science, University of Zimbabwe, 1990

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

February 2019

Abstract

Kazakhstan has used the Soviet system of education since its independence in 1990. Researchers have noted shortfalls in education reform efforts and documented factors of teachers' resistance to new pedagogies. The purpose of this basic qualitative study was to explore local teachers' perceptions of the new pedagogies in the context of understanding the local-international teacher program in Agrenov international schools (AIS). Three research questions focused on teachers' perceptions of factors for adoption of new pedagogies in an educationally transforming school using the motivational and systems approaches and emotional intelligence conceptual frameworks. A conceptual framework constructed from three theories of motivation, systems approach, and emotional intelligence was used. The target participants were local teachers who had worked in state schools for a minimum of 3 years and for 2 years in AIS, and who had worked with national teachers. Data were collected through semistructured interviews with a random sample of 10 local veteran teachers from the target population. Thematic coding produced 4 themes: school, teacher, time, and political factors with 15 subthemes which can be used as areas of focus in researching, analyzing, and enhancing adoption of new pedagogies. The results of the study can be used to enhance teacher adoption of educational reform efforts locally in Agrenov international school Centre City and the AISes, and internationally.

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Dedication

I dedicate this work to the director of AISCC, an educational visionary whose character is a beacon for all. His leadership of the AISCC team elicits respect and motivates all staff and students to reach higher. Working with him and in his school was most rewarding.

Dedication is also to my children, Sivikelo and Lindilo, for persevering Mama's absence with quiet resilience. May this work always be an inspiration and a reminder and a challenge to you!

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I acknowledge the AISCC team, without whom I would not have conceived and carried out this study. Two mentors and leaders, Jenn Tesoro, vice principal (VP) international, and the VP of external affairs, were exemplary and tolerant women of great academic stature. I only learnt from you and took from you much that you were not even aware of.

To all the teachers of AISCC, both national and international, thank you for giving me a place to work and grow. Thank you for support and trust. Thank you for love and warmth. Working with and among you gave meaning to life.

To my chair, Dr. Mari Vawn Tinney, your belief in me gave me the strength and the push to prove worthy of your trust. For all those long nights, for being a pillar, for taking my turmoil I felt during this study and replacing it with calm to guide me onward, I am eternally grateful.

My husband is of exceptional character for opting to live with and look after our children while I worked abroad and studied, to give me space and possibility.

I owe it not to myself. I owe it to you all. We earn this together.

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Chapter 1: Introduction to the Study

Teachers are the agents of change in education, in which change is a constant feature that progresses quickly (Haywood, Connelly, Henderikx, Weller, & Williams, 2015). Teachers must incorporate technology to respond to demands and competition among schools and education institutions. Green and Condy (2016) challenged the talk-and-print tradition of teaching as inadequate for the demands of the 21st-century learner. Teachers may be unsure about how to respond to and cope with the fast rate of change in educational demands, according to Burke (2008). Educator insecurity is a result of many factors.

Teachers are the change agents whom administrators expect to promote and to effect change in methods of delivering education. However, a gap exists between the expectation and the reality. Fullan (2015) acknowledged the numerous innovations in education worldwide, while also noting their lack of success. Sarason (1990) demonstrated that the financial costs of failed attempts at educational-change implementation programs outweighed the accomplishments. Buabeng-Andoh (2012) claimed that government officials in New Zealand spent \$410 million every year for several years leading up to 2009 on schools' information communication and technologies (ICT) infrastructure, but the teachers in these schools showed little evidence of ICT use.

At the classroom level, Mihaela and Alina-Oana (2014) described the interplay of teacher and student exchange in the learning process as pedagogy. Teachers must understand how students learn (Fullan, 2014). This understanding is necessary to

maximize students' understanding and performance. For teachers to teach effectively in a complex workplace amidst the demands of the employment market, they must have a pedagogical change in their teaching methods. Administrators and teacher educators in Agrenov international schools (AISes) in Kazakhstan aim to use pedagogical change to transform the traditional Soviet system toward the new Western pedagogy with a focus on student-centered approaches. I conducted my study at Agrenov International School City Center (AISCC).

Traditional Versus New Pedagogy

Gilis, Clement, Laga, and Pauwels (2008) classified traditional methods of teaching together under the lecture method, while Sinclair and Osborn (2014) grouped the new approaches under the umbrella term student-centered pedagogies. Westbrook et al. (2013) characterized traditional pedagogy as frontal teaching, in which the teacher is the physical center of focus. The teacher delivers learning material mainly by talking and writing on the board while standing at the front of the classroom. In traditional methods, teachers consider students as passive receivers of teaching who neither question the teacher nor venture to expand their learning outside of the teacher's instructions and content. Lissette (2014) found that in new pedagogies instructors teach students to effectively communicate, solve problems, and advocate for themselves and for others. Another characteristic of new pedagogies includes instruction differentiated according to the needs of individual students for maximum effectiveness. Instructors who use student-centered approaches can empower students to search for information, formulate hypotheses, create arguments, address questions, and establish correlations (Tăușan,

2015). When teachers use new pedagogies, they shift the dynamics of teaching and learning so that the focus is on the student rather than on the teacher.

The purpose of student-centered learning is to promote understanding as opposed to rote learning. Challenging exercises that require problem-solving skills by way of research, the discovery method, and decision-making processes are constructs of student-centered learning. Teachers who use student-centered approaches enable students to organize and shape their own learning. In student-centered approaches, the teacher does not lecture in front of the classroom but instead organizes information, problems, assignments, and material for his or her students. As wide and varied as they appear, AIS administrators have introduced student-centered learning approaches.

AIS administrators support student-centered learning approaches through promoting critical thinking; fostering experiential learning; and discouraging rote learning, among many other methods. The student-centered approaches to pedagogy cover several areas, as expounded by Sinclair and Osborn (2014). Shamshidinova, Ayubayeva, and Bridges (2014) called these methods education radicalization or education modernization methods. In AISes, international teachers (ITs) of AISCC work side by side with local teachers (LTs) to promote student-centered approaches outlined in the Strategy Plan 2020 (2013). In this study, I call the program in which LTs work with ITs the local-international teachers (LIT) program. The administrators at AISCC are encouraging cooperation in the LIT program. Wang, Donghui, and Min (2015) demonstrated that teachers who use new pedagogies raise students' scientific inquiry

abilities in process skills, comprehensive skills, learning attitude, communication skills, and reflection skills, as shown in assessment.

The Role of the Teacher in Pedagogical Change

The teacher is central to all educational-change processes because he or she implements pedagogical change and connects with the students. It is imperative to look at how the teachers adopt pedagogical change for implementation in the classroom. Tatebe (2016) highlighted that teachers need to be innovative, flexible, and curious about trying new methods to reach less-focused students because they become engrossed in the world of electronic devices. When teachers fail to embrace change, they hamper advancement in the education field, hence thwarting the purpose of education in preparing, empowering, and enabling the student for the world of employment. Consequently, teachers' contributions to changing the way students learn are of primary importance in education. Stanulis, Cooper, Dear, Johnston, and Richard-Todd (2016) stated that the change-making teacher creates lasting impacts on his or her students and that teacher-led change is more sustainable than management-led change.

School administrators in almost all education institutions mount programs in teacher education (Sinclair & Osborne, 2014). Instructors of teacher-training colleges, schools' professional development (PD) courses, and postgraduate courses focus on preparing teachers to become compliant with and up to date with new and current trends in pedagogical change. Teachers should be seekers of change, by virtue of their place at the focal point of education and by virtue of their roles as the promoters of knowledge acquisition (Nnebedum, Akinwale, & Adaobi, 2018).

However, authors of published instances of pedagogical change efforts have recorded that teacher resistance to new pedagogies as an initial and sometimes lasting response acts as a drawback to supplying the demands of students adequately. Teachers in educational-change situations display resistance to new pedagogies, and few teachers adopt new pedagogies (Van Bodegraven, 2015). Researchers have studied these resistance factors (Avidov-Ungar & Magen-Nagar, 2013; Berube, 2014; Sheehan, Gonzalvo, Ramsey, & Sprunger, 2016; Terhart, 2013) and neglecting factors of adoption (Buabeng-Andoh, 2012; Van Bodegraven, 2015). In educational reform situations, teachers reported to the head of the department (HoD) that their self-motivation, their belief that change is attainable and necessary, their frustration with classroom routine, and their observations of students reacting with more interest to lessons that use new pedagogies (M. Khontai, personal communication, June 5, 2017) were factors in their deciding to adopt new pedagogies. In this study, I explored the adopter factors for LTs in AISCC.

Adoption of New Pedagogies in AISCC: A Gap in Practice

The VP of external affairs reported that LTs have selectively adopted the Western pedagogical change that the administrators of the LIT program are promoting in the AISes. No studies exist on the perceptions of adoption of new pedagogies in AISes (VP, personal communication, June 3, 2016). The AISCC is an appropriate place to study factors of resistance and adoption because AISes are new and because their administrators are promoting the implementation of radical change among teachers

(Fimyar, Yekavets, & Bridges, 2014). In addition, many of the LTs in AIS are long-service teachers who would be able to compare the old and the new pedagogies.

The characterization of long-service teachers is difficult to define. Some authors use different numbers of years to specify long service. Chari, Chimbindi, Chikozho, and Mapira (2013) defined long-service employees as those beyond 35 years of age in the service. Chari et al. found such employees to be more resistant to change. Avidov-Ungar and Magen-Nagar (2013) researched teachers' resistance to change by noting how much time they had spent in the same school (seniority). Avidov-Ungar and Magen-Nagar showed that the longer someone stayed in an organization beyond 5 years, the less he or she was likely to change. Researchers explained this phenomenon as relating to the feelings of comfort and complacency that come with seniority. Teachers of AIS are a good example of teachers in pedagogical transition because they have used old pedagogies for several years before coming to AIS. In my study, I selected teachers working with international teachers (TWITs) who had been in former schools for a minimum of 3 years before coming to AISCC, where they started learning of the new pedagogical methods that administrators see as the means of propelling the country's education system to international heights (Buabeng-Andoh, 2012).

The Contribution of the Study to Social Change

In this study, I explored TWITs' perceptions and experiences of adoption of new pedagogies in AISCC. When teachers' and teacher educators' understanding of adoption improves, the teachers can implement new pedagogies based on international best practices that AIS leaders are promoting. If administrators promote positive adoption

factors in the AISEs, the program will progress faster, producing a group of teachers who can spread the new approaches among themselves and to their state school counterparts. Teacher educators could use the best practices from this study to effect educational and pedagogical changes in teachers' methods in all other situations. All individuals involved in mentorship, teacher training, and PD efforts might benefit from the findings of this study. The study fulfills my personal desire to become a highly qualified teacher trainer who can run a teacher training institute with understanding and efficiency.

Preview Sections of the Chapter

I arranged this chapter into 12 sections. I start with the background, followed by AISEs in Kazakhstan, my problem statement, the purpose of the study, research questions, and conceptual framework. Then definitions of terms, assumptions, scope and delimitations, limitations, and significance follow. A summary concludes the chapter.

Background

Education Reform in Kazakhstan

Kazakhstan is an emerging economy country that obtained independence from the Soviet Union in 1991. Bridges and Sagintayeva (2014) described Kazakhstan as relatively well placed with its economics, geography, and human resources. Economically, oil resources have enabled Kazakhstan to propel itself from a developing to an emerging economy in a decade (Harnishch, Guetterman, Samofalova, & Kussis, 2013). Geographically, Kazakhstan is at the border of Asia and Europe, and it has influence from both continents. Additionally, the people of Kazakhstan are renowned for being open, good natured, and welcoming (Biology teacher, personal communication,

December 3, 2016). These three factors (economics, geography, and population) have a bearing on educational reform that the country embarked on since independence, a quest that has led over the years to the birth of AISes.

AISes in Kazakhstan

The leaders of Kazakhstan are spearheading an educational-reform program that will propel the country into becoming a leader in education locally in central Asia while becoming competitive internationally. On the secondary education level, the president of Kazakhstan set up pilot schools—AISes—in each city and town to act as foci of educational change (Shamshidinova, Ayubayeva, & Bridges, 2014). AISes are countrywide elite schools for talented students and are meant to be centers of excellent pedagogical transformation. The goal of the AIS is to develop young Kazakhs into citizens who are internationally competent and who will take the country to an international level politically and economically (Burkhalter & Shegebayev, 2012; Sancez, 2018). Twenty AISes are operational and are equipped with the needed material, human resources, and conditions for the maximum experimentation with and promotion of pedagogical change. The first group of AISes opened in 2011 with administrators who aimed to shift the education from Soviet- to Western-based teaching methods (Cua & Reames, 2012). Currently, the AISes are focal points for educational change.

The administrators of the AISes have recruited ITs as experts and have planted them in the AISes to demonstrate and infuse Western pedagogies into the teaching methods of the LTs, who use pedagogy that leans towards the Soviet educational system (Yekavets, 2014). Officials decided that this placement would be the best way to speed

up the pedagogical change process (Burkhalter & Shegebayev, 2012; Yekavets, 2014). In this study, I aimed to find the perceptions of TWITs on the adoption of new pedagogies in AISCC, where I work as an IT.

The transformation of the education system of Kazakhstan from the traditional Soviet system to a more global approach is desirable (Cua, Shantapriyan, & Rayeva, 2014; Yekavets, 2014). Gabdulchakov, Kusainov, and Kalimullin (2015) highlighted the urgency of educational transformation in Kazakhstan, citing the country's development capacity and goals. With its Soviet history, educationists deem that Kazakhstan's education system has suffered drawbacks that now need redress by implementing educational changes based on Western systems. Authors dispute the need to change from the Soviet pedagogy in view of comparative effectiveness. Burkhalter and Shegebayev (2012) portrayed Soviet pedagogy in a negative light as promoting rote learning, teaching by instilling fear, and harming rather than helping students. Yekavets (2014) contradicted this view by portraying Soviet pedagogy as identifying and promoting giftedness in learners.

The AISes have the task of developing internationally competitive young Kazakhs (Burkhalter & Shegebayev, 2012). According to Fimyar and Kurakbayev (2016), administrators of the LIT program use a model of integration of teaching methods. In promoting these methods, ITs work with some, but not all, LTs to impart new international pedagogies (Yekavets, 2014). LIT cooperation means intercultural and interlingual interaction. Teachers present both Soviet and Western pedagogies in their teaching ideas and methods. In such an environment as in that of AISes, resistance to new

pedagogies is bound to arise. In my study, by learning from LTs' experiences with and perceptions of change adoption, I gained insights into areas of focus that may enhance the promotion of the effectiveness of the LIT program and Kazakh educationists' drive for educational change as a whole.

Problem Statement

Teacher adoption of new pedagogies is a general problem in education (Van Bodegraven, 2015). The factors leading to LTs' adoption of new pedagogies in AISCC are not known (IT Staff Member, personal communication, November 29, 2016) because the AIS model is new and because researchers have not studied it yet (Yekavets, 2014). According to Charbonneau-Gowdy, Capredoni, Gonzalez, Jayo, and Raby (2016), all educational reform depends on teacher change. This change in teachers is critical because the teacher is the one connected to and delivering the learning to the students, who are the ultimate receivers of the education. However, the actual adoption of new pedagogies by teachers, a prerequisite that drives the change, is a difficult process. Researchers have documented teacher resistance to mentoring as a way of PD (Searby, Ballenger, & Tripses, 2015; Tomozii & Lupu, 2015). Van Bodegraven (2015) recorded a lack of adoption of pedagogies among veteran teachers (above 15 years in the profession), citing reasons including feelings of security, seniority, and comfort, while stating adoption factors as self-assessment, shared vision, self-awareness, adaptability, initiative, and empathy. Lack of desire, lack of trust, lack of time, lack of knowledge, and fear of change are other common factors of resistance to change. Although much of the published literature has focused on nonadoption or resistance factors, I found only two

published articles wherein researchers explored factors of adoption of new pedagogies (Becit Işçitürk & Kabakçı Yurdakul, 2014; Van Bodegraven, 2015). However, the perceptions and experiences of the adoption of new pedagogies among TWITs of AISCC have not been explored. I explored them through this study.

Purpose of the Study

The purpose of this study was to explore AISCC TWITs' perceptions and experiences of their adoption of new pedagogies, in the context of an understanding of the LIT program. I wished to identify those factors that enable TWITs to adopt new pedagogies and those that hamper adoption. I examined change in pedagogy in relation to teachers' motivation for change, whole institutional structure and change, and the emotional aspects of change. I used basic qualitative methods (Merriam, 2009) in a constructivist paradigm where participants were encouraged to construct meaning out of their experiences and to give different views of the same topic (Gilis et al., 2008). I started with conducting a document analysis of institutional strategic documents to gain insights into institutional background information on the organizational vision that gave rise to the LIT program. I used guiding questions given in a document analysis. This information informed the questions on the teachers' perceptions of their adoption of pedagogy in relation to institutional standing and gave the perspective of alignment between organizational and teacher goals. Formulated on the basis of a three-theory conceptual framework, the research questions cover the three main aspects of pedagogical change.

Research Question(s) (Qualitative)

1. What do TWITs perceive as their motivational factors for adoption of new pedagogies in the AISCC LIT program?
2. What do TWITs perceive are the organizational factors that are part of the adoption of new pedagogies?
3. What emotional intelligence/teamwork factors do TWITs perceive as part of the adoption of new pedagogical and collegial methods in AISCC?

Conceptual Framework (Qualitative)

In this study, I used a conceptual framework that encompasses three theories of motivation (M) by self-efficacy (Bandura, 1977), the systems (S) approach to change (Senge et al., 1999), and emotional intelligence (EI) as a driver of change (Goodson, 2001), a framework I hereafter name the MSEI framework. Bandura (1977) posited self-efficacy as a motivating factor, stating that when people perceived tasks as doable, the people are motivated to perform the tasks. In addition, goals and the need to reach or achieve them play a motivational role. These factors constitute internal motivation. External motivation is about rewards for achieving goals, such as salaries given in exchange for work. Bandura (1997) observed that the motivation of teachers played a leading role in the adoption of new pedagogies.

Senge et al. (1999) advocated for viewing all parts of the system, rather than breaking down a system to focus on individual parts. Parts of a system or institution work together and affect one another. Change is more efficient when brought not only to one arm of an institution. Goodson (2001) highlighted teachers' EI and their ability to be

empathetic to colleagues, as well as their ability to manage the self as playing a role in success. Empathetic teachers are well organized (in their time, focus, motivation, and stress). Goodson considered emotionally intelligent persons to be able to interact cognitively with change and see its importance. Thus they are better able to organize themselves to experiment with and adopt the necessary change. In this study, I investigated the interplay of motivation, systems approach, and EI in bringing about the adoption of new pedagogical change.

Nature of the Study

Change involves the interplay of cognitive, motivational, behavioral, and belief states (Marshall, Lawrence, Williams, & Peugh, 2015). In my research, I used three MSEI theories as the conceptual framework to explore teachers' views on the change they undergo in relation to AISCC as an organization, the ability of the teachers to organize themselves, and their motivation based on self-efficacy. I considered the MSEI framework to provide coverage of the aspects of change to reveal aspects of the adoption of new pedagogies.

Authors and researchers of qualitative methods have increasingly examined sample size in the last decade, arguing for and against a larger sample size and predetermination of sample size as attributing to attainment of saturation based on research objectives (Creswell, 2013; Emmel, 2013; Flick, 2018; Merriam, 2009; Merriam & Tisdell, 2015; Paton, 2002, 2015; ... Schreier, 2018). There is a lack of consensus on a sample size number qualitative researchers should use. Merriam (2009) stated that sample size depended on the research questions and on the resources available. Merriam reported

that there was no answer to this question. Patton (2002) stated that there were no rules for sample size in qualitative studies. Patton (2002), however, recommended specifying a minimum number based on the expected reasonable coverage of the phenomenon, while Patton (2015) later alluded to relatively small sample numbers, even the sufficiency of data from a sample size of one.

Flick (2018) argued that the quality of the information gathered was more important than the sample size, thus giving way for the possibility to reach saturation using a one-individual sample size. Schreier (2018) discussed that researchers who were purposeful in their sample size consequently found homogeneous samples whose information would be the same. In such cases, saturation is quickly reached at five to eight interviews. My sample was homogenous in the sense that individuals had worked with ITs; therefore, a small sample of 10 TWITs yielded enough information for the purposes of this study.

The goal of a qualitative study, according to Boddy (2016), is to reach saturation, despite the number of individuals interviewed. Hovel and Lawton (2015) supported the use of a one-individual sample in qualitative studies. Boddy, however, argued that saturation could be reached only with a minimum of two individuals constituting a sample. Van Rijnsoever (n. d.) gave a general guiding statement about sample size, advising researchers to continue data collection until the saturation point is met where no new codes or concepts emerge. Mason (2010) advocated for a larger sample size of a minimum of 20. Malterud, Siersma, and Guassora (2016) decided to use the concept of information power to determine sample size. Turner-Bowker et al. (2018) concluded that

84% information emerged by the 10th interview, and they advised 10 as a good a priori sample size in qualitative studies. Flick (2018) supported the use of a sample size of 10.

Initially, I analyzed AISCC normative documents for background information and to gain insights into the school as a system. For TWITs' perceptions, I used basic qualitative approaches according to Shujing (2016) within a constructivist paradigm. According to Merriam (2009) and Merriam and Tisdell (2015), a basic qualitative design researcher seeks to describe and understand a phenomenon using interviews and analyzes data to uncover patterns. Through using a constructivist paradigm, I was able to explore what meanings interviewees put on their experiences and explore the further construction of meaning that occurred during the interaction between researcher and interviewees. The constructivist approach was suitable for this research because I used it to explore ideas, emotions, experiences, and motivations of TWITs.

Considering the disagreement on sample size among qualitative authors and researchers, I interviewed 10 first-comer interviewees from 30 randomly selected TWITs. I used a semistructured interview format with those 10, which enabled participants to explore areas outside the restrictions of the question, thus giving way for the exploratory part of the method. With this sample selection, I narrowed the sample to a few individuals who had the experience and knowledge required by the study and who are what Emmel (2013) called information-rich individuals. Because saturation cannot be predicted ahead of time, a sample of a range of 10–15 was small enough to allow me to gather in-depth information on the topic because I could spend more time with individuals (Vella, Butterworth, Johnson, and Law, 2012). I also considered the

restriction of factors such as time and resources in deciding for a small sample size. I started with a pool of 30 who accepted participating in this study and then narrowed my sample size to 10 participants.

Questions related to motivation, systems, and emotions from the three aspects of the theories made up the conceptual framework that formed the basis of the interview questions. I interviewed 10 first-comer TWITS in a semistructured format. I recorded the interviews as both audio and field notes. I interpreted interview responses in the context of the AISCC and of teacher pedagogical reform, and I analyzed data by thematic coding through several cycles, using Word and Excel software to organize data.

Definitions

Acceptance: Willingness to employ a new pedagogy (Ismail, Bokhare, Azizan, & Azman, 2013).

Administration: The decision-making body of a school comprising the principal, the management team, and committees (Sinclair & Osborne, 2014).

Adoption: The acceptance and consistent use of new pedagogies in the classroom. (Williams, Kessler, & Williams, 2015).

Agrenov international school (AIS): A fictitious name I used for any of the innovative presidential schools in Kazakhstan.

AISCC: A specific Agrenov international school, Central City (fictitious name) for the school in which I worked and collected data.

Beliefs: The set of guiding principles driving teachers' practice in the classroom (Talbot & Campbell, 2014).

Emotional intelligence (EI): The ability to recognize, understand, and manage emotions and recognize, understand, and influence the emotions of others. (Goleman, 1996).

International teachers (IT): The international teachers employed to infuse LTs in AISes with modern pedagogy through integrated collaboration in the AIS LIT program.

Kazakhstan: One of the countries of central Asia that was under Russian rule up to the collapse of the Soviet Union in 1990 (Fimyar & Kurakbayev, 2016).

Local-international teacher program of cooperation (LIT): In the AISes, ITs were recruited to work in close cooperation with LTs in order to disseminate modern pedagogies to LTs.

Local teachers (LT): Teachers from Kazakhstan who are Kazakh or Russian nationals teaching in AISCC.

Long-service/veteran teachers: Teachers who have served in the profession for a minimum of 3 years before coming to AIS (Chari et al., 2015).

Modern pedagogies: The use of different teaching styles that reach as many students as possible, making the students the center of the learning process and maximizing retention, application, and transfer (Zeng, 2016).

Pedagogy: “The interactive process by which a student’s learning is mediated by teachers using a range of tools” (Vygotsky, as cited in Somekh, 2015, p. 27).

Resistance: The act of not being willing to give up the familiar known role (Walker & Epp, 2010) or way of doing things.

Soviet pedagogies: A traditional pedagogy in Kazakhstan, propagated by the Soviet system, in which students learn by rote and by following a rigid teacher-led system involving fear and punishment (Fimyar & Kurakbaev, 2016).

Traditional pedagogies: Teaching and learning methods used in traditional schools; they include viewing students as receivers of knowledge and teachers as givers of knowledge, with no bidirectional exchange (Westbrook et al., 2013).

Western pedagogy: The proposed contemporary pedagogy in which teachers and students are considered equal partners in education, the teacher giving up power to play a facilitatory role and students taking responsibility for their learning (Kivunja, 2014; Petruk, 2017).

TWIT: Teacher worked/ing with an IT. A local teacher who has at some point in the work at AISCC worked with an IT for any length of time.

Assumptions

The AISCC community has many assumptions. ITs assume that the LTs received relatively comparative teacher-training experiences with ITs, thus starting at a different level. In this study, I assumed that the LTs like to change their pedagogies, that the ITs know what their LTs need, that the LTs and ITs like to work together, and that both ITs and LTs know what is expected of them and understand the vision of AISCC. These assumptions are what they work under in AISCC in order to provide a context for themselves. Nobody in AISCC had either studied or spelt these aspects out, but they gave the set of unconfirmed conditions that I was operating in as I worked and conducted my studies.

Scope and Delimitations

I interviewed 10 TWITs in AISCC. The study was limited to AISCC. By Kazakhstan geographical standards, Central City is a small city that is famous historically for the gulags, or concentration, camps during Soviet rule (Bridges & Sagintayeva, 2014). In Central City, people from many nations came together emotionally and socially in the gulags, thus birthing the character of this city as being tolerant, a spring of Kazakhstan's intellectual human resources, and a source of the investigative spirit of the Kazakh people (Museum Staff, personal communication, March 23, 2014). Possibly, because of this history, Central City is home to a special kind of people who are accepting and adopting in nature (Museum Staff, personal communication, July 19, 2017).

The aspects I addressed in this study included exploring perceptions and experiences of adoption of new pedagogies as how TWITs themselves narrate them. I chose this focus from my observations of working with LTs. During the course of LIT interactions, ITs and LTs had disagreements, friction, and differences of opinion, which ITs interpreted as evidence of the LTs' resistance to take up new pedagogies. Because I am an IT in this school who had experienced the differences and difficulties of both the LTs and ITs, my desire to conduct the research was born from the observation that a few TWITs adopted new pedagogies without effort while other TWITs struggled with the process. I wanted to know the possible reasons that some TWITs found it easy to adopt pedagogies while others did not.

The use of the MSEI conceptual framework was delimiting because it excludes the use of other possible theories. The theories of adult learning, which encompass the

mind, spirit, and body (Du Toit, 2007) could have provided a holistic approach to the teachers' adoption factors. Employing the workplace learning theory (English, 2001) would have confined the study to the workplace environment, the factors there that support adoption of new pedagogies, and the juxtaposition of Western pedagogies on local education systems. Fox and Riconscente (2008) proffered the behavioral and cognitive theories of James, Piaget, and Vygotsky, agreeing that metacognition leads to self-regulation and adaptation, which leads to behavioral change. A suitable approach would have been to look at how TWITs think and reflect in order to adopt change, a process that links to the self-efficacy and goal attainment of Bandura. Using learning theories exemplified by Mezirow's (2001) transformational learning theory would have meant approaching the study from the transformation aspects of the teachers, which was suitable for AISCC. Another delimitation is that I interviewed a minimum of 10 and not many more purposefully selected veterans out of all the teachers (about 270) in AISCC.

Researchers can conduct this study in all other AISes and in schools outside of Kazakhstan that are undergoing transformational pedagogy. Although this study was from the educational point of view, researchers can adjust it to other fields undergoing transformation where a similar structure with change drivers and change adopters are identifiable. The findings from the study are transferrable to other AISes and other organizations. If researchers identify and maximize positive factors while minimizing negative factors, administrators could enhance the effectiveness of change programs. The social change goal of this study is to enhance teacher adoption of new pedagogies, thus

promoting educational change, not only in AISCC and other AISes, but in schools worldwide.

Limitations

There are about 720 LTs in all AISes together, with about 70 LTs at AISCC. Although the sample number of 10 TWITs for this study was small, the semistructured interview nature gave me in-depth information. By limiting my study to TWITs, I excluded information from those LTs who had no ITs but who had learned from other processes of the school and peer-to-peer transfer of pedagogy. Excluding teachers with fewer than 3 years in teaching before coming to AIS might limit information from teachers who are new to the profession and whose experiences may differ from those of longer-service teachers. Another limitation is that I conducted this study in AISCC only, in a country where there are 20 possible AIS schools. It is possible that other AISes would have different factors from those of AISCC and that I did not capture these differences because of my limiting the study to AISCC. The time limit for the study delimited the size of research. Financial limitations also confined this study to only one AIS. Countrywide research would require larger funding, greater resources, and more time. It would be beneficial to extend this study later for future research.

Conducting this study in my place of work meant that issues of ethics were bound to arise. Factors of familiarity and reservation arose. Because I refrained from personally choosing the 10–15 TWITs to interview, but let them decide to come forward, I removed the bias of sampling. I adhered to ethical practices. I conducted all interviews

professionally to minimize the possibility that I or the interviewees could influence the findings because of our familiarity with each other.

Significance

This study provided information about what the TWITs perceived as important in the adoption of pedagogies. I sought the stories of their experiences. These stories, told by the teachers who were undergoing the change, provided an in-depth insight into the processes that teachers go through as they change. The resulting information is significant to AISCC's LIT program, to AIS, and to teacher PD and training. The findings from the study add to this body of knowledge and to the research knowledge of AISCC. Using information from this study may enhance adoption of new pedagogies in any situation where administrators and teacher educators desire such a change. Consequently, administrators and teacher educators can maximize the positive factors of adoption or have the potential for maximization while minimizing negative factors. Teacher adoption of new pedagogies could be enhanced, thus promoting educational change, not only in AISCC and other AISes but worldwide. Administrators and teacher educators may change how they conduct PD and teacher training. The findings may also inform teacher training worldwide. This information may effect change in the direction of LT training and professional development in AISCC, then in AISes, spreading to other teacher-training institutions worldwide along with valuable knowledge for enhancing adoption.

Summary

Teachers are a focal point of educational reform programs. In order to implement reforms, the teachers must adopt the reform first. Teacher reformation is an area of education in which authors have reported teacher educators to experience many setbacks (Fullan, 2015; Tăușan, 2015). In this chapter, I presented the problem of pedagogical change within the bigger realm of educational change. I highlighted that despite many educational reform programs, researchers have found that more teachers resist the change in pedagogies than those who adopt it. Fullan (2015) reported reform in education training programs to be comparatively low. I introduced an overview of the education reform in Kazakhstan, a country whose leaders are implementing an educational reform program through its pilot AISes. These institutions are high-standard schools that are equipped to support talented Kazakh students and academically nurture them to be internationally competitive (Yekavets, 2014). The LIT program brings together LTs and ITs for this reform to succeed. The dynamics of change in the LIT program occur through the interaction of resistance, acceptance, and adoption. The purpose of this qualitative study was to explore these interactions through the opinions of local TWITs on the factors that enhance their adoption of new pedagogies, through the lens of a conceptual framework based on the motivational theory of Bandura (1977), the systems approach of Senge et al. (1999), and the EI theory of Goodson (2001). I outlined the data collection method as semistructured interviewees with 10 purposefully selected TWITs within a constructivist paradigm, and I analyzed the resulting data through cycles and thematic analysis manually and also used Word and Excel to assist in organizing the information

to use in coding. The scope of the study was limited to AIS and, within it, to only one out of a possible 20 AISes. Consequently, geographical, cultural, historical, social, and developmental information was limited as well. I identified a sample of between 10 and 30 TWITs out of about 720 possible teachers as a limitation.

In Chapter 2, I elaborate on the conceptual framework while I present the literature review covering the literature search strategies. A literature analysis on pedagogical change, adoption of new pedagogies, and the conceptual framework follows along with my research questions for the study. I also identify current gaps in research and establish a link between the identified gaps and the present study.

Chapter 2: Literature Review

Teacher acceptance and adoption of new pedagogies is a problem in education. The perceptions and experiences of the adoption of new pedagogies among TWITs of AISCC had not been explored (IT staff, personal communication, November 29, 2016). I explored them through this study. Administrators had attributed the lack of research on the AISEs to the schools being so new that they had not lent themselves to studies yet (Yekavets, 2014). The purpose of this study was to explore the perceptions of AISCC TWITs' adoption of new pedagogies, in the context of understanding the LIT program. I used basic qualitative inquiry methods with document analysis and semistructured interviews with 10 TWITs.

Many pedagogical change initiatives record failure to achieve their intended goals. According to Charbonneau-Gowdy et al. (2016), all educational reform depends on teacher change. Fullan and Longworthy (2014) observed that pedagogy is how students learn. In this broad definition, the word *pedagogy* can mean any action, resource, environment, disposition, or approach that enhances student learning. Pedagogy relates to the way teachers deliver the learning experience to students, in which identification of both good and bad pedagogy occur. Tăușan (2015) singled teachers as the most important factor for transforming education to maximize learning that translates into student success and achievement. Scholl (2014) described the markers of a good pedagogy as including reflection, trust in the students, and students knowing information in advance. In good pedagogy, teachers encourage learners to argue, and teachers learn from their

students, talk less, and listen more. The inclusion of all these factors maximizes the benefits of good pedagogies for students resulting in increased student performance.

Many new pedagogical approaches arise as teachers innovate in response to new developments. Van Der Zanden (2015) provided a method of new pedagogy through rearranging the teaching and learning space to maximize the learning influence. Dole, Bloom, and Kowalske (2016) promoted student-centered pedagogy and problem-based learning (PBL). Another approach is to incorporate life experiences into learning. Fullan (2015) expounded on modern pedagogies. Kivunja (2014) underscored the adoption of new pedagogies as necessary to prepare students for the 21st century. The adoption of new pedagogies by teachers is a prerequisite condition that drives pedagogical change. Researchers have branded the adoption of a new pedagogy as a difficult process that stems from resistance as a response to a multitude of factors. Sarasen (1990) outlined the lack of effectiveness of drives for pedagogical change. Similarly, Fullan (2014) saw the amount of money put into educational change programs as outweighing the number of benefits in the outcome of such programs. A possible reason for these apparent failures could be that resistance accompanies every change process.

Addis et al. (2013) reported barriers to adoption of new pedagogies as linked to lack of awareness of appropriate pedagogies, large class sizes, and inadequate time for implementing the change. Addis et al. encouraged all arms of the institutions (departments and faculty) to make a cultural change, acknowledging that the change did not need to be only in the teachers. When many administrators have an interdependent approach to change, they ensure that the whole system works together.

Among the factors of nonadoption was the lack of skills to implement the change. Richard-Todd and Reid (2014) reported adoption problems in using technology in higher education and found that local change implementers overlooked teachers' lack of the technical skills needed to impart ICT skills to students. The teachers showed that they required PD first for them to feel secure in transferring the new skills to students.

Van Bodegraven (2015) cited leadership and motivational reasons for lack of adoption of pedagogies among veteran teachers. Individuals in leadership positions have the most influence in higher education. If administrators give an order, teachers are more likely to follow it than they are an innovation started by their peers. Berube (2014) found that lack of desire and trust and fear of change could prevent the adoption of new methods. These emotional factors are involved in elevating or diminishing intrinsic motivation of the teachers.

This chapter has five sections. In the literature review, I present research on new pedagogies. A discussion on the need for new pedagogies, teacher resistance to new pedagogies, and the importance of the role of the teacher in promoting change follows. I then briefly discuss the method. In the literature search strategy, I give key terms and databases that I used. I also describe the MSEI conceptual framework. Following this is a literature review related to key concepts and theories, and I finish with the summary and conclusion.

Method Overview

In this study, I adopted a basic qualitative inquiry approach with a constructivist paradigm. In the design for this method, I used semistructured interviews with a first-

comer sample of 10 TWITs out of a random sample of 30. I coded data through several cycles and analyzed that data thematically. I completed the data analysis steps by writing an in-depth discussion.

Literature Search Strategy

I searched for literature from the Walden Library mainly. In the Walden Library, I used databases such as EBSCOhost, Education Source, Education Complete, and SAGE Knowledge. I searched ProQuest for past dissertations and Thoreau for theories. I searched for literature using keywords and their combinations, including education and transformation, educational change or reform, pedagogy, pedagogy and adoption, factors of pedagogy adoption, teaching methods, adopter teachers, effective pedagogies, and resistance to change. For information on Kazakhstan, I used the keywords Kazakhstan, education and Kazakhstan, Soviet pedagogy and Kazakhstan, and AIS. On teachers and pedagogy, I used keywords teacher and/or mentoring and/or training and teacher development/ PD. For theories and conceptual framework, the keywords were motivation, teacher motivation, school as a system, and EI. I also used search engines, especially Google and Google Scholar. Search engines provided me with broader readings—mostly in the form of electronic or online books—especially for information on education in Kazakhstan. Where published information lacked, my VP external affairs provided unpublished documents.

Conceptual Framework

The MSEI conceptual framework of motivation by Bandura (1997), systems theory by Senge et al. (1999), and EI by Goodson (2001) provided a foundation for the

study. Van Bodegraven (2015) also employed this three-theory conceptual framework. The framework comprises the three theories, each of which I define, clarify, and explain reasons it is suitable for this study.

Motivational Theory

Motivation, as propounded by Bandura (1977), presents a wide scope from which to study pedagogical change and adoption. Within this scope, I used three main aspects for this study: self-efficacy, intrinsic motivation, and extrinsic motivation. Bandura popularized motivational aspects of self-efficacy and defined self-efficacy as the motivation that is operational when an individual perceives a task as doable. The perception of doability may remove the threat of failure, increasing an individual's confidence in succeeding. Bandura also argued that individuals avoid tasks or activities whose requirements demand abilities and competencies that the individuals perceive as beyond their capabilities. Self-efficacy improves when individuals overcome tasks. Schunk, Pintrich, and Meece (2008) considered motivation as requiring goals, activity, and commitment to achieve outcomes.

Individuals maintain motivation in order to achieve tasks. Bandura (1999) posited that several factors bring about motivation and that motivated individuals perform more and achieve more. Self-efficacy and success act together as a positive feedback loop that enhances change adoption and improves the spread of change, consequently leading to further change. Intrinsic motivation includes gaining satisfaction or joy from performing a task and the fulfillment of duties. Extrinsic motivation includes outside factors like monetary rewards and hygiene factors (salary, living environments, and status). Self-

efficacy, intrinsic, and extrinsic motivations drive individuals to perform tasks. Fullan (2006) isolated motivation as the one factor that brought about the most change, stating that all other actions of an individual came as a result of motivation. Palladino (as cited in English, 2016) criticized the motivational theory as failing to separate the roles of mastering a task and performing it in how they bring about motivation. Palladino also stated that motivation could not exist, advocating instead for different terms to describe the reason for individuals' actions, including promotion of self-choice and rewards to increase performance.

Systems Theory

According to Senge et al. (1999), change implementation works only if the management body promotes it from the top and if the implementation encompasses the whole organization. The whole organization refers to several component parts, which interact to give a whole. The parts of a school include the students, the faculty, the teachers, the staff, the administration, the books, and other resources like computers, the buildings, and the board of directors. The way these parts interact to bring about or to thwart change is the essence of the systems theory of Senge et al. Lalande and Baumeister (2013) described the parts of the systems as feeding into each other, creating feedback loops. Comstock (2015) viewed thinking in terms of systems as a holistic perspective, providing a way of looking at complex problems. Comstock emphasized the connections that are among the components of the system, pointing out that the systems theory is suitable when administrators use it in education. However, although educators

using this theory propose looking at the whole, this method is difficult because new parts to the system always emerge.

Emotional Intelligence Theory

Goleman (1994) popularized the EI theory by presenting EI with new neuroscientific knowledge, challenging the intelligence quotient view that people regarded as determining success levels. Goodson (2001) highlighted the emotional aspect of human relations and success, including the cognitive and the thought processes that accompany them, as playing a role in an individual's success in life. Some individuals display EI through their interactions with other individuals in an organization or in a system. Researchers characterize individuals with high EI as people who are considerate of others, affable, resilient, and optimistic. Because of their high EI, these individuals are able to consider the benefits of an innovation in their entirety and take parts of the change, internalize them, and use the factors for their growth. These qualities make individuals with high EI levels motivators and change adopters, who also keep the morale of an organization cheerful even as it goes through change processes. In situations of change, EI individuals play a protective role in organizations. In addition, EI individuals can adopt change for altruistic reasons (Goodson, 2001). Gregory (2016) noted that the researcher community does not accept EI as a factor and that EI is more appropriate for business relations. It is possible that EI is not fully understood, thus earning the criticism of the research community.

Limitations of the Conceptual Framework

There are other angles from which to study pedagogical adoption in AISCC, including cultural, linguistic, historical, and economic factors. An alternative approach on change would have been to look at the adoption of new pedagogies in terms of student performance measurement, which the MSEI conceptual framework would not accommodate. Former researchers tended to study the phenomena individually. Putting the three theories together to form one conceptual framework provides a more extensive study of the aspects of pedagogical adoption. Van Bodegraven (2015) used a three-theory conceptual framework with a similar question on the motivation of teachers to adopt new pedagogies.

Whitten (2014) acknowledged that one study could not encompass all of the factors of motivation within itself. In the context of AIS, there are many possible areas of research, because the AISes are new with little research done about them yet. There has been no study of the AIS program regarding adoption factors. I confirmed Whitten's observations to be true for AISCC because of the limitation of the framework.

Literature Review Related to Key Concepts

Pedagogy and Pedagogical Change

Key concepts in the study included pedagogy, pedagogical change, new pedagogies, adoption, educational reform, educational improvements, and examples of these. Researchers have defined pedagogy as an umbrella term to cover all forms of teaching and learning, but Cochrane and Rhodes (2013) defined pedagogy as teacher-directed instruction. Pedagogical change is necessary to drive the education of students to

higher levels. The necessity comes in part from the expansion of available information in the digital age and by the accessibility of other sources of information, such as mobile phones.

Pedagogical change is also advancing faster (Neophytou, 2013; Wengrowicz, 2014). In education, researchers and school administrators seek, plan, implement, and evaluate change in pedagogy. In response to the changes, they introduce many pedagogical approaches. Questions often arise about which of the proposed pedagogies a teacher should adopt and why he or she should adopt them at all, forcing teacher educators to make concrete decisions for their PD sessions. For organizations such as AISCC, the primary issue is how to bring about the change most effectively, given students' behavior patterns and the resistance factors of teachers.

Paul, Baker, and Cochran (2012) found a negative correlation between time spent on mobile devices and student performance in class, at a time in history when students were becoming less motivated to learn. Aharony (2017) corroborated Paul et al.'s findings by observing that mobile phones and tablets provided many information and entertainment possibilities that claimed students' classroom attention. Students relegated the teacher and schoolwork as noninteresting and said that they were eliciting less attention of the students, resulting in declining student performance. To solve this problem, school administrators set performance requirements on teachers based on students' level of achievement. Sometimes socio-politico-economic factors drive such changes in schools, and at other times, the whole education industry as institutions vie to produce the best students. However, the desire for change rarely translates into significant

change (Fullan, 2015). Researchers have described the gap that separates the need and desire to change and real change as being wide. Some researchers have pointed to the obstacles that block teachers from adopting pedagogical changes

Adoption of New Pedagogies

Adoption of new pedagogies precedes pedagogical change and educational reform. Lund and Stains (2015); Van Bodegraven (2015); and Deed, Lesko, and Lovejoy (2014) studied factors affecting teachers' adoption of new pedagogies in different circumstances. Lund and Stains (2015) reported aspects of adoption of the use of science, technology, engineering, and mathematics (STEM) approaches as a new pedagogical method among higher education faculty. STEM approaches are encouraged because of the power for students to link subjects and apply problem-solving skills. Communication, contextual, and individual influences are the three main factors of faculty members' adoption of STEM approaches. Lund and Stains recorded percentage flow from awareness to use and from use to adoption of new pedagogies in the process of pedagogical change practice. In that study, 65–87% of faculty members were aware of STEM approaches, but only 11% in a department used any of the STEM approaches (Lund & Stains, 2015). The percentage adoption of the STEM approaches decreased further to 6% (Lund & Stains). The discrepancy between awareness and practice indicated the need for more than awareness for staff to put their knowledge into practice. The low adoption percentage of new pedagogies has occupied educational-change proponents, raising questions as to what can be done to increase this percentage.

Van Bodegraven (2015) recorded a lack of adoption of pedagogies among veteran teachers citing varied reasons, including self-assessment, shared vision, self-awareness, adaptability, initiative, and empathy. These reasons point to individual and institutional qualities. The longer a teacher stays in a profession, the deeper he or she holds his or her beliefs, practices, and opinions. The length of time a teacher had served in his or her profession is a factor correlated to increased resistance to new pedagogies. Teachers tend to use in class the methods they perceive to work more; thus, these practices become a part of routine. These veteran teachers then tend to dismiss new pedagogy advice as not better than what they have learned through experience. Education reformists' challenge is how to present new pedagogies to veteran teachers in a way that is appealing to them above the veteran teachers' experience.

A definition of veteran and long service is necessary for understanding this group of teachers and its resistant effect on pedagogical change. Authors on the topic disagree on a unified number of years that constitutes veteranism. Veldman, Admiraal, van Tartwijk, Mainhard, and Wubbels (2016) defined long-service workers as teachers who had been in the service for more than 25 years. They found that long-service workers were more resistant to change than short-service teachers or teachers who had recently finished college. Houston (2016) acknowledged the lack of consensus on what time period constituted the status of veteran, taking 3 years as a threshold. In another investigation, researchers found teachers' resistance to change to increase in relation to the time the teachers had spent in the same school (seniority) when they had worked in the school beyond 5 years. The researchers explained the phenomenon as relating to a

feeling of comfort that comes with seniority. Bringing change to teachers with deep-seated values and beliefs is difficult because these values need to change first. The range from 3 to 25 years for defining long service is wide and shows the difficulty researchers have of delimiting the number of years for long service. For this study, I considered teachers who have been teaching for more than 3 years before coming to AIS to be veterans or long-service teachers.

Deed et al. (2014) investigated how teachers adapted to new pedagogies in the context of changes in classroom space and new approaches to teaching. Researchers who were always cognizant of the teachers' context of development provided formal and informal opportunities. Complex and dynamic processes of teacher adaptation happened through practice, according to Deed et al., indicating that unless teachers tried something different, change in pedagogy would remain a dream. To encourage teachers to try something new to bring about pedagogical change often requires a change in their whole concept of teaching and learning. One possibility may be a move from the existing student testing and grading system to rewarding teacher innovation instead.

Resistance to New Pedagogies

Teacher resistance to new pedagogies is the major setback to pedagogical change. An analysis of the dynamics of resistance provides answers as to its causes and its functions in teacher training and pedagogical change. Searby et al. (2015) attributed teacher resistance to mentoring to factors ranging from individual to institutional, and from internal to external. Individual factors included lack of conviction that the change would benefit the teacher and the students. To be convinced of the benefits of some

changes, teachers require that mentors and trainers employ different methods including showing, demonstrations, and modelling. The factors also include the experience of individual teachers. Teacher experiences are as varied by individuality as by the schools and institutions the teachers have taught in. According to Searby et al., institutional factors include salaries, lack of time, the institution's change policies, and institutional atmosphere of well-being or motivation. From this point of view, my research incorporated all the three aspects of motivation, systems, and EI.

Terhart (2013) questioned the implementation of pedagogical and school reforms that are top down in situations where the teachers neither required them nor understood them. Advocating for approaches that involve the teacher as an important part of the change process, Terhart reported and justified resistance of teachers in Germany against quality assurance and standards. This viewpoint supports the theory of systems approach to change (Senge et al., 1999), with the condition that it is implemented with the full agreement or even initiative of the teachers. Involving the teachers in the planning stages of the change process ensures they know what to anticipate. When their ideas are incorporated in the process, the teachers feel a sense of ownership that reduces resistance. Only then is the proposed change more readily acceptable and adoptable, according to Terhart (2013). Lack of this involvement in change programs has contributed to resistance and therefore the failure of pedagogical change initiatives.

Researching the sources of resistance to pedagogical change, Higgins and Eden (2015) found that pedagogical change programs often borrowed and transplanted materials, methods, and curricula across cultures, usually from the West to the East.

Studying the cultural dimension of resistance to pedagogical change adoption in New Zealand, Higgins and Eden observed that the use of foreign attributes could initiate doubt and resistance. Foreignness is likely to bring with it unfamiliarity, and recipients question the genuineness of the initiative as well as the initiative's suitability to the local conditions. As a result, there are fears of losing one's own identity in the process of accepting the initiatives. Referring to the Maori in New Zealand, Higgins and Eden emphasized changing pedagogy to adapt to the cultural setting in which the pedagogy was being delivered. When the pedagogy applied was culturally responsive, the students and the teachers were motivated, and the results of teaching and learning improved. Viewing culture as a part of the education system entails expanding that system to include not only the physical aspects but also the nonphysical aspects of a culture. Because Higgins and Eden conducted their study only in New Zealand with the Maori tribes, caution is necessary when generalizing the findings to other ethnic and cultural groups worldwide who might have different values and demands from those of the Maori. Being culturally sensitive may necessitate pedagogical changes to be culturally sensitive to the needs of the areas where they are implemented, which entails studying the target country or regional cultures and also involving local professionals in the process.

Similar to Higgins and Eden in their study, Grimes and White (2015) highlighted skepticism and lack of time or interest as barriers to adoption of new pedagogies. Teachers may direct lack of trust and skepticism at the process of change or at the people driving the change. Sometimes teachers may direct these negative feelings at themselves when they are not confident that they are capable of understanding the change and using

it effectively as well as passing it on to the students. These findings corroborate the theories of self-efficacy as motivation for change. Educational-change agents thus need to reduce the gradient between what teachers perceive as doable and what the dictates are of the proposed changes.

In the preceding account, I have used selected published research on factors of pedagogical nonadoption, which I summarize in what Orlando (2014) identified as the four areas of change for teachers to adopt a new pedagogy. These areas are changes in knowledge, in a learning organization, in teaching practices, and in core approach. The strength of Orlando's study and the previously cited studies lies in how each concentrated on a specific set of factors of adoption—or nonadoption—of new pedagogies, thus presenting the chosen factors in detail. The weakness noted in these factors is that each study is limited. Researchers of these studies investigated a maximum of five main factors. This fine focus means that the information on pedagogical change adoption or nonadoption is scattered and also means researchers may be unaware of the holistic picture of factors affecting adoption of new pedagogies. In addition, no authors in any articles on the studies on factors of adoption had conducted studies in Kazakhstan nor in AIS.

Motivation Key Concept

Boset, Asmawi, and Abedalaziz (2017) defined motivation as the process that arouses, energizes, directs, and sustains behaviors and performance. Self-efficacy as a motivational factor is a set of beliefs of capability to effect a change (Kramarski & Michalsky, 2015). Motivation is a prerequisite for effective teaching and therefore for the

adoption of new pedagogies. English (2016) proposed that individuals enhanced their motivation when they chose goals relevant to their present situations. The relevance of the goal becomes an attainable extension of the possibilities. A goal has the function of extending and raising the individual to a higher level. As for pedagogical change, teachers need motivation in order to appreciate, desire, accept, and implement it.

To illustrate the role of motivation in enhancing success, Gambari, Gbodi, Olakanmi, and Abalaka (2016) compared motivation between groups of students using computers and those not using computers in chemistry subjects. Using computer-assisted simulations intrinsically motivated students by providing interesting learning moments and extrinsically by helping them obtain higher marks. The motivated students in computer-utilizing classes scored significantly higher than students in control classes without computer assistance did. Students were more interested because of computer assistance, which caused them to be more motivated. While students pursued their interest in the computer, they interacted more and better with the content of their learning. The research showed that teachers needed to employ ways that piqued student interest in order to raise the students' motivation levels and thus improve the performance of the students.

However, many teachers lack motivation for various reasons. Davidson (2007) found the lack of motivation of teachers in Tanzania to be a result of having too many tasks, being too tired, having a low salary, and lacking adequate training. The Tanzanian teachers' living conditions impeded them from finding a reason to work hard, invest in new pedagogy, or put effort into the passing of their students. Lack of motivation

undermined the teachers' ability to perform their teaching and nonteaching roles (Davidson, 2007). Likewise, In Arizona, teachers showed a dissatisfaction rate of 26% with their jobs and had a 22–32% unmotivated rate (Mertler, 2016).

On the contrary, Can (2015) found teachers' levels of motivation to be generally high in Turkey, and the Turkish teachers' performance was high. Unmotivated teachers, therefore, performed less effectively as measured by their adoption of new pedagogies and by the success of their students. Such findings have implications for pedagogical change. Unmotivated teachers are less likely to adopt change because they see no reason for it. Despite many instructors in teaching institutions knowing this fact, government and institutional authorities have not found ways of increasing teacher motivation to its optimum. This gap of low teacher motivation continues to impact low performance of teachers through their resistance to new pedagogies, which leads to extended underperformance of students.

Since the advent of technology in education, many educational-change promoters have pushed for technology integration in schools, arguing that this integration improves performance. Most researchers on pedagogical change claim that these changes hinge on the use of technology in education. Information and computer technology (ICT) is a new pedagogy whose enhancement of students' learning is under constant investigation. Chigona, Chigona, and Davis (2014) researched the factors that motivated educators in South Africa to implement the new pedagogy with the use of ICT in their classrooms. Chigona et al. conducted their research using the motivational theories of intrinsic and extrinsic (hygiene factors) motivation, with intrinsic being seen as the stronger force of

the two. According to Chigona et al., intrinsic motivation came from performing an action because doing so either brought pleasure to the doer or the doer thought it was important to perform the task. These motivations could be in the form of personal benefits, including achievement, recognition, work, responsibility, advancement, and the possibility of growth. Consistent with research into motivation, Chigona et al. used many theories in the same article, starting with motivation, then Herzberg's theory of hygiene factors, constructivist paradigm, and Bandura's self-efficacy theory. Ismail et al. (2013) focused on motivation as affecting acceptance and readiness for the new pedagogy. Awareness of the new pedagogy and its benefits act as prerequisites to acceptance.

The motivational aspect of teacher development is a determinant factor for teacher performance, therefore for adoption of new pedagogies. Caddle, Bautista, Brizuela, and Sharpe (2016) linked motivation to teachers' needs for PD. Responsive PD addressed teachers' needs and acted as an intrinsic motivator. Teachers adopted this PD better than prescribed PD because teachers who underwent responsive PD reduced their doubts about the importance of ICT and their ability to implement ICT as a new pedagogy. The teachers' general feeling was that the task of using ICT was too difficult, thus causing demotivation in adopting new pedagogies. Teachers had a phobia of the new technology, according to Caddle et al. (2016), which acted as a factor of nonadoption. Demystifying new pedagogies linked with relevant and responsive PD increases teacher efficacy, thus empowering teachers to access, accept, and adopt the new pedagogy. Can (2015) concluded that motivational factors played a fundamental role in teachers' performance, including acceptance of change. Participation in and employment of

strategies acquired in PD were dependent on teachers' motivation, according to McMillan, McConnell, and O'Sullivan (2016). Mertler (2016) urged that motivation was an area needing more investigation.

Song (2016) found teacher motivation to fluctuate within the sociocultural continuum, making it impossible to state with certainty whether or not one teacher was motivated. Finding different motivational levels may be a result of using different research instruments, or they may come about because of the geographical region of the study or may depend on individual teachers' statuses at any given time. In addition to the numerous factors of motivation as illustrated in this section, motivation proves to be a complex topic of study. Such complexity could add to the confounding of authorities responsible for providing teachers with sufficient motivational factors for acceptance and adoption of new pedagogies. Following the guidance and recommendations from the foregoing studies, I used motivation as one of the framework concepts in my study of pedagogical adoption in AISCC.

Why Motivational Theory for the Study

In AISCC, the avoidance mechanisms that I observed LTs applying initiated my questions about the motivation of LTs in learning and employing new pedagogical methods. Reading from Bandura (1977), I saw clear similarities to what was occurring in AISCC, where aspects of motivation included the teacher PD initiatives, pressure for student achievement, the push to use new pedagogies, and the status of educational transformation. In Research Question 1, I sought answers about what motivates the TWITs as they go through the LIT program, including self-efficacy as well as intrinsic

and extrinsic points of view. Bandura's (1977) self-efficacy and intrinsic and extrinsic motivation about achieving goals is the main basis for this question. I derived my own research ideas, questions, and methods from other researchers who used the theory of motivation in several studies (Boset et al., 2017; Buhain, 2015; Gambari, et al. 2016; Moss, 2015; Nzulwa, 2014; & Van Bodegraven, 2015).

Van Bodegraven (2015) used a similar question on the motivation of teachers to adopt new pedagogies. Roswell (2016) conducted a study for over a decade investigating pedagogical change. One of Roswell's interview questions was "where do you derive your inspiration and when did this inspiration start?" (p. 84). The question had a bearing on motivation because inspiration brings motivation, and this is a similar question to the one in my study regarding factors driving adoption of new pedagogies.

Similarly, Buhain (2015) proposed motivational interviewing (MI) questions in a study of processes of change in students, which researchers could apply to investigating the desired change in teachers. The first question in my research is an MI question, to which answers allowed me to deduce through coding the factors that would motivate the teachers to adopt new pedagogies. Buhain emphasized the fact that researchers who used MI empowered the interviewee to connect to their motivation. Gambari et al. (2016) defined intrinsic and extrinsic motivation based on rewards, questioning the level of motivation brought about by the teaching method. Gambari et al. searched for a correlation between the level of motivation and achievement, and their findings had a bearing on this current research while Boset et al. (2017) used Bandura's (1997) motivation theory to investigate a correlation between English as a second language

(ESL) teachers' motivation and competency in Middle Eastern Yemen. Gambari et al. recommended that instructors use strategies that motivate to increase achievement and that other researchers conduct the study with students of subjects other than chemistry.

An extension of the Gambari et al. (2016) study would be implemented with teachers. In my study, I fulfilled this recommendation by conducting my study with teachers. My use of the motivation theory indicated factors that motivate teachers, therefore showing how these factors are interacting in AISCC initially and are related to the larger education field as a whole. Because Boset et al. restricted their study to ESL teachers, the findings supported Bandura's self-efficacy theory in confirming that ESL teachers tended to avoid tasks and situations that they perceived to be beyond their capabilities. A recommendation from this study was to follow up with studies in other places and contexts. Kazakhstan would be one such place, and my study on adoption of new pedagogies fulfilled this aspect. From the African continent, Nzulwa (2014) and Moss (2015) researched the relationship between professional conduct and motivation of teachers in Kenyan high schools and those in Arkansas respectively. Using the motivational theory focused on hygiene factors, Nzulwa showed with the qualitative descriptive research that good working environments, substantial financial incentive, effective PD and training, general welfare, and good governance were motivational aspects for good professional conduct. Moss found that student teachers chose the teaching profession for perceived positive reasons, including for the social utility value of the profession and for their intrinsic interest in teaching. Extrinsic and intrinsic motivational factors determine the choice of the teaching profession and promote

professionalism among teachers, and by deduction, the adoption of new innovations including pedagogical changes. Nzulwa (2014) recommended conducting the same studies in different places and different educational levels that Nzulwa did not research. I fulfilled this aspect through my study.

Systems Theory Concept

Senge (1990) viewed organizations and institutions in terms of parts that make a whole, insisting that this approach leads to a more successful understanding of them. Agreeing with Senge et al. (1999), Siemens (2013) considered the learning institution as a learning ecosystem. Siemens identified the parts of a school system as comprising a nebulous of parts and not just the individual. The way these parts interact to bring about or thwart change is the essence of Senge et al.'s (1999) systems theory. Based on the systems theory, all the component parts must change if the proposed change is to be significant and sustainable. When administrators expect teachers—who are but one part of the system—to change, their educational-change efforts may fail, as confirmed by Sarason (1990). Change in one part of an organization affects and responds to effect from other parts, which must change too (Byers, Slack, & Parent, 2012). In support of the systems theory are research studies that show that change is more widely accepted if administrators institute it from the top down.

Sinclair and Osborn (2014), Thomas (2010), and Matherson and Windle (2017) claimed that implementing top-down change ensured that the desired change occurred and that such change was sustainable. The reason is that management touches all branches of the organization and imposes impact on them. An AIS teacher noted that the

members of the administration spread their rule to all institutional parts of the organization, and those parts obeyed the rule, whereas bottom-up change was slow and difficult because members of the organization feared taking action that the members of management may not have mandated and may not approve. (Mentee teacher, mentor-mentee meeting, personal communication, June 5, 2017). Sometimes this fear can give rise to uncomfortable conversations among members of the different parts of the system. A case is where LTs resisted implementing strategies that ITs suggested for fear of reprimand from their management. This potentially occurred if there was no close cooperation and flow of communication between LTs, ITs, and the school administration. In this study I use the word administration to mean the director (principal) and his seven VPs, who are the decision-making body of AISCC.

Arnott (2017) encouraged cooperation among parts of a system and established the need for the creation of shared meaning among all stakeholders for pedagogical change to be successful. Shared meaning is a way of ensuring everyone understands the concepts in the same way, which allows for faculty members working together towards a common goal to maximize productivity. Researching ESL among teachers in Canada, Arnott questioned the factors affecting the implementation of pedagogical change, emphasizing the need to include all stakeholders at every stage. Arnott insisted that including stakeholders and establishing a common meaning was a way of addressing the different parts of the organization, thus applying the systems approach lens. Reilly (2015), however, placed the responsibility for the adoption of change on the administrative body of an institution. In agreement, Tomozi and Lupu (2015) emphasized

the role of management in ensuring that teachers adopt change in pedagogy in Romania. Establishing a common understanding in educational reform may not be an easy task, considering that educationists themselves have diverse backgrounds.

Why Systems Theory for the Study

Ingersoll (2001) perceived the school as an organization and coined the three Cs of teacher characteristics, school characteristics, and organizational conditions to describe the aspects that made a school an organization in which teachers found satisfaction. In many publications, authors describe an organization as a system. Botha (2013) viewed both secondary schools and higher education institutions as systems and investigated the influence the wellness consciousness of the institutional system had on performance. From the findings, Botha recommended that educational systems incorporate wellness awareness into their systems. Applying the systems approach to AISCC helps match the understandings of the organization to those of the individual.

In AISCC, the institutional component parts include the parents and the community at large (Senge et al., 1999). Based on Senge's theory, all these parts must change if the change is to be significant and sustainable. By using the systems theory, I found out whether the teachers' perceptions of the encouraged change matched with the organizational vision, thus enabling me to gain insight into the system's effectiveness. Agreement and coordination among parts of a system improve efficiency. Using the systems approach helped me to solicit information that answered Question 2: What are the TWITs' understandings of the AISCC LIT program? In answer to this question, the interviewees explored AISCC as a system. I expected that when TWITs discussed both

AIS and the LIT program they would reveal important linkages between the two aspects that are central to understanding the system's requirements of their work. From this conjecture, I initiated the inclusion of the systems approach in my study.

Emotional Intelligence

Goodson (2001) cited that educational-change phases through history were the external (between the 1950s and the 1970s), the internal (from 1970 to 2000), and the personal. The personal change includes individual contribution to the change process and the personal process that the individual undergoes during the change process. Goodson identified the personal as the missing link to educational change so far. According to Goodson, until administrators and teacher educators promote the personal dimension of change, education change will remain an external force, such as politics, and as a result, teachers will not achieve pedagogical change. EI as a personal factor is at the forefront for educationists driving educational change. EI needs more attention and more promotion in educational-change programs. Because the external and the internal trends have failed educational change, now is the time to promote the personal (Goodson, 2001).

Serrat (2017) described EI as an alternative intelligence, a new model that highlighted the ability, capacity, skill, and self-perceived ability to identify, assess, and manage the emotions of one's self, of others, and of groups. Accordingly, those who use EI employ a range of emotional and social competencies that enable an individual to navigate personal and interpersonal emotions for their success and the success of others or groups or organizations. Serrat identified intrapersonal and interpersonal EI. In business, EI comprises the soft skills of a person, in contrast to the hard skills of facts,

figures, and technical competence. EI has been growing in importance, especially in the workplace in the last decade (Manos, 2012; Serrat, 2017). Persons with high EI capabilities know themselves, by which knowledge they can make the right choices that boost the emotional well-being of themselves and those around them. In this way, high EI individuals display high rates of adoption of change (Serrat, 2017). It is necessary to cultivate methods of increasing EI among teachers and educators to promote educational reform. Researchers, however, arrived at a different conclusion concerning the role of EI in the adoption of change.

Di Fabio, Bernaud, and Loarer (2014) researched the role of EI in resistance to change using quantitative methods. Their findings supported the hypothesis that higher EI had a significant effect on elevating resistance to change. This conclusion is in contrast to that of Serrat (2017), who found that high EI promoted adoption of change. Kivunja (2014) confirmed EI's nonadoptive effects by reporting that when teachers were skeptical their rate adoption of change was reduced due to fear about the security of teacher jobs, especially when teachers had past experiences of change that brought about the loss of jobs. To further complicate the adoption of change, EI can be variable within the same individual depending on various factors. This variation can increase or decrease EI levels (Tiabashvili, Mirtskhulava, & Japaridze, 2015). Varying factors of EI in teachers undergoing transformation can result in their increased adoption of new pedagogies, even though individuals are classified generally into high or low EI individuals.

Investigating the importance of emotions in achievement, Taasoobshirazi, Heddy, Bailey, and Farley (2016) conducted a multivariate model of conceptual change. They

concluded by linking emotions to goals, the need for cognition, motivation, deep engagement, and course grade. Enjoyment was the major factor resulting in motivation for change in their study. When teachers found the connection between the enjoyment as an emotion at first glance in contrast to motivation as a drive, the teachers effected the desired pedagogical change.

Keith (2010) approached EI by collecting narratives of white teachers about teaching in the United States. Exploring emotions involved in the pedagogical practice of cordial relations, Keith related teacher-teacher and teacher-student interactions that emphasized EI and highlighted outstanding teacher-student relations (thus high EI levels) as the reason for success in change adoption.

Why EI for the Study

Working in the Kazakh culture, I learned that emotions play an important role in society. The Kazakhs are a warm people, well known for their hospitality, generosity, and consideration of others (Kudaibegenova, 2017). In the workplace, relations played an important role, both positive and negative. Sometimes, hiding emotions is also a common practice. From these observations, I conceived a deeper search for the role emotions played in acceptance or rejection of pedagogy.

Considering EI helped me to answer Research Question 3: In working within AISCC with ITs, what do TWITs perceive as factors driving their adoption of new pedagogical methods in AIS schools? This question, aimed at leading to discussions about the EI of individual teachers and its role in the adoption of new pedagogies, elicited varied responses. Taasobshirazi et al. (2016) studied emotions and goals, and they

noticed the need for cognition, motivation, deep engagement, and course grades as factors affecting conceptual change. Tomozii and Lupu (2015) found that the factors for bringing about learning change were all interrelated. Researchers also found that EI played a pivotal role in student performance. Taasoobshirazi et al. (2016) recommended more studies on the emotions that drove motivation. By using Research Question 3 in AISCC to gain more insights from the teachers, I was able to explore LTs' EI relationships with the school, with ITs, and with their own peers. Uncovering how the TWITs maneuver their way through the emotional relationship maze revealed the role of EI in the adoption of new pedagogies.

All research articles cited focus on specific aspects of pedagogical change. While it is a strength to provide in-depth studies, researchers find it hard to access them because the studies are in scattered documents and are not available in one place. Therefore, researchers recommend further similar studies in different places and with different groups. Horzum and Gungoren (2012) gave a range of recommendations that encompassed what other researchers recommended, extending the teacher-focused study to students as well. Regarding AISCC and AISes, there are no studies on factors of resistance to or adoption of new pedagogies. There have been no international studies on the EI of the teachers in the LIT program. The current study may be the first of its kind; therefore, it could generate knowledge and discussions on the TWITs in the AIS LIT program. Studies in Kazakhstan are generally very few, and most are from the work of Bridges (2014). I assume that much information on Kazakhstan would be available in Russian; however, that is a field of information I cannot access.

Summary and Conclusions

Teacher adoption of new pedagogies is a general problem in education. Sarasen (1990) bemoaned the apparent lack of effectiveness of pedagogical change throughout the years. A possible reason of these apparent failures could be the resistance that accompanies every change process. Another could be the educationists' ignorance of adoption factors, which leads to the failure to provide maximal conditions for adoption. The fast rate of pedagogical change puts a strain on the teacher because all educational reform depends on teacher change (Charbonneau-Gowdy et al., 2016). Teachers' reactions to change vary, depending on a multitude of factors. In studies of pedagogical-change factors, researchers have focused on two main branches: resistance and adoption. Charbonneau-Gowdy et al. wrote in their research much information on factors of resistance, while it has yielded little information on factors of adoption. The authors gave the impression that there are just two groups of teachers: the adopters and the nonadopters. Addis et al. (2013) listed barriers to adoption of new pedagogies, linking them to lack of awareness, large class sizes, and inadequate time to implement change. Addis et al. also identified barriers related to the disunity among the different sections of the school. Richard-Todd and Reid (2014) reported inadequacy in training and skill for implementing change in higher education, while Van Bodegraven (2015) attributed the resistance problem to veteran teachers, leadership, and motivation.

Further, I present the literature on teacher resistance to new pedagogies. Authors have documented teacher resistance to mentoring in scholarly research articles very well (Searby et al., 2015; Tomozii & Lupu, 2015) and have found that educationists must

employ various approaches to attend to the many factors influencing adoption or resistance. Berube (2014) and Grimes and White (2015) highlighted skepticism and lack of time or interest. Riley (2015) added the dimension of administrators' efforts and their effect on pedagogical change. While many researchers have focused on nonadoption or resistance factors, a few articles in the literature have explored factors of adoption of new pedagogies (Bubeng-Andoh, 2012; Van Bodegraven, 2015). The literature on factors of adoption of new pedagogies is scanty.

I analyzed the promotion of pedagogical change from traditional approaches to student-centered approaches in AISCC, giving reasons why student-centered approaches are being encouraged. Despite these studies, the research community knows little about those teachers who take time to process and test the change, teachers who would form an intermediate group of the undecided, or teachers who are inclined to wait and see. The type of change necessary for organizations and individual teachers is also never fully known because of many factors impacting the change, and these factors seem to change at any one time within individual teachers.

A range of levels of adoption is evident in AISCC. In this study I investigated the highest category of TWITs for their perceptions of factors enhancing their adoption of new pedagogies. The MSEI conceptual framework of pedagogical change I used in this study has been described as based on the theories of Bandura (1977), Senge et al. (1999), and Goodson (2001) respectively. Through a literature review of key concepts, I established the relevance of the concepts in my study and each research question in the light of existing studies. Each aspect of the MSEI conceptual framework is relevant to the

AISCC situation in exploring TWITs' factors of adoption. Finally, I have acknowledged the limitations of the MSEI conceptual framework, the main one being the scope of coverage.

With this research I filled the identified gaps in previous research, one of which is the lack of studies on factors of adoption of new pedagogies in general and in AISCC specifically. Through this study, I also was the first to record the adoption of pedagogical factors among the LTs in Kazakhstan. Focusing on LTs and their opinions of factors of adoption of new pedagogies, I found this study to yield important information that may be the first step to further research. With my work and the results in this current study, I filled the gap of information on adoption in AIS. In this study, I provided a starting point for this conversation to be taken up. In this study I also provided information on LIT relations, an increasing feature in educational-change programs. This information is necessary to review the success or failures of these relations, as contributors or stumbling blocks to change adoption.

I present the method for this study in chapter 3. I elaborate the purposeful sample of TWITs. I detail the qualitative method that I used to collect data. I present my data analysis and the coding process to process and analyze the data, ending in an in-depth discussion.

Chapter 3: Research Method

Purpose of the Study

The purpose of this qualitative study was to explore AISCC TWITs' perceptions of their adoption of new pedagogies in the context of an understanding of the LIT program. I used basic qualitative methods in a constructivist paradigm where participants were encouraged to explain different views of the same topic (Gilis et al., 2008). To obtain information on the institutional background, I conducted a document analysis to find the organizational vision that gave rise to the LIT program. This search informed the questions on the teachers' perceptions of their adoption of pedagogy in relation to institutional standing.

Chapter 3 is an account of my research method. This chapter has 10 sections, starting with the purpose of the study, followed by the research design and rationale, research questions, and the role of the researcher. The methodology description covers participant selection and procedures for recruitment and data collection. Instrumentation makes the third part, including a data analysis plan. The final part is composed of aspects of data trustworthiness and ethical procedures. I conclude the chapter with a summary.

Research Questions

1. What do TWITs perceive as their motivational factors for adoption of new pedagogies in the AISCC LIT program?
2. What do TWITs perceive are the organizational factors that are part of the adoption of new pedagogies?

3. What EI/teamwork factors do TWITs perceive as part of the adoption of new pedagogical and collegial methods in AISCC?

The central concept of this study was pedagogical change, and the specifics are the adoption of new pedagogical methods in AISCC. Administrators encourage the LTs to adopt new pedagogies modeled by ITs because the AISes are undergoing educational transformation. Some LTs have adopted new pedagogies while others have not. In this study, I explored factors of adoption of new pedagogies in TWITs of AISCC.

I used a basic qualitative design, as Merriam (2002) described, within a constructivist paradigm. A basic qualitative design was suitable because I wished to understand my chosen phenomenon. TWITs, as part of a purposeful sample, constructed meaning guided by a semistructured interview questionnaire. According to Rubin and Rubin (2012), a purposeful sample works best when the choice targets a group of individuals who have the best knowledge and experience in the area of research. LTs had the optimum information and experiences with the LIT program and adoption of new pedagogies. The constructive paradigm was suitable for an exploratory approach in which TWITs and I constructed meaning during the interview as Gilis et al. (2008) recommended for exploratory research studies. Within the constructivist paradigm, teachers could delve deeper into their own experiences and emotions. Kang, Kim, and Trusty (2017) added social relations, meaning-making, narratives, life themes, and self-creation to the nature of constructivist approaches. Rubin and Rubin (2012) recommended constructivism for studies involving opinions, emotions, and reflections,

particularly when the data collection is through interviews, with the researcher participating as an interviewer.

I analyzed institutional strategic documents to gather institutional background information to find the organizational vision that gave rise to the LIT program. This research informed the questions on the teachers' perceptions of their adoption of pedagogy in relation to the institutional point of view and the systems approach. Such information gives the perspective of alignment between organizational and LT goals.

Role of the Researcher

In this study, I had several roles including researcher, colleague, teacher trainer, interviewer, and employee of the school. As a teacher trainer, I was the IT who worked for 5 years in the biology department. I performed my tasks through cooperation with my teachers in what the school called team teaching. As an IT, my role to my LTs was not directly administrative, although I could suggest and advise the administration based on my observations. I had the role of supporting my TWITs and any other LT who might ask questions about pedagogy, the English language, or skills. Being a team teacher/teacher trainer, I was also involved in the work, culture, and lives of some of the interviewees. The success of my work depended on trust. As a researcher in this study, I was a participant in the interviews, which enabled a richer yield of information. In my role as a researcher, I was meticulous about data collection forms, and I adhered to research procedures. Being an employee in my school for 5 years presented two advantages because that familiarity removed the TWITs' fears or reservations, and it enabled deeper insights into answers proffered in response to interview questions. I was able to ask a

variety of open-ended questions as the opportunities arose, and as I encouraged spontaneity in our conversations during the interviews. I needed to be careful not to allow overfamiliarity in the data collection process, which could have resulted in TWITs withholding information.

Adherence to institutional review board (IRB) regulations and ethical requirements was paramount. I was responsible for communication with all stakeholders. I made the interviewee selection forms, prepared the questions for the interview, organized the interview venues, and ensured that the interviews went smoothly. Being proficient in the Russian language myself, I could converse at about the 85% level.

During the interviews, I was responsible for directing the interview, asking the questions that elicited the answers relevant to the study, keeping track of time, and being sensitive to the interviewees' needs. As I recorded and confirmed information gathered from the research, I was meticulous and organized. During the interview, I played the role of active listener and prompter as an interviewer. I presented minimum interference or influence. My role was to collect the necessary information and to probe for details and clarification. I ensured the physical and emotional safety of the interviewees. In addition, I gave the assurance of the nondisclosure and confidentiality of the information they gave me. They understood that none of the information they gave would affect their employment at AISCC.

My role as a colleague and employee in AISCC was sensitive in two ways. Some interviewees might have been unwilling to reveal information to a foreign colleague, choosing rather to safeguard organizational and personal secrets. Another advantage was

that some interviewees might have felt free to speak with a familiar colleague about issues that they may be unable to discuss among themselves.

After the interview, I was the transcriber and interpreter of the recorded interviews. Verbal interpretation involved the choice of words, expressions, and clarity for meaning. Nonverbal interpretations entailed the analysis of gestures, actions, hesitations, grunts, and emotions for meaning. Sending the summaries of transcriptions to the interviewees for confirmation or verification ensured that I captured the real meanings that the interviewees intended. Then, I also took the role of the coder as the coding process unfolded. Coding for meaning and for the emergence of themes happened over several layers. As an interpreter of the emerging themes, I applied the skills from Saldaña (2016).

Methodology

After securing IRB approval (No. 08-17-18-0292606) and school approval, I started my data collection with institutional document analysis, with note taking on points in which I searched for information on LIT program inception, direction, and goals, including vision, school structure, and plans for AIS teachers. The findings from this document analysis formed a base to relate to the TWITs' understanding of the LIT program. I selected a random sample of 30 TWITs out of an initial purposeful pool sample of about 67 veteran TWITs who have been in AISCC for at least 2 years. To select the sample of TWITs, I made a list of all the names of veteran LTs who had been in AISCC for 2 years minimum and had ever worked with an IT for any period of time in AISCC (about 67 names). I placed all of the names in a box and randomly chose names.

Out of the random 30 individuals, I interviewed the first 10 participants who could attend the interview.

I based my interview questions on the three research questions stemming from the MSEI conceptual framework. I also passed the questions through a selection of an expert advisory panel of two ITs (male and female) and two LTs (male and female) to test whether I could elicit the intended information with the questions. I used their feedback to adapt the questions. The interviewing process was with 10 TWITs who were selected randomly. Researchers do not agree on a suitable sample size for qualitative studies. Malterud et al. (2016) recommended a general principle of a smaller sample if the aim and sample selection are specific, but they did not suggest what a small sample size was numerically. Mason (2010) quoted values between five and 60 with an average of 30 as enough to reach saturation. This is how I reached a decision to interview 10 TWITs who attended the interview first.

The interviewing process started with the e-mails I sent to invite the 30 identified TWITs to the interview and ask for their participation. I sent the ethics conditions in the invitation e-mails together with the informed consent form. I provided as much information as possible at this time to clarify the purpose of the interviews, including the possible use of findings, venue, and ethical considerations based on the Walden University IRB requirements. During the interview, I minimized distractions to keep the focus on obtaining the necessary information. Using good interviewing skills, as outlined in Rubin and Rubin (2012), I guided the interviewing process. It was also important to assure my interviewees that no one would ever use the information they divulged against

them and that I used code names to replace their names as soon as I completed the data collection section.

Participant Selection

I compiled the names of all of the veteran LTs who ever worked with an IT in AISCC and who had been in AISCC for at least 2 years. By working with an IT, TWITs have attained at least a basic level of English proficiency. I placed all of the names in a box and randomly drew 30 names from this box. This random sample of 30 TWITs of AISCC was my purposeful population. ITs work to impart modern pedagogies and the English language to LTs, through coaching, PD, modelling, discussions, mentoring, coplanning, lesson observation and feedback, and intensified interaction. By working with ITs, TWITs learn of modern pedagogies, different ways of thinking, and different ways of living. Infusion of ideas occurs. The TWITs have the highest level of this interaction, which makes them an appropriate group to study how this pedagogical interaction influences the adoption of pedagogical change. The number 30 was suitable to start with because was about half of all the LTs of AISCC might have worked with an IT. TWITs are economically stable and earn relatively higher salaries by Kazakh standards. They are also above 18 years of age, having completed a least 11 years of education, 5 years of teacher training, and 3 years in a state school and 2 years in AISCC.

After all preliminary procedures, I started the interviewing process by sending e-mails to the selected 30 TWITs to invite them to participate in the interview. In the e-mail, I included information regarding the study purpose and ethical information. Response from TWITs was varied. Some TWITs responded immediately by e-mail, other

TWITs responded in person. The first 10 TWITs to respond and attend the interviews formed my participant sample.

Data Collection

Before interviewing participants, I tested the semistructured interview questionnaire on an expert panel of ITs. I discussed the questionnaire with ITs for their feedback about whether I could elicit the necessary information with the questions and for timing purposes. I investigated aspects and experiences of adoption as they relate to the theories that make up the MSEI conceptual framework. I conducted interviews with the 10 TWITs who first agreed to and attended the interviews out of the 30 invited individuals. In the interviews, I used English as a major language and switched to Russian when necessary to enable the interviewee and myself to fully understand each other.

I conducted interviews in safe, quiet rooms at the school. During the interview sessions, I recorded participants' comments with digital audio equipment after requesting and getting the permission of the interviewees. I observed the ethical considerations of the IRB throughout the data collection procedures. The interview time lasted mostly an hour. However, in basic qualitative design interviews, I had the flexibility to extend our interview time for as much time as participants had available to talk to me so that I could continue questioning and adding more details of their lived experience and feelings about pedagogy adoption. Each participant had a thank-you token of 5,000 tenges (about \$15) offered at the conclusion of each interview to promote good relations. Giving is an integral part of the society in which I worked. Immediately after each interview, I

recorded my impressions and initial meanings. I listened to the audio recording, adjusted my information, saved the information on a flash drive, and then filled in my field notes gaps. Immediately after each interview, I placed each interviewee's notes and the audio recorded information into a labelled envelope, which I took immediately to a locker at school and locked the locker. Each evening I took the recordings home. I transferred audios to a file folder labelled "EdD audios for Interviews" on to my own computer. This folder was password protected. I restricted working on my study to in school after the interview sessions. After transcription and summarizing the interview information, I took summaries to the respective interviewed TWITs for member checking and discussed with them any changes, if any, to clarify what they had intended to say.

In my data collection, I observed the best practices in interviewing as outlined by Rubin and Rubin (2012). Informed consent and confidentiality were aspects in my data collection process. I discussed confidentiality with each participant before starting each interview session to ensure the interviewee was in control of the information that he or she decided to divulge and the way that each interviewee preferred to give it, in accordance with informed consent policy. I kept distractions to a minimum by using quiet interview rooms at the school with limited views to the outside.

Instrumentation

Instrumentation for my study included a document analysis guide, an interview-guiding questions protocol (Appendix A), and a random TWIT selection procedure, and a semistructured interview protocol of questions (see Appendix B). The document analysis instrument was a set of questions designed to guide me in what information to look for

from the documents. I wrote the questions that formed the document analysis instrument to pick up what plans were made in the strategic documents to provide for aspects of the MSEI conceptual framework.

The introductory e-mail was a uniform document outlining the research purpose and possible time span for the interviews, safety regulations, informed consent, and possible venue of the interviews. Subsequent communication for clarity depended on outcomes from individual interviews and for member checking purposes. I conducted at least four interviews per day.

Data Analysis Plan

I transcribed the interview information and wrote summaries of each interview. I took to each interviewee a transcription and interpretation of his or her information for member checking to verify the information, correct inaccuracies, and confirm his or her responses. Some transcriptions contained both English and Russian parts when the two languages had been used in the interview. I translated the Russian parts into English. Russian spoken parts had added corresponding English translations for the sake of clarity for my participants. After member checking, however, I worked in English only.

I coded the interview data in Word and Excel to assist in data organizing, as suggested by Henderson (2016). Then I analyzed data through thematic coding of several cycles according to Ballard and Dymmond (2017) and Woodcock and Hardy (2017). Coding cycles started with open coding involving word coding, then sentence coding, and followed by paragraph coding as explained in Rodriguez, Cumming, and Strnodova (2017) and Vaughn and Turner (2016). During this coding phase, I identified recurrent

categories and relationships for each question. I further coded categories to themes. With output from the Word and Excel coding, I used the coding details to organize and represent the emerging themes or concepts graphically or schematically. I wrote an in-depth discussion of the emergent themes to reach logical conclusions, as encouraged by Saldaña (2016) and Rubin and Rubin (2012). I considered discrepant findings and highlighted them in their own group, writing a separate discussion about them.

Trustworthiness

Trustworthiness comprises the qualities of a research that render its credibility, fittingness, auditability, and confirmability (Amankwaa, 2016). Most TWITs understood the documents and the questions in English. Two TWITs asked me for clarifications when they had problems. As a result, I trusted the answers the TWITs gave to be based on their adequate understanding of the questions, which was enough for them to give their responses. When language disrupted understanding, I switched to Russian for the TWITs to understand the questions fully. The choice of a purposeful sample of TWITs helped me set the stage for trustworthiness. Using the sample size of 10, I captured the main ideas about pedagogical adoption in AISCC. When I compiled TWIT lists, I included all TWITs in the original sample. By selecting 30 TWITs from that whole population, I ensured the choice of a representative sample, therefore enhancing dependability as Hadi and José Closs (2016) explained. Long interviews of at least 60 minutes generated enough information, raising trustworthiness. The constructive semistructured nature of interviews meant TWITs could explore thoughts and emotions. I

adapted the amount of time and kinds of additional probing questions to suit individual participants. I kept an audit trail and communicated with my chair, showing transparency.

I evidenced credibility by member checking to confirm whether the information captured and presented was what interviewees originally meant to give. According to Hadi and José Closs (2016) this effort for clarification adds to trustworthiness. Due to a long engagement through my employment in the AISCC, my knowledge of the system added to credibility. I am up to 85% proficient in the Russian language. Therefore, if my participants did not understand English, I used Russian to ask them the interview questions and probing questions. I also understood my participants when they answered in Russian. I was, therefore, a linguistically credible researcher in this study. From my extended engagement through my employment in this school I had a deeper understanding of the culture. This experience with their culture and with their use of language in their interview comments added to confirmability because I could relate to and understand participants' narrations. Transferability is possible for future studies because it is easy for other educators to replicate this study and conduct it in other AISes and in other schools. Additionally, other researchers can extend this study to other educational institutions with similar pedagogical change programs. The LT selection method and the data analysis are transferrable. It is also possible to adapt the instruments to suit specific situations.

Ethical Procedures

Interviewees signed informed consent forms. I emphasized non-disclosure because in this culture people tend to share details and prepare one another for an

upcoming exam or other professional work. Through the confidentiality requirement, I ensured that information given in the interviews did not jeopardize other interviewees' work in any way.

Conducting this study at my place of work had the potential to create friction or conflict of interest regarding time slots and interviewees' sense of freedom to reveal what they might have perceived as sensitive information. I solved time issues by conducting interviews in the teacher preparation time in the week before school opened. Teachers were freer that week because they had no lessons. I therefore found easy access to TWITs for interviewing. Some interviews happened spontaneously.

Conducting this research in my place of work meant that biases and issues of ethics could arise. As an interviewer, I minimized issues of familiarity that could influence the findings by professionally conducting all interviews. During interviewing, I used English as the main language and Russian when some of the participants could not fully understand or fully express themselves in English.

During the interview, I reminded interviewees of their informed decision to participate. They could refuse to answer questions, and they could terminate the interview at any time. I assured them of confidentiality. I asked each interviewee for their consent to the use of audio recording equipment. I deliberately did not discuss information about the thank-you token, although given in the consent form, until the end of the interview. Giving the 5,000 tenge token at the end of the interview rather than at the beginning took pressure from the interviewees to respond to questions with information that they thought I wanted to hear, instead of what they perceived to be true. Giving thank-you tokens at

the end of the interview worked to increase the dependability of the information that the TWITs gave. After data collection, I compiled the raw information, transcribed the information, and sent summaries back to interviewees for member checking. The use of pseudonyms upon data confirmation protected interviewees.

I strictly controlled data storage, always placing the audio recorders, USBs, and field notes in a cabinet at school and locking it immediately after recording to limit access to only myself. These precautions protected the data and the interviewees. At the end of each day, I took the information-bearing devices and notes home where I handled all the study work separate from schoolwork.

To share the findings with AISCC after this dissertation is in ProQuest, I will write a two-page summary of findings to the VP of external affairs in AISCC. She may disseminate this information in a way she sees fit. From her experience working in AISCC, she might share the information as an e-mail attachment with her comments, highlighting what the different groups of people need to specifically focus on. If necessary, the VP of external affairs may translate the highlights of the study into Kazakh and Russian, the two other languages used at the school, to support the school's trilingual policy. I will keep documents and electronic devices with information in my custody for 5 years, after which I will destroy the documents by burning and reformatting my USB and deleting audio files from my dictaphone to erase all other information.

Summary

In this chapter, I described, explained, and justified the research design and methodology for my study. To begin my data collection, I analyzed AISCC's normative

documents to gain insight into the school as a system. I used qualitative methods with a constructivist paradigm. I purposefully selected all TWITs, then randomly selected a participant pool of 30, from whom 10 first-comer TWITs attended the interview. I compiled the list of TWITs and selected participants through a two-step random selection system. I formulated semistructured interview questions based on the theories that make up the MSEI conceptual framework as described by Bandura (1977), Goodson (2001), and Senge et al. (1999).

As a researcher, I had multiple roles in this study. I was the researcher, a colleague, an employee, the interpreter, and the coder. I took care to keep these roles to their appropriate situations. I described possible ethical and sources of conflict considerations and ways to minimize these. I adhered to IRB regulations especially ensuring informed consent of interviewees and interviewees' choice to answer or decline to answer any question, and I emphasized having a non-disclosure observance. I handled ethical considerations concerning conducting research in my workplace by obtaining support from the VP of external affairs. I ensured trustworthiness, as defined by Amankwaa (2016), through the process of TWIT selection and the prolonged engagement with interviewees because of my experience in AISCC. I stored data under strict lock and key at all times. I took the data sources home at the earliest possible time after each interview. I conducted all writing work for my study at home; therefore, I separated the study information from my schoolwork. This separation enhanced the security of the data materials. I analyzed data through coding through various cycles (words, sentences, paragraphs, concepts, and themes) and then presented results in an in-depth discussion.

In chapter 4, I analyze the results through four cycles of coding which I conducted both manually and in Word and in Excel programs. I present the results of the research in narrative and in visual forms. I discuss the themes and subthemes arising from the coding.

Chapter 4: Reflections and Conclusions

The purpose of this study was to explore local teachers' perceptions and experiences of factors that enhance their adoption of new pedagogies in the local-international teacher (LIT) program. I used three research questions based on the motivational factors, the organizational factors, and the EI/teamwork factors that TWITs perceived as part of the adoption of new pedagogical methods in AISCC. I found that adoption of new pedagogies in AISCC was affected by many factors that could be organized under four main themes: school factors, teacher factors, time factors, and political factors.

I divide this chapter into six sections, starting with the introduction, followed by the setting of my study. Then, I describe how I collected and recorded data, and I note any unusual circumstances I encountered. Following that is the data analysis information. I present the results of the data analysis and of the evidence of trustworthiness. I end with a summary.

Setting

My data collection occurred at the AISCC school. I obtained and started with examining the strategic plan 2020. Using my document analysis guideline, I searched for the information on the conceptual framework of motivation, systems approach, and EI. I checked to see what provisions were made in the plans for those aspects of pedagogical change. In working with the hard copy of the strategic plan 2020, I discovered online documents of the strategic plan 2050. I viewed the strategic plan 2050 and analyzed this

document in the same way I did with the strategic plan 2020. Then I found the 2030 strategic plan online and searched that as well.

My interview data collection coincided with the period of time when teachers returned to school for preparation of their classes but before students came. This was a relaxed time that lasted 3 weeks. Therefore, TWITs and I had enough time for interviews. Teachers were not under pressure, and the administration was not under pressure. Because of this open preparation time, I had a stress-free data collection experience with all teachers who were willing to put into the interviews more time than 30 minutes. In all interviews, teachers were free to talk openly about their experiences, and they expressed gratitude at having the chance to talk about their experiences in a neutral environment.

Data Collection

Document Analysis

I started data collection with document analysis. I used the document analysis guideline questions in Appendix B. I used the three main normative documents for the AISes, the strategic plan 2020, strategic plan 2030, and the strategic plan 2050. In these documents, I looked for the aspects of the MSEI to find what allowances could be made for applying the three theories of the conceptual framework. In the strategic plan documents, I searched the plans for provisions for motivating LTs, the organizational structure and function of parts, envisioned cooperation between LTs and ITs, pedagogical change vision, and planned aspects of EI. This document analysis of the normative documents of AISes yielded base information that I summarized in Figure 1 for discussion of my interview findings.

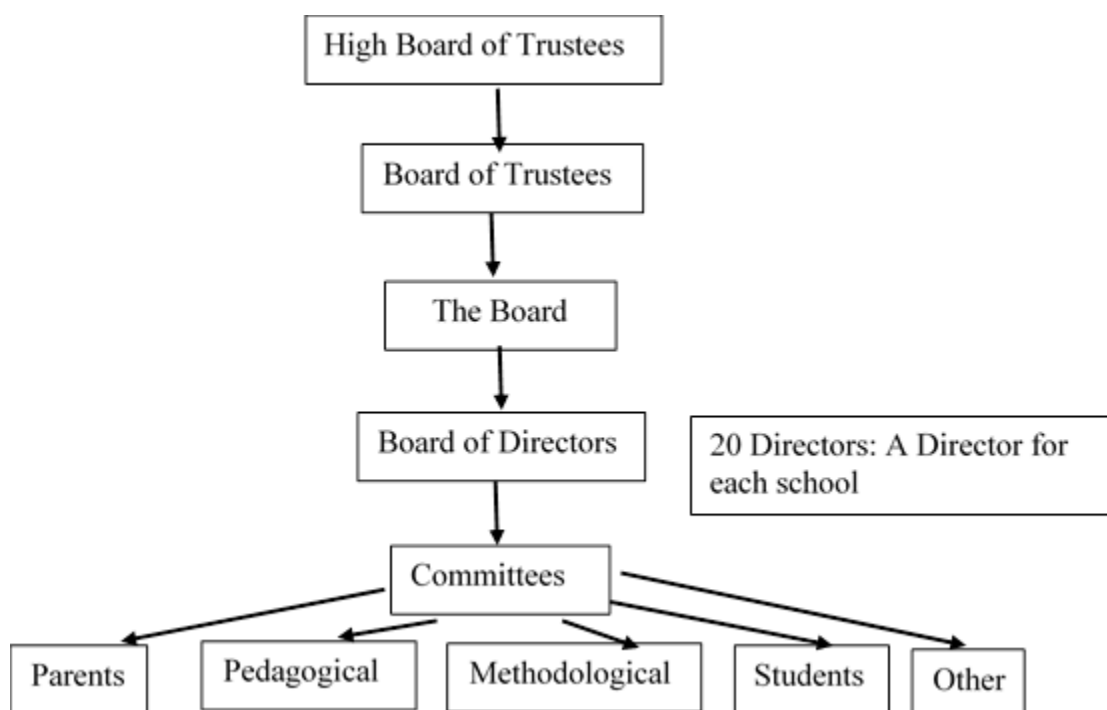


Figure 1. The organizational structure of AISEs.

Although there were detailed plans on the MSEI aspects investigated in this study, there was no information in the normative documents on the support of EI, but there were some in support of collaboration and cooperation, which are aspects of EI.

Main Findings from the Document Analysis

In the 2020 Strategy document, I found many instances of motivation for both teachers and students of the AISEs. I classified motivational plans into nine themes. The primary motivation in the strategic plan document 2020 document in the physical school was described as being on three floors and 14 blocks, a school designed for 720 pupils, and as a building with 62 study rooms. The laboratories for biology, chemistry, and physics were planned to be well-equipped. This description was accompanied by the promise of an attractive learning environment, supported by the future-focused approach

for the schools. AISEs were planned as schools for gifted and talented students whose futures were enrollment in the corresponding Agrenov University and other prestigious universities in the country and abroad (Strategic Plan 2020). Such a student profile was predetermined, and teachers of such children were a part of the success of their students. In the plans, the students were envisioned as life-long learners. This caliber of students was attractive to the high-performing teacher. In addition to the local motivational aspects, the plans for the AISEs were that the schools would have an international connection, where best international practices were to be incorporated into the schools, through international experts within and outside of the schools.

On the organizational level of the schools, AISEs had a clear structure, which I put into an organogram. The different boards of the school were envisaged in the strategy documents to promote the core activities that would drive the schools towards a pedagogical change in a transparent system. The authors of the system valued administration and teachers working together with shared aims. The main function of the boards of the AISEs was to create an environment that helps students become life-long learners. Other functions included the engagement of nongovernmental organizations (NGOs), local authorities, and all stakeholders, as well as sharing experiences in the secondary education system of Kazakhstan and developing international cooperation.

According to the Strategic Plan 2020, the leaders of the boards were responsible for ensuring the cooperation between ITs and LTs. The board members, through competition, selected and recruited teachers who were devoted to their work. These teachers had to be professionals who developed their skills and knowledge through in-

service training. In the Strategic Plan 2020, the authors planned for teachers to work together with shared aims. Core values were laid out as tolerance, equality, transparency, integration, self-manageability, and the application of international best practices. These core values were also related to EI, although the Strategic Plan 2020 did not identify them as such. Additionally, EI relates to respect for self and others, which was a pillar of the Strategic Plan 2020 and was linked to cooperation, building responsible citizens, academic honesty, life-long learning, and transparency.

For teachers, having teacher development training, working at a school that is well equipped, teaching for the 21st century, and including pedagogical development chances can all be motivators (Kivunja, 2014; Tiabashvili et al., 2015). The cooperation and values that the schools foster were attractive intrinsic aspects, according to Davidson (2007). However, there was not much relating directly to EI or to EI support in the strategic documents. For EI examples, I used deductive methods to find where EI could have been planned for without being spelt out. There was nothing in the Strategic Plan 2020 supporting the EI development of students or teachers. I show the main findings from document analysis in Table 1. After document analysis, I proceeded to the interview section of data collection.

Table 1

Document Analysis Summary Findings from AISes Strategic Plans 2020, 2030, and 2050

| | Plans for motivating LTs | Plans for the organizational structure (parts) | Envisioned LIT cooperation | Pedagogical change vision | Planned Aspects of EI |
|---|--|---|--|--|---------------------------|
| 1 | The AISCC is on three floors with 14 blocks. Has 62 study rooms, well equipped labs in Physics, Chemistry, and Biology | Three Boards, Committees (Parents, students, teachers, pedagogical, methodological, etc.) | Staff who are devoted to their work Recruited through competition Professionals In-service training | Integration of best content of national & international programs | Respect for self & others |
| 2 | Positioning Kazakh education on the World stage | Work together with shared aims | Tolerance | National & foreign practices with traditional strengths | Cooperation |
| 3 | Ground-breaking educational system | Create an environment for lifelong learning | Equality | Tri-lingual education | Responsible citizen |
| 4 | Serve gifted & talented children of Kazakhstan | Transparent system | Transparency | Value oriented education | Academic honesty |
| 5 | Build intellectual capacity; improve human capital | Engagement of NGOs, local authorities, and all stakeholders | Integration | Informatics and technology | Life-long learning |
| 6 | Graduates in NU & other prestigious universities | Sharing experience into the secondary education system of Kazakhstan | Self-manageability | | Transparency |
| 7 | Life-long learning, innovativeness | Develop international cooperation | International best practices | | |
| 9 | Best international practices. | | Make education central to a new economic growth | | |

Note. Presidential Speech 2017: <http://www.mfa.gov.kz/en/ankara/content-view/memleket-bassysy-nnazarbaevty-kazakistan-halkyna-zoldauy-2017-zylgy-31-katar-7>

2050 Strategy: <http://mfa.gov.kz/en/tokyo/content-view/kazakhstan-2050-strategy>

Kazakhstan 2030 strategy: http://www.akorda.kz/en/official_documents/strategies_and_programs

Participant Selection

I compiled a list of all ITs who had ever worked in AISCC (22 in all). Under each name, I wrote the names of LTs each IT ever worked with. I numbered each LT name according to the list. There was no way the numbers were assigned, except the way they had been originally written, which was random. There were 73 numbers. To get a purposeful sample, I eliminated TWITs with fewer than 3 years of pre-AIS work and the TWITs with fewer than 2 years in AIS by asking the LTs and curators, with the permission of the administration. There were 67 names left in all. Then I made 67 cards out of thick manila paper, using a playing card template. The reason for this template was to make the cards all of the same shape and size and weight, to remove any bias on choosing later.

I numbered each card 1–67. I placed these cards in a box (see Appendix Ba). Then, I blindfolded myself and chose 30 random cards from the box. I matched the number to the teacher number. This was the first round. In the process of selecting these names, some teachers' names appeared twice or thrice because some LTs worked with more than one IT. I removed the repeat names. By removing those, I was left with fewer than 30 TWIT names. In the first round, I had 24 TWITs. I repeated the procedure, picking six more numbers from the box. Then I placed them to tally with the list. I had 28 cards in the second round. I repeated this process of eliminating double names. On the fourth round, I had all 30 cards with different TWIT names. These constituted my pool sample. Then I tagged each card pile with color-coded rubber bands in order not to mix them again (see Appendix B: a–c).

I obtained the e-mail addresses of the 30 TWITs and sent the invitation e-mail to these 30 TWITs. I got thirteen responses both by e-mail and in person. I held 10 separate interviews with 10 teachers. There were three from the English department, three from biology, one from physics, two from global perspectives, and one from the economics department. Three TWITs who had responded to say they would attend the interviews cancelled at the last moment. The cancellations were because they suddenly became busy with unexpected work, according to the TWITs' explanations.

Forty percent of my participants had masters' qualifications, while the rest had bachelor's degrees or teacher-training qualifications. All teachers had taught before coming to AISCC although it appeared later that some had not taught for 3 complete years. All teachers had been employed in AISCC for a minimum of 2 years. All teachers had worked with an IT. The time span of working with an IT varied from a short period (one term of 3 months) to a year or more. Some teachers had worked with two or three ITs. Most had worked with one IT. Interviewing TWITs helped me to indirectly assess the role ITs played in pedagogical change in AISCC. By knowing the number of years TWITs had before and in AISCC, I was able to compare teaching pedagogies and practices in the state schools and in the AISCC. Some of the teachers held additional responsibilities such as coordinators of some groups and heads of departments (HoDs) in the school; another was currently a HoD. When people had responsibility, they appeared to be more emotionally intelligent.

The teachers with master's degrees were from the English and economics departments. The ones from the English department were also the first to respond to my

invitations, and they all talked about how they were interested in my study and about how they understood the importance and the difficulty of recruiting participants. TWITs with a master's degree appeared to have improved their EI for people doing studies.

In 90% of the cases, interviews occurred in a classroom in the school. Classrooms were suitable for holding the interviews because there were no students in the building yet. Each teacher had a classroom, in which they were all more comfortable if I came to their own room. I arrived early to assess the physical conditions of the rooms and set up my "do not disturb" door notice. Rooms in our school are safe and are well equipped with classroom furniture, smart boards, computers, and walls with magnetic boards, just like 21st century classrooms as described by Kivunja (2014) and Tiabashvili et al. (2015). There was not any situation where any room was unsafe.

I conducted 10 interviews throughout 3 days: five interviews on the first day, four interviews on the second day, and one interview on the third day. Each day I had one last-minute cancellation. Two interviews were mostly in Russian, one was in both English and Russian, and the rest were in English with Russian words thrown in for clarity. Those teachers who felt they could handle an English interview were pleased to get a whole hour of English practice. From each participant, I asked all 16 questions in my interview protocol, and all TWITs answered all questions. Depending on answers, I posed some additional probing questions during the interviews.

Data Recording

After I had arrived for each interview, I checked the room and took initial information on to my field notes form, recording demographics and locations. I asked the

participants if I could audio record, to which they all agreed. I audio recorded with a dictaphone and took brief notes during the interviews. Eight interviews lasted at least 1 hour each. Two interviews lasted 40 minutes. No TWIT refused to answer any question. After every interview, I took each interviewee's notes with me for safe-keeping. In one interview the recording did not work. I relied on the notes taken during the interview and my immediate field notes and impressions for this interview.

Teachers were willing to and felt free to talk. The assurance of confidentiality was a necessary part for this feeling of security. There was no sense of fear or pressure on anyone. In my view as a researcher, they appeared to be enjoying the interviews.

Variations in Data Collection from the Plan

I conducted interviews mainly in TWITs' own rooms. I did not have to ask for rooms from the administration because TWITs' rooms were free at the time of interviewing. Thus, I went to the TWITs' rooms, rather than their coming to me. Only one interview was held in our Orangerie (an indoor open space where our indoor plants grow). Some noise disturbance occurred here, but the sounds did not disrupt the flow of our interview. After each interview, I scribed quick summaries in my research notebook for each participant in the form of key words and phrases. I also noted my impressions and key revelations.

In the evenings I transcribed the interviews as fully as I could in Google Docs. I transcribed the Russian interviews twice, first I transcribed in Russian to enable the member checking to be in Russian, and then by direct translation into English.

Unusual Circumstances Encountered during Data Collection

The responses to my invitations were surprising. The first response was from a teacher I hardly knew, whom I had never worked with, and was in a department I hardly worked in. That TWIT was also young, and she said she wanted to participate because she had recently completed her master's degree and understood how important it was for a researcher to have respondents. Her response showed me that it was not always the teachers I had worked with the most who responded to my needs readily. Instead, those participants who understood my circumstance—who had experienced what I was going through—were the ones who responded sooner than some of the others.

One young teacher came to me to ask if I could interview her as well. She had been left out of the invitations because she did not have the teaching experience outside of AISCC. I agreed to interview her and put her in my time table. However, when I arrived for the interview, she was busy right then and declined to interview. Other unusual instances were that when participants who had confirmed an interview cancelled an interview, they did not inform me in advance. The e-mail system in AISCC was effective—no one used my mobile number given in my invitation e-mail. I decided that for the future it was advisable to confirm an interview 30 minutes before the scheduled time.

Most TWITs initially reacted to my thank-you token with outrage, questioning how I dared even think about giving money for interviewing. They said that we were all friends and we all worked together, so no one should pay for attending an interview. Instead, they thanked me for conducting the interview. Some expressed that during the

interviews they were able to look at the topics in a different way, and that participating had also helped them to think critically about their work and workplace. Some TWITs took some convincing, some refused the token, while others took it with a graceful thank you. Three people said it was too big a token.

Data Analysis

After each interview I played the audio and noted key words and key points on each interviewee's interview protocol questions, in answer to each interview question. I noted all important observations such as feel, presence, confidence, language problems, and any other points I could remember while each interview was still fresh in my mind. I went back for data confirmation in member checking the second day after each interview after I had completed transcribing.

Coding

I first coded data on the questionnaire using keywords and key phrases to summarize important statements in response to each interview question. At this initial stage I used words just as the TWITs had said them, without worrying about meaning. In the second phase, I put these codes into an Excel matrix (coding cycle 1) with each TWIT number in the first column against interview questions columns. The interview questions were grouped according to the research questions. I coded according to the three main conceptual framework theories: MSEI. Codes were from words to phrases and then to sentences. At the sentence level, I did color-coding while I was identifying codes from the first round of coding and added the phrases and sentences that the teachers used for each code. I grouped codes and proceeded to find the functions of each of those codes

(coding cycle 2), and I deduced the meanings through interpreting. The results of the cycle of coding were categories.

I then put all these codes into one large document, which I called my master plan (coding cycle 3). From the master plan I coded main categories and concepts, and then I performed coding cycle 4 to determine the subthemes from the categories. From this stage onward I kept going back to the full transcripts and audio recordings to find respondents' full sentences and paragraphs that fell under each category, and I used these words. I then input the summaries of answers in the form of key words for each teacher under each investigation. I added important clarifying quotations from the TWITs where necessary.

For the fourth coding cycle I analyzed the school's Master Plan document to find recurring subthemes. For this process, I used both the printed out and the electronic versions. On the print version, I pasted papers together to form a big chart on a poster. On this chart I color-coded parts using highlighters of different colors, and I wrote memo notes whenever I needed a reminder. I drew lines that linked ideas as I saw them, and I wrote questions as they arose. I wrote my codes on this master sheet, and then I used the print version much more at this stage because I was able to see the linkages between data.

I found it important at this stage to have everything on one big poster that allowed me to notice more details and to find the common links. I searched for repeated words and phrases, emphasis, and expression in determining the themes. I went back and forth between audios, transcripts, and my written texts until I had captured all the relevant

points. Out of this second cycle coding I deduced six overarching themes, some of which were emergent while others were answering the research questions. I coded these themes into a Word document (Coding 6 Emerging subthemes). A summary of this level of coding with the overarching themes is shown in Table 2. I discussed these emerging overarching subthemes.

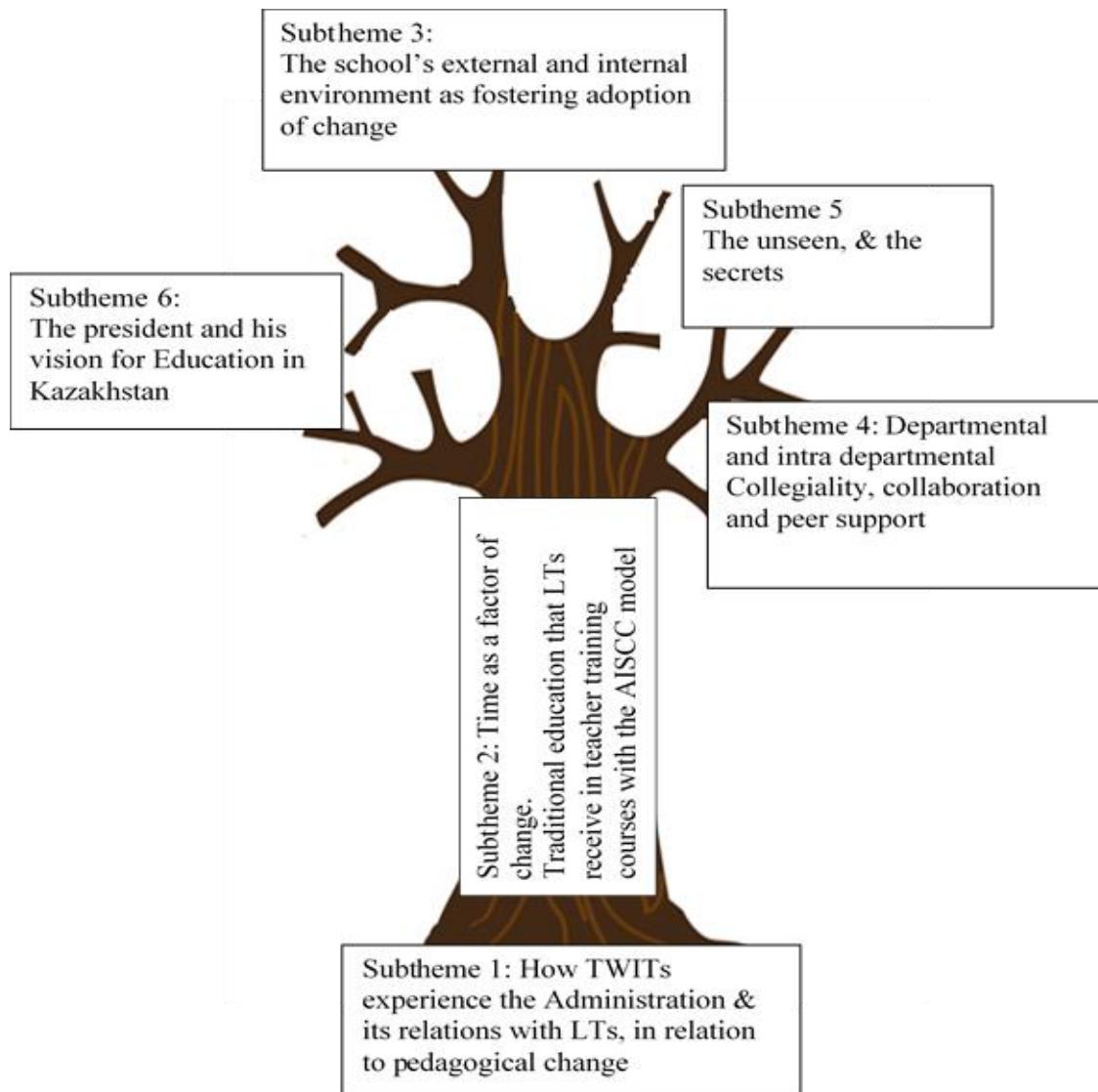
Table 2

The Six Overarching Subthemes with the Codes from which They Were Derived

| Subtheme 1: How TWITs experience the administration & its relations with LTs | Subtheme 2: Time as a factor of change; Traditional to modern pedagogies | Subtheme 3: The school's external and internal environment as fostering change adoption | Subtheme 4: Departmental and intra departmental collegiality, collaboration, and peer support | Subtheme 5: The unseen, & the secrets | Subtheme 6: Presidential vision for education in Kazakhstan |
|--|--|---|--|---|---|
| Authoritative administration; administration ordering, We do stupid things, not respecting teachers, Soviet style, top-down, communicates expectations | In the beginning, it was like...., I liked ..., I taught like; We found our emotions We started, everyone with their mistakes... | PD objectives, PD online, master's degrees, Action research; Resources, ahead of everybody, IT guys, innovation; Conferences, Transparency (all info on the server); great presence, language, Ed development, leader, good conditions, international flair. | Excellence, perfection, students, school, colleagues, more than colleagues, friends, well- being, those without EI leave, some colleagues difficult to work with, Understanding, unity. | Difficult to control my emotions, I cry, not harm others, hold it for years, hiding emotions | The President has education in first priority, AISes created by our President |

The themes from the findings are introduced later. The way the TWITs discussed the issues within the subthemes and the TWITs' expressions were all such that the whole of the administration was an important determining factor in adoption of new pedagogies.

While the other subthemes depended on this one major factor, it was difficult to place relative weights. I represented the imagery in the form of a tree with branches in Figure



2

Figure 2. Representing the six overarching subthemes for pedagogical change in AISCC (Tree trunk courtesy and with permission of Grille Design).

Results

Describing the Emerging Overarching Subthemes

The overarching subthemes are those subthemes that spanned all questions, and these themes are also the main aspects of pedagogical change in AISCC. The administration is one overarching subtheme whose many branches touch almost all aspects of the school's life and pedagogical change. Time passes for everyone. In the AISCC context, the TWITs described the effects of the passing time on the changes they noticed. Every school's external and internal environment is the location that houses all the teachers and the parts of the system, the place where the decisions that affect the school life are made, in addition to those made in the headquarters (HQ) in the country's capital, Astana. All teachers work in departments, and as such, the actions and decisions of the departments' leaders are overarching. The president of Kazakhstan, though mentioned by 20% of the teachers, indirectly determines the very existence of the AISes, thus occupying an overarching and crucial position.

Subtheme 1: The Administration and Its Relations in Pedagogical Change

This subtheme consisted of the aspects of work that depended on the administration's personnel. Such aspects cover work pressure, reward systems, lesson observations and feedback, administration-LT relations, planning and scheduling. According to Nnebedum et al. (2018) the administration of a school headed by the principal, is entrusted with numerous roles. The roles include planning, coordinating, and managing of students, staff, facilities and school funds, among others. In AISCC the administration also directs pedagogical change through setting the parameters and

expectations and through monitoring. According to the data collected, the administration in AISCC acts as the base on which all other factors were hinged. The administration represents the roots of the tree. There were split opinions on this subtheme. Some TWITs found positive experiences with the administration while other TWITs had negative experiences. TWITs expressed positive experiences using words such as “happy,” “proud,” “excited,” and “supported,” while those who had negative experiences used words including “hate,” “depressed,” “pressure,” “overloaded,” “unhappy,” and “tired.”

Relations of administration with teachers. TWITs displayed mixed feelings about administration-teacher relations. Some of the TWITs with positive experiences praised the administration’s relations. TWIT 6 specified that the administration individuals were “highly cultured, were readily available to TWITs, were ready to solve my problems.” TWIT 3 said the administration personnel were very easily accessible:

Whenever I have an idea, I take it to administration and discuss it with them. I know I will be supported, and if I do not understand anything, I go back. I am supported adequately, whether it in my ideas, or my projects for Olympiads, or whether my issues of a personal manner.

When the administration personnel are easily available and ready to solve problems, the work becomes lighter. The TWITs get motivated to do new things because they see that the administration is supportive. TWITs with positive experiences with administration, therefore, also find it easy to adopt new pedagogies. They expressed eagerness to try new things.

Concerns were that the administration showed partiality and that those with close relations with the administration received better treatment. TWIT 1 observed: “Some teachers are known by the administration, but I feel like I am a novice teacher here although I have been here for 5 years.” This statement represents a feeling of not belonging.

Because I had integrated into the Kazakh society over time, I understood relationships to be the basis of the Kazakh society. Relationships help people, for example, to get a job, to get a child into school, to secure friends, and to enable people to attend a wedding. A dichotomy exists between the Kazakh and the Russian communities of Kazakhstan as far as how they value relations. The Kazakh teachers value relationships, and they also do everything to build them. They give gifts, they are hospitable, and they celebrate events together. I learned that relationship building is a core of Kazakh culture. On the other hand, the Russian teachers seem to value their life based more not on relationship building but on sheer hard work and believing in themselves. This clear difference in the cultural background could be the reason for the disparity in viewing relations between teachers and the administration.

Communication from the administration. TWITs who expressed negative experiences considered the way the administration communicated or gave instructions. TWIT 1 opined, “[It] depends on the way you are told what to do. If [this way is] impolite, I ignore it.” TWIT 2 supported this opinion, saying, “They do not ask you. They order you and say, ‘Do this, now, today!’” TWIT 10 considered the administrators to be “authoritative, using a top-down approach, like the Soviet style.” In these three cases, the

form of communication was reported to be counterproductive. With these examples, TWITs noted where negative experiences from the administration gave rise to negative responses to the administration's desires. This would translate into negative attitudes which would give rise to resistance to new pedagogies. TWITs with negative experiences found it difficult to adopt new pedagogies. Contrastingly, other TWITs had good experiences with the way the administration asked them to do tasks.

Work pressure. Additionally, I found that work pressure or overload emanated from tasks that were sometimes unrelated to teaching and preparing for lessons. TWITs expressed pressure from work given by the administration, saying it was a distraction and that it gave unnecessary pressure. TWIT 2 explained, "We get overloaded when we do stupid things, when they [the administrators and the tasks they give] take up time I had planned for other things while students are not improving." TWITs also stated, "Lack of rest, [pressure] for work managing duties, invigilation of exams from other institutions—our administration is unaware of levels of load" (TWIT 7). The pressure was compounded by the fact that those teachers who worked well reported receiving extra work demands from the administrators, a phenomenon that *The Times* (2016) called being rewarded with punishment for good work.

Compounding the dissatisfaction with extra "stupid" work was a feeling that this work did not have any extra remuneration. The Kazakh and Russian teachers who are now teaching in English found this point particularly stressful. These TWITs expressed that their pressure is even higher. TWIT 9 described her experiences:

It is not fair; working in English is a lot of work. We get extra time [for it] that we take from our own free time while others [counterparts who do not teach in English] are playing. It is not fair to receive the same salary.

Teachers such as TWIT 9 only started teaching in English a year ago. Their experience was that with a little English mastery, especially with an International English Language Testing System (IELTS) level of 5 according to Işık-Taş (2018), and not having used the language much, they were ushered into teaching Grade 11 in English. For this, they had to immediately learn to read and understand English text, go through a presentation in English, and then teach the students in English. They did this while bearing in mind that time was so tight because the Grade 11 classes were to write exams at the end of Grade 12 in English. Despite having their IT counterparts allocated to only them, the Grade 11 teachers experienced extra work pressure.

Commenting on the point that all teachers received the same salary despite some teachers getting some more extra work from the administration than others, TWIT 6 summed up the pressure experiences:

Sometimes we get tired. Sometimes it is stressful. It's, it is not possible to live without stress. But you know . . . you know how it was difficult for us, how it was to build new teams. I can't even begin to talk about all that we have gone through.

In this expression, TWIT 6 was unable to verbally express the amount of pressure she had endured. The choice to not talk about it all was an attempt to not mentally go back to that pressurizing time, avoiding remembering some details. It also indicated that now [the time of interview] the pressure was lighter than it had been in the past. There

might be a link in this point to the fact that teachers generally thought that their experiences were more difficult in the beginning than now, now that they knew what they are doing.

Lesson observations. TWITs in the English department considered lesson observations from the administration unsatisfactory. TWIT 2 echoed this observation in the expression, “They [the administration personnel] are not subject specialists. What can they tell me about teaching my subject? They cannot give me meaningful feedback. The feedback like ‘good lesson’ does not help me.” Such feedback apparently makes teachers lose confidence in knowing whether what they were doing was correct. They lose trust and confidence in lesson observations. TWIT 1 confirmed:

The administrative people are not practicing teachers. When they come [for lesson observations] and they give us feedback after lesson observation, I feel that they don’t give us exactly what we want. They cannot give me sufficient feedback and enough practical advice how to improve my lessons. I understand that this feedback they are giving is not from a practicing point of view.

Planning and scheduling. There were also split opinions on planning and scheduling. Some TWITs considered the administration’s planning to be generally lacking. Sixty percent of TWITs reported that scheduling had haphazard elements with many urgent calls to do extra tasks, leading to teachers’ pressure. Most TWITs did not know what the administration expected of them. TWIT 2 claimed:

No, there is not such a plan; there's no clear picture. But there has to be a plan. We are here International in order to move on this plan. If the plan is there, in Astana

maybe, of course, there is a plan, but when it comes here, it comes in bits and pieces. And sometimes the person who is involved in the plan goes on maternity leave and will leave the school or something like that. Of course, they [administrators] say plan and this plan is very formal, and it is very dissociative or, but I think it is very, very formal, and has nothing to do with real life.

TWIT 9 continued this thought, stating that communicating expectations was done in a non-understandable way. However, TWIT 3 and TWIT 5 thought that the administrators did a great job communicating, with Monday meetings for all teachers with the director as the main forum for communicating, supported by online schedules. “Everything is communicated clearly to us. We have Monday meetings with the director, when the information on what is expected for the week is given to us.” It is possible that the online schedules are known more to HoDs and some specific groups of teachers than they are to general teachers. In addition, experiences with the administration are of both a professional and of a personal nature. The differences in individual human (EI skills) could account for this.

The administration came out as the major axis on which teachers rated themselves as being considered valuable or not. TWIT 2 complained, “Even when you do a wonderful job, and you get the kids to do a fantastic Olympiad project, nobody sees it, nobody cares.” The way the teachers saw themselves as reflected by their administrators’ perception of them affected their self-confidence. Some teachers felt that they were unseen and unrecognized. The administration determines whether teachers get attested,

get certificates, or are acknowledged. Teachers like TWIT 2 knew they could do wonderful work, but they did not get a word of appreciation from the administration.

TWITs, therefore, presented mixed opinions about how they experienced their administration. Positive feelings of how the administration regarded TWITs enhanced TWITs' self-confidence. With higher self-confidence and self-worth, TWITs adopt of new pedagogies more regularly, while negative feelings block the adoption of new pedagogies.

Subtheme 2: Time as a Factor of Change

The time subtheme covered changes in (a) outlook and feeling and views about pedagogical change, (b) the understanding that came with time, (c) the comparison of old and new pedagogies, (d) the increased acceptance of new pedagogies with time, and (e) the improved inter-human relations. All the events happening with pedagogical change were bound by time. TWITs described time passage as bringing about positive changes. Changes occurred in the way they related, in the way they understood, in the way they conducted themselves, and in the way their own perceptions grew and changed.

While every change occurs within the time continuum (Lee & Lee, 2008), I found no research article describing the effect of time on educational change. TWITs described pedagogical change adoption as improving with time. The TWITs identified improved understanding, better results of the students, improved collegiality, and change of attitude as the effect of time on pedagogical change.

Time and understanding of expectations. TWITs understood more things about pedagogical change with time. Time healed divisions among individuals. The passing of

time enabled more collaboration as TWITs began to understand the need for working together and the requirements of their curricula. TWIT 6 described an effect of time saying, “In the beginning, some teachers did not want to share. We carried our own mistakes. [With time we] learnt that we can only succeed if we work in a team.” The other TWITs described the difficulties with the requirements of the LIT program in the beginning becoming easier as they lived the experiences and better understood the requirements of the program. TWITs described it as a growth. TWIT 5 explained that increased growth this way: “Of course, in the beginning it was very difficult to transform to the new methods and [we had to] take time to see [what they meant when] they say not to teach students, but to let them learn by themselves.” Letting the students learn by themselves by discovery is one of the student-centered approaches described in Chapter 1. TWITs considered the AISCC requirements to be of higher effectiveness than the traditional methods. TWIT 5 hailed the caliber of the students and her own feeling of a rise in status as she mastered the requirements of student-centered teaching. She continued:

It is known that in the beginning everything is always difficult. With understanding it becomes better, when we do it [teaching using student-centered methodologies] face-to-face, and especially with [my IT], who showed me, [who] took me through the processes, I understood. I begin to use this method. I already begin to see the good results of my students, and I am very happy. When I see the results, this makes me accept this [pedagogical change] message better.

The TWITs gave the underlying impressions, regarding their experiences with ITs, that in teacher training, teachers need to know more background information that enables them to see in action that which they are being encouraged to adopt. They need to see the impact on students and on their own work. Those who promote change need not only talk about it or to give instructions. They also need to show how some of the elements in the changes work together in practice. Showing examples in role play or by demonstrating a pedagogical process enables the teachers in training to grasp the details of the required change, the how, and the what aspects of it. From the results we have seen in this approach, the LIT program is helpful in putting ITs to work side by side with LTs. TWIT 6 included in her narrative the role of results in adopting change:

It was hard in the beginning to understand what was required of us, to work in a different way, to conduct the practicals [in science subjects] correctly ... [but]... motivation gets higher the more and better my students' results become better. [Practicals are the laboratory and field experiments that accompany science subjects. Some authors prefer to call them labs.]

Students' results are a cornerstone of the TWITs' work. When results come out, the whole school performs a results analysis. If their students did well, the teachers are happy, and they celebrate. If their students did not do well, teachers feel deflated. The quality of students' performance is seen as equating to the quality of the teacher's work. The AISCC system currently does not emphasize students' responsibility for their learning.

Change in collegiality, collaboration, and peer support with time. From the TWITs' explanations, collegiality is an important feature of change. When those people promoting the change are collegial, their actions and attitude help the trust and relations-building process and speed up adoption. Where collegiality reigns, teachers exchanged ideas faster, and shared resources. The work becomes easier for everyone. Therefore, the change requirements do not become too daunting. When collegiality is not good, adoption of change is disrupted.

With the passage of time, people noticed that they had also improved in collegiality, the improvement of which enhances adoption of new pedagogies. The subtheme of collegiality and peer support covers relations between LTs, ITs, state school teachers, and departmental and interdepartmental relations. In this subtheme the TWITs touched on more of those aspects of relations that the administration is not directly in control of. Teachers described the collegiality and collaboration in AISCC as affecting them in the adoption of pedagogies in various ways, such as teacher-teacher, departmental, teacher-administration, and LIT relations. Generally, collegiality improves collaboration, and collaboration improves adoption of new pedagogies.

TWITs described relations within departments by hinting at competitions in the beginning. In the beginnings of such a big program such as AISCC, some teachers took a chance to make their mark, to build a career, and to be part of the development of a country. Some teachers got early chances and positions. As TWIT 1 explained, "Those who came early filled the positions. So that when I came later, and if I wanted to be leader of a committee, say on writing, that position was already filled." Some teachers

had better experiences and education than others. Some teachers quickly understood what the new pedagogies were all about and how to get around with them, while others did not. With the mixing of teachers from different backgrounds, the competitions were high, and relations among the local teachers started on different levels. The frictions arising from uncertainty and competition complicated some relations. TWIT 6 summed up the experiences in the following:

But now, time has gone past, things have got better, and we can work better together. Our (departmental) team has only begun to work well together. I do not hide this: There was no understanding of each other (in the beginning), but we, we got used to each other, and we begin to value each other, to understand each other, to understand what work we must do.

Because ITs worked within departments, I discuss IT relations within departmental relations. TWIT 2 stated, “With my IT, we were more than colleagues, we were friends in real life. He taught me a lot.” TWIT 2 went on to describe how good relations with her IT made it easy for her to accept new pedagogies from her IT. Stating that the IT was much older and knew so much more. He helped her also adopt new pedagogies. She saw in her IT a person “who knew what to do” while she felt like “a stupid new teacher.” TWIT 9 supported the fact that when the change bringers are experts, it is better to accept the change they bring. “When the IT is an expert, it is better to accept the change. It is good to respect them because they know their work. They have been in many countries doing the same thing, so their experience is good.” In support of good relations promoting the adoption of new pedagogies, TWIT 8 summarized the LIT

relationship: “Colleagues help by giving the well-being feeling which is necessary for colleagues, students, and health.”

TWIT 6 commented, “Some [(departmental)] colleagues are difficult to work with.” Where colleagues are difficult to work with, TWITs’ professional lives became difficult. With that, the desire to go through with the work faltered, and TWIT 2 declared, “Sometimes, I hate this place.” When teachers hate their workplace, their mood sours, and they become demotivated from adopting new things. TWIT 1 stated, “If colleagues did not appreciate [the change I was introducing], then I became depressed.” TWITs described situations in which colleagues helped them overcome difficulties: “When the job requirements became hard, I found solace in helpful and understanding colleagues.” TWIT 6 also touched on the size of a department as affecting departmental collegiality as well as the adoption of new pedagogies:

Some departments are very small. Sometimes [there is] one person in a department. When you have fewer people there are also fewer misunderstandings. The more we are, the more we disagree with each other. Here people need to be patient and to withstand a lot of things.

Change of attitude to the self. The attitudes of the teachers toward their own selves also changed with time. Mostly TWITs described how they had transitioned from shy to confident, from silly to capable, from timid to bold, from unsure and self-doubting to confident, from unsure to “am I able to do this,” and then to “I have done it.” The pride associated with being able to go through the hard tasks of life and succeeding often accompanied the narratives of the TWITs. As TWIT 7 said:

After this lesson observation when the IT told me that he had nothing to add to my lesson, that my lesson was good as any other given anywhere in the world, I felt very confident. Before I was so unsure, I always thought I was doing one thing, yet I was required to do another [a different task].

This narration exemplifies an essential moment in pedagogical change when teachers feel they have “got it” or they recognize the “aha moment.” Pride and confidence enhance pedagogical change, while feelings of uncertainty hamper pedagogical change adoption.

Time and teachers’ perceptions of traditional education. This aspect of time focused on teacher training, IT modeled practices, and the requirements of the LIT program. All TWITs indicated an amount of comparison of traditional and new pedagogies. Two TWITs out of 10 described the experiences that made them feel that their preparation for the teaching profession that they had received in universities was totally useless in the AISCC context. The teachers, on arriving and being informed of the school’s direction and on starting their teaching, experienced major differences from their previous teaching engagements. TWIT 7 described her experiences as “shock, like cultural shock; feeling lost, and being thrown into the middle of the deep end to swim.” TWIT 2 confirmed TWIT 7’s experience, and she elaborated, “In the beginning, I taught like I was taught. In university, I learned that the teacher gives information and students take it. I realized that what I had learned in university was not practical in the AISCC context.” With time, teachers have changed in their abilities and skills.

Subtheme 3: The School's Physical and Internal Environment as Fostering

Adoption of Change

I use the word “resourcedness” to mean the condition of having an abundance of resources or the state of being well resourced, as is in the AISCC, and not to mean *resourcefulness*, which would mean the active search and acquisition of resources. The school's physical appearance covers the external beauty and architecture of the school. In its external environment TWITs praised the school, its beauty, and its name, saying the school had “a great presence” (TWIT 5).

External appearance and resourcedness. According to the Strategy 2020 document for the school's strategic plan, AISCC is on three floors, and it is fully resourced from Kazakhstan, Russia, Germany, and the USA to cater to 720 students. TWITs praised the school for the development of education and for raising the interest of the TWITs. TWIT 10 affirmed, “Our school is equipped with material resources from abroad, and the working conditions are good.” Hence, the TWITs' experiences support the plans that were made for the school, and the current results confirm that well-resourced schools can promote adoption of new pedagogies.

The internal environment. The resources that a school or a department is endowed with were a factor of pride, and people feel the desire to stay working in the AISCC and to do better, which influences and leads to the adoption of new pedagogies. TWITs described the resources within the school in the following ways: “with such resources as we may need” (TWIT 6) and with “resources from abroad” (TWIT 10), so they felt they could teach in a much more comfortable environment. TWIT 10 added,

“The school does as much as possible to provide good conditions, e.g., laptops and physical resources.”

TWITs also praised the school’s support for PD and for being a leader in education and educational change. TWIT 10 affirmed, “We are leaders in educational change.” Most TWITs considered this school not only the best in the region but also the best of all the AISEs. This positive view was attributed to many internal factors, including the possibilities for receiving further development through seminars, going abroad, and offering online education. These internal factors of self-development were also highlighted in the strategic documents. Therefore, AISCC abides by the strategic plans.

Subtheme 4: The Unseen, the Invisible, and the Secrets

While everything that is happening on the surface in AISCC is seen and dealt with, there are things happening in secret, which I called the hidden and the invisible. Actively hiding emotions and inadequacy emerged as aspects of life embedded in the system. Hiding is a form of self-preservation. I use inadequacy here to mean those aspects of life in which individuals feel insecure, such as having inadequate knowledge of a topic or having inadequate skills to deal with an event.

Hiding emotions. TWITs described hiding emotions, hiding ideas, hiding desires, hiding offenses, hiding ignorance, and hiding lack of experience as all aspects of the processes of change. Seventy percent of TWITs found it hard to control their emotions. TWIT 1 linked crying to being unable to control emotions, and she explained, “I find it difficult to control my emotions. I cry. At the same time, I do not want to harm others.” TWIT 1’s words imply that if she cries in the open, she harms others. So, she should not

cry in the open for the sake of the others. TWIT 2 supported the notion using a clear expression: “I always want to hide my emotions, but I can’t.” All TWITs who rated themselves not good at EI said this was because they could not hide their emotions. Hiding emotions then appears to be an important part of the national cultural behavior. Extending to other aspects of pedagogical change, I then found links related to hiding emotions to the pedagogical change adoption that included (a) hiding the need for help, (b) hiding the fact the people did not know what to do, or (c) risking doing the wrong thing despite having ITs to help. This behavior became clear when TWIT 1 explained, “With time I learned that other people did not want the change that I want. And then I started to hide my motivation in my work.”

From TWITs’ narratives there also emerged the fear of doing something wrong while teaching or the fear of being exposed, as though to admit true emotions or ignorance, and thus being punished or put down. Yekavets (2014) described this as part of the Soviet training, which punished being wrong or punished failure. In support of this notion, TWIT 5 hinted, “We worked in our own areas, each one with her own mistakes. We carried our own pedagogical baggage. We did not want to share.” Fear and uncertainty, as well as a lack of confidence hamper pedagogical change adoption.

Subtheme 5: The Presidential Vision for Education Reform in Kazakhstan

According to the three strategic plan documents for 2020, 2030 and 2050, the president of Kazakhstan pushes on and champions educational reform in Kazakhstan. The effect of this push is to motivate the teachers to fulfill the president’s dream. From the strategic documents, readers notice that the president of Kazakhstan sees education as the

only priority that will enable the transformation of the country's economy. The teachers rally behind this vision, and they see their children as benefactors of the political drive change as echoed in TWIT 10's response: "I want to thank our country and our president. They (our country and president) put education on number one priority."

After determining the six overarching categories, I went on to use my categories to find subthemes emerging from answers to research questions. I used the second matrix in Microsoft Word for this step. Some subthemes that answered specific research questions were similar to those in the six overarching subthemes. Factors of pedagogical change are interlinked.

Coding for Answers to Research Questions

For each research question, I picked the codes from the master plan and used these to place teachers' statements (from full transcripts). I had three such coded word documents (Coding for Motivation, Coding for Systems Approach, and Coding for EI). For each research question, I performed the coding in the same way described for the major subthemes, but this time I focused on each research question at a time. For each research question I found several subthemes, some of which had already been found in the overarching subthemes.

Results RQ 1. What Do TWITs Perceive as Their Motivational Factors for Adoption of New Pedagogies in the AISCC LIT Program?

Overall, 100% of the teachers were highly motivated to be working in AISCC to effect educational change through the adoption of new pedagogies. Motivation codes were grouped and found to consist of more mixed intrinsic-extrinsic factors than distinct

extrinsic and intrinsic groups. Codes for motivation were grouped into eight subthemes for which I further stated if the groups were extrinsic or intrinsic.

Eight subthemes into which motivation fell were (a) students and interest, (b) the administration, (c) position of authority, (d) rewards, (e) colleagues, (f) a feeling of “I am able,” and (g) novelty (see Figure 3).

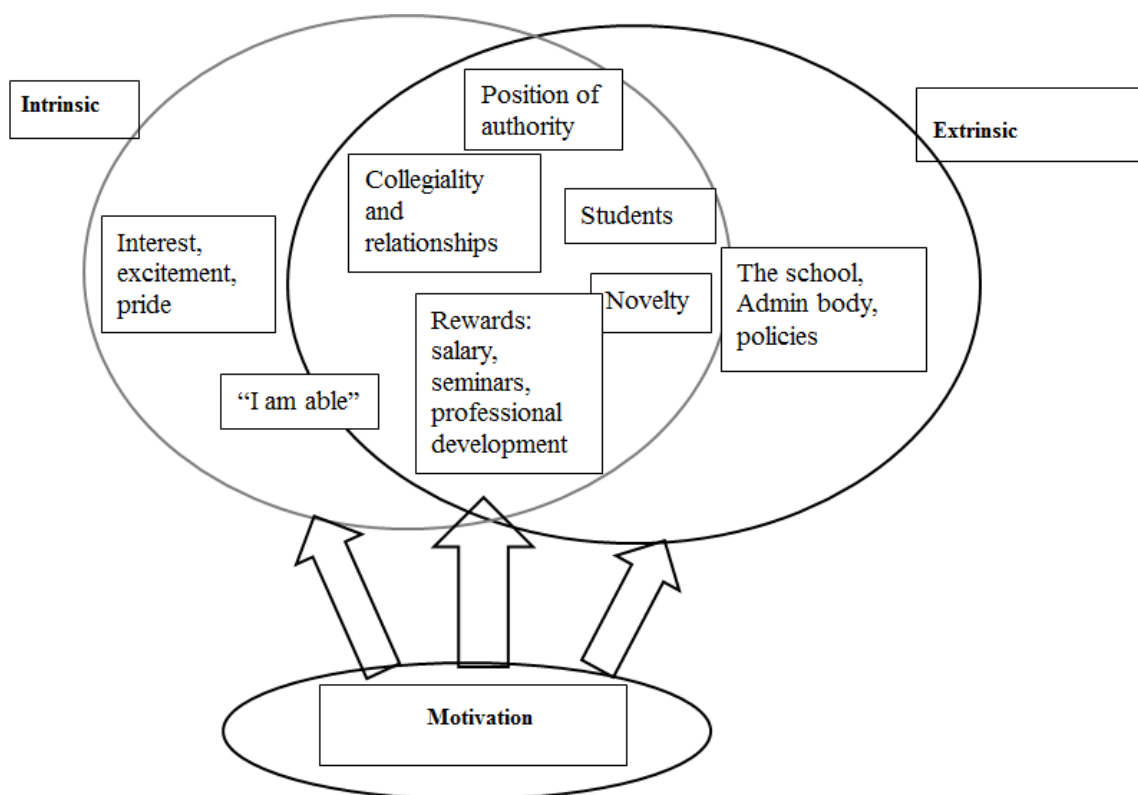


Figure 3. Themes for motivation for adoption of new pedagogies in AISCC

Subtheme 1: Students as a Motivating Factor

The number one motivational factor for TWITs’ adoption of pedagogical change was the students. Eighty percent of TWITs mentioned students as motivators for the adoption of pedagogical change. TWIT 3 explained how students were a motivator for pedagogical change:

Well, in most of the cases, first of all, these are my students. Every time I ask them to write for me feedback which helps me to think what kind of difficulties they have, then what are they are learning gaps, not only in their feedback, but also in their work and especially when I started working here it was the problem that most of the students in my group mixed ability students.

In emphasizing the answer with “first of all,” TWIT 3 referred to the most important factor in motivating teachers for the adoption of new pedagogies. TWIT 3’s description of the process in detail following the first statement explains how the process of guiding her students to improvement motivates her, as she spoke with passion about her students and how their progress was of paramount importance and a source of satisfaction for her. Her goal in teaching is to “be the best teacher for my students.” Teachers with successful students are regarded highly in AISCC, as they fulfill the strategic plan of producing highly intelligent, adaptable, and patriotic citizens who are able to compete in the global arena.

TWITs stated that they were motivated to do their best for the students whose needs are of a high demanding caliber. From the document analysis, I found that the AISCC students are gifted, and they are chosen through a rigorous competitive testing and interviewing process. The students are highly intelligent and talented in aspects outside the classroom as well. As such, teachers expressed motivation to meet the needs and challenges of these students: “It makes me happy that I can work with such students. It makes me happy and proud that I belong.” TWIT 5 praised the students as motivators “High performing students, teachers and students passed (selection) competitions, 10–12

students compared to 23–40 in state schools. All this motivates me to do my best for the students and the school.”

Teachers have high hopes for AIS students because these students will be the ones to carry the nation’s future (Strategy 2020). After the AIS experience, they will be tagged to enroll in the equally resourced Agrenov University (AU) or other international and national prestigious universities (Strategy Plan 2020). Then they will go on to become the crop of young Kazakhs who will take the country to the world economic stage.

Researchers have not explored in the educational literature this aspect of student potential as a motivator for teachers. The literature discusses the teacher as the motivator for students (Pöhlman & Raufelder, 2014; Tambunan, 2018) and not the other way around.

Subtheme 2: Teacher Interest and Desire for Change

Fifty percent of the TWITs described their motivation simply as interest and the inclination to experiment with new things and search for what works. TWIT 7 mentioned, “The other (motivating factor) is my own interest to try something new.” TWIT 5 added, “When we began here, there were so many interesting things.” Teachers with interest are also curious to see how things work and to try out new things. For the teachers with interest, adoption of new pedagogies is easy because while they experiment to find what works, their cognitive and inquisitive faculties are sharpened. TWIT 8 described this phenomenon:

I want to show students that people can do it in another way. The traditional methods did not work well. Time is changing things, and it is changing very fast. We people (teachers) and students should be ready for a lot of different things, to

know what is meant and to understand them (the changes), and to be able to apply it. In the future it will not be suitable for current situations.

The TWITs with interest take what works, and they learn to modify what did not work so well. In AISCC the teachers are encouraged to try out new things. The Strategic Plan 2020 includes innovation as one way to encourage pedagogical change. The interested TWITs reported it was motivating for them to investigate for themselves what works, what does not work, and what is good for themselves and for the students.

Subtheme 3: The School and Administrative Body and its Role in Motivating for Pedagogical Change

Some TWITs explained that the administration was a source of motivation for teachers through different roles it plays. One role is in policy setting and instilling adherence to the policies. TWIT 10 acknowledged this role: “This (adoption of new pedagogies) is the policy of my school. When I asked (I was told we do this) because we need to adopt new approaches.” TWIT 6 saw this administrative body as capable, as made of highly educated individuals, and as being there for her. This motivated TWIT 6 to do as much as she could to earn the appreciation of the administrators. Another participant, TWIT 3, felt that the administrators supported her ideas as long as she laid the ideas before them. The implication is of administrators that listen to their teachers and care for them and their needs. The motivation for TWIT 3 came from a feeling of being valued by the administrators and that her ideas are found worth listening to. TWITs with positive experiences with the administration want to do more, and they want to have more innovative ideas. Therefore, they want to bring them to the administration more.

This behavior of bringing ideas to the administration is a manifestation of the aspect of self-efficacy, according to Bandura (1977). The administration plays an important role in the motivation or demotivation of its teachers. Positive motivation experiences among teachers enhance the adoption of new pedagogies, as already discussed under overarching subthemes.

While some TWITs had positive motivational experiences with administration, other TWITs had negative motivational experiences. TWITs with negative experiences portrayed the administrators as not listening, not caring, and not seeing the TWITs and as dissociated from the teachers. As TWIT 1 put it, “The administration knows some teachers more than others.” She continued, “I am 5 years here, but I feel that my administration does not know me.” Teachers who feel unseen, unappreciated by their administrators are demotivated to please them. TWIT 8 expanded on this reality:

Because everything here is like fighting between the two sides of me, when you have motivation and when you don't have motivation, [sigh] . . . The treatment of (by) people and mostly those who are above you. Their treatment, if they treat you as an equal one and they respect you and your dream and your teaching stuff in everything that you do and trust you that you can do it and you have the freedom to do more than you are doing now. Even, even the stress and even the money will be less than this.

The opportunity to grow was another factor that was repeated by over 80% of the TWITs, as a function of the support of the administration. TWITs are motivated by seeing opportunities for themselves. As they chase their dreams of growing in their

profession, they are motivated to do more and achieve more. The AISEs are a suitable place for growth. The strategic plans indicated that improving human capacity and quality was one of the purposes of the schools. TWIT 5 stated, due to the administration's focus on teacher development, "I turned 180 degrees. Pedagogical methods were not there (in me) before. Coming to AISCC, I participated in many seminars and trainings."

Subtheme 4: Position of Authority Motivates Adoption of Pedagogical Change

TWITs in positions of authority expressed motivation in that they felt they had to keep ahead of their department teachers or ahead of the teachers that they had charge over. Coordinators felt that they had to keep abreast with new information and skills that new teachers were bringing in, "in order not to feel left behind." TWIT 3 expanded on the subtheme: "Also as Department Coordinator and all these things make me that I have to be able to answer questions from the other teachers, and so this is motivation for me." A TWIT who was an HoD explained that she felt motivated to accept new pedagogies and to find information so that she would have answers for the teachers in her department. TWIT 5 said that using this searching strategy, she ended up understanding more about new pedagogies and, as an HoD, supported teachers' adoption of new pedagogies in her department. Position of authority enhances adoption of new pedagogies.

Subtheme 5: Rewards as Motivation for Pedagogical Change

TWITs named rewards from AISCC as (a) the salary, (b) the school, (c) the praise, (d) the acknowledgment, (e) the certificates, (f) the name, and (g) respect from the community. The rewards were in the form of physical (salary, the school, certificates) and non-physical (praise, acknowledgment, respect, and name). Thirty percent of TWITs

stated that the salary was a strong motivation factor. TWIT 7 responded, “First of all: Salary (and also) to be rewarded not only by money but by your work.” Teachers of AISCC earn much higher salaries than their state school counterparts. One university lecturer earns about 50,000 tenges, which is about \$120 (LT, personal communication, May 23, 2017), while in AISCC the LTs earn around 250,000 tenges (about \$500). The difference is enough to motivate many teachers to want to join this school, and once joined, to stay within its system. Unfortunately, the salary was, in other cases, seen as a demotivating factor because it was the same for all the teachers straight across, despite different qualifications and different amounts of workloads among TWITs.

The school itself is beautiful, modern, well-equipped, as indicated in the Strategy Plan 2020 document, and the school has a very high reputation. People who work in AISCC are respected by the community (Kazakh National, personal communication, March 10, 2015). TWIT 6 acknowledged that “working in such a school gives pride.”

Subtheme 6: Collegiality and Relationships

TWITs discussed collegiality and relationships as motivational factors on the basis of the administration-teachers, LTs-ITs, and LTs-LTs links. Administration-teacher relations have already been discussed under overarching subthemes and under motivation subtheme 3. TWITs reported that the collegiality and relationships in AISCC were a motivating factor. From colleagues, teachers found help, support, knowledge, and encouragement. TWIT 7 explained, “[Colleagues] supported me in my teaching and also in my emotions, in my feelings, to be confident, and made me understand that my level

was comparable to other people in different countries.” The value of collegiality, also discussed under EI, is of essence in the AISCC setting.

From TWITs’ descriptions, AISCC colleagues appear to be at two levels. The one level is the department, where relationships are quite strong due to teachers closely working together day to day within parallels, sharing information, planning together, and delivering lessons. As such, departmental colleagues understand each other on a close basis. They are tied together by the same demands made on them and by sharing in the difficulties and celebrating the successes of their work. It is very common to see teachers in the department having tea and lunch together. On many occasions, they also celebrate birthdays, births, and other happy events in the departments. The formation of strong bonds among members emerges from this social life, hence the importance placed on collegial support.

Then there are colleagues, which entails all the other people working in the school. Some TWITs considered the relationships they built here in the school to be solid in that they felt that they had become more than simply colleagues. TWIT 3 explained, “We were more than colleagues; we were friends in real life.” TWIT 6 described collegiality in terms of work, “I want to develop these methods and go further with them. Now I think about these methods and the experiences that ITs have given me.”

Subtheme 7: “I am able.”

The “I am able” subtheme emerged strongly in 90% of the TWITs, both in relation to the school situation workwise and in their relationships in the school. School-wise, TWITs found the adoption of new pedagogies difficult because the requirements

were substantial, and teachers did not have prior experience or knowledge of them. They were learning on the job, with work pressures as well. TWIT 5 described her experiences:

I feel of course from one side pride, that we work with the new pedagogies, . . . and that we were the first ones to go through this. I am proud that we were able to go through the tests and pass and be considered worthy to be taken into this [school].

The TWITs' accounts of the selection of the AISCC teachers as a rigorous process that includes content, ability, skills, stamina, willingness to do hard work, emotional stamina, and ambition confirms the information in the Strategic Plan 2020 document. In the strategic documents school leaders state that teachers of these schools must be dedicated to their work, be highly professional, and be able to meet the demands of talented and gifted students. TWIT 8 attested, "When I got to a stage where I felt confident that my work was going well, with positive feedback from my ITs, I felt a sense of 'I am able.'" At this point of confidence, TWITs became confident that they could do more or could adopt more new pedagogies. This transformation of adding new abilities and of an increased sense of self is in tandem with Bandura's (1977) self-efficacy theory, as discussed in Chapter 3. Self-efficacy enhances adoption of new pedagogies.

Subtheme 8: Novelty as Motivating Pedagogical Change

The newness of the school and introducing the new pedagogies led teachers to be curious. The TWITs wanted to find out what the newness in AISCC was all about and what it would give to their students. TWIT 5 recounted:

Arriving here, everything was new: new school, new students, and new methods of teaching. We did not know what we were teaching, and what it would do for the students, but as we saw the students enjoying it, we became motivated.

This description depicts an example of the novelty in the school, in the teachers, in working with ITs, in being among high-level teachers, in student caliber, and in the pedagogical methods that are all characteristic of the AISes. But this compound newness also describes a novelty in which ushering in of many changes depicts a lack of unpreparedness on the part of the teachers. In many cases, people performed “on their feet,” which TWIT 8 gave as a description of working as if in the dark and rejoicing at finding that something worked after all. In the words of TWIT 8,

It was like this — being underwater, learning to swim, and managing it— and you cannot see anything from above. You [are] just doing new things trying if something works, and if it doesn't work, you try new things. Time by time after the observations I saw that I was proud of myself.

For some TWITs, novelty in itself was motivating. TWIT 7 explained this discovery experience with statistical imagery as follows:

I like change so much, but I don't know why; we work with the new because in our own [state] schools what methods we used (there) did not work (as here in AISCC). In percentages maybe 10–20% gave some results, but the other 70% students were bored or wasted.

TWIT 7's answer bore witness to how she experienced the differences between the old and new pedagogies and their effects on students and on the teaching.

Comparing the effectiveness of the new pedagogies with the old Soviet methods that TWITs used before (in state schools), described in Chapter 1, TWITs expressed preferences of new pedagogies is an indication of the success of the new pedagogies in AISCC so far.

TWIT 9 supported the new methods against the traditional methods:

For me (it is) interesting, new pedagogies is (are) not traditional, (are) untraditional, ...all (new) methods we use in our team are working, very nice, very useful, not only for me, but for students, for (students') good understanding of the subject.

TWIT 9's expression of satisfaction about new pedagogies—seeing them work—gave the impression that she was not likely to go back to traditional methods. She affirmed that the new pedagogies are working, especially as she considered her students, and this was her great motivation. TWIT 5 confirmed TWIT 9's sentiments: "In our education, there was no such (pedagogies) in our old school. It was a great motivation for me."

RQ 2: What do TWITs Perceive Are the Organizational Factors That Are Part of the Adoption of New Pedagogies?

TWITs identified parts of the AISCC system as students, teachers, administration, parents, ITs, the canteen staff, cleaners, grounds workers, and information technology personnel. Thirteen groups or parts of AISCC were known to TWITs. I summarized the TWITs' knowledge of parts of the school in Table 3.

Table 3

TWITs mention of parts of the AISCC system

| | Part of AISCC (Group of people) | TWITS who mentioned the group (%) |
|----|--|-----------------------------------|
| 1 | Students/learners) | 60 |
| 2 | Teachers/educators) | 60 |
| 3 | Parents | 50 |
| 4 | Administration | 50 |
| 5 | Curators | 20 |
| 6 | ICT | 20 |
| 7 | “Ownership group” Higher Admin (Board of Trustees in the strategic documents | 20 |
| 8 | The Center for Pedagogical Change, CPO, Human Resources, Center for Assessment, committees | 10 |
| 9 | Caretakers | 20 |
| 10 | Canteen staff | 10 |
| 11 | ITs | 10 |
| 12 | Grounds people and gardeners | 20 |
| 13 | Maintenance and workers and staff | 20 |

The words “workers,” “staff,” and “caretakers” were not defined, although from TWITs’ expression and language that they meant non-teaching or non-professional staff.

The familiarity of a group could be an indication of the importance TWITs placed on the group, or the frequency with which the TWITs interacted with the group. As such, the groups of students, teachers, and the administration would be the most important to TWITs. Comstock (2013) found a similar trend in describing parts of a school. Only 10% TWITs mentioned the “owners group,” the centers of excellence, and the committees. This might be because the groups are less well known because they are more or less external bodies to the school. The actions of the people in the groups may not be directly linked to the TWITs’ daily teaching lives. TWIT 5, who mentioned these groups, was probably advantaged by her position of authority in the time she was an HoD. However,

grounds staff, cleaning staff, canteen staff, and maintenance staff whom everyone sees in the school were also those who also received little recognition.

Five subthemes emerged from coding the answers to RQ2: (a) a feeling of belonging, (b) the school's external and internal environment, (c) the administration, (d) the school's organization, (e) teachers' feeling of pressure or being overloaded from their work, and (f) collaboration and collegiality. I present these subthemes in Figure 4 the way the TWITs described them and the way they all interact.

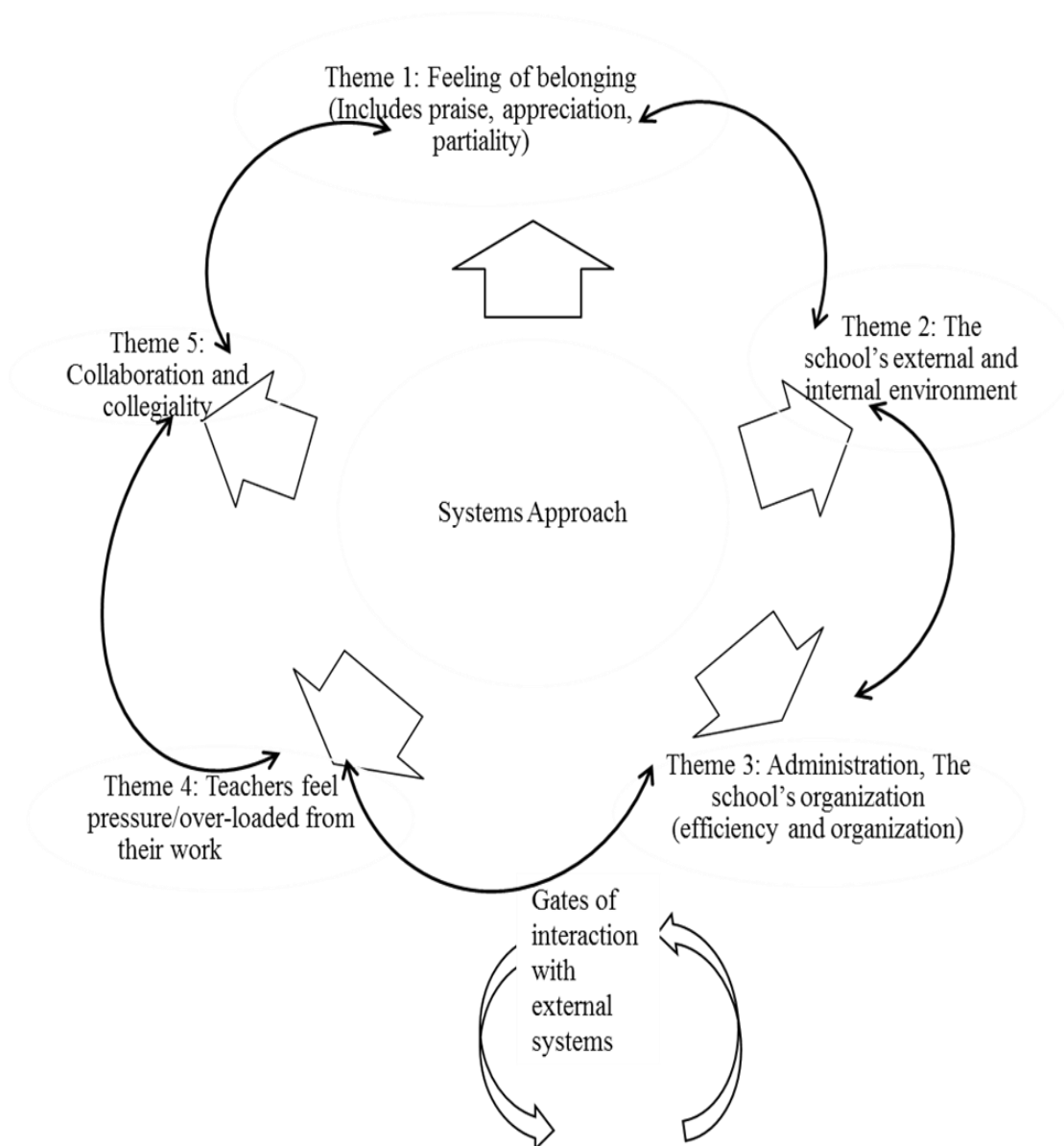


Figure 4. Subthemes for the systems approach factors of adoption of new pedagogies in AISCC.

While the system appears self-contained, it receives inputs from outside and gives some output to the external systems, such as the HQ, state schools, and international partners. As depicted in Figure 4, the subthemes under systems approach interact and overlap with each other. This interaction is an indication that in this system nothing

stands alone. One part affects another and feeds into another. Hence the system links with other systems, especially through its administration component. More importantly, the administration becomes a gate of interaction. However, much of this study is limited to the internal system of AISCC. Next, I discuss each subtheme under the systems approach.

Subtheme 1: Feeling of Belonging (Includes Praise, Appreciation, Partiality)

Feelings of belonging (see the overall subthemes section) to the system were an important point. All TWITs expressed feelings of pride or happiness at being in AISCC. There were aspects of this subtheme, however, for which TWITs had split opinions: 30% of the TWITs appeared to be starkly negative and yet 70% had positive experiences. TWIT 2 declared, “I feel of course from one side, pride, that we are here with the new pedagogies, that we work in such a good school, and that we were the first ones to go through this.” This feeling of pride was confirmed by another, TWIT 6, who described her feelings as: “Proudly. I am happy; I can praise God [who] gave me the ability to come into the school, and work with my colleagues, with my team teachers.” TWITs responded to questions in this part of the interview with enthusiasm. They were visibly happy with the benefits they get from being in AISCC. However, TWIT 2 expanded on her experiences with a different view:

[I feel] different at different times; sometimes really great. When I’m outside, I feel very good. I feel proud, for example when I am out, and I’m teaching the State School teachers. (But) I’m here (in the school) where (laugh) I feel not respected and humiliated, and I’m being commanded to translate or to do things that I am not supposed to do [sigh] ... I don't know ...

Suhlmann, Sassenberg, Nagengast, Trautwein, and Ulrich (2018) found that a feeling of belonging motivated some university students to stay on and complete their studies. The TWITs echoed in their expressions this feeling of belonging, a feeling that interacts with the feeling of privilege (to be in such a renowned school), sharing all its attributes, as further discussed under the Systems Approach subthemes.

Subtheme 2: The School's External and Internal Environment

I included TWITs' responses relating to the physical aspects of the school, both external and internal in this subtheme. Then I discussed the responses relating to the internal non-physical aspects. The external includes the building, the architecture, the size of the school, the physical comforts of a dormitory, the laboratories, and the classrooms that are well equipped. I related this to the planned physical attributes of the school as stated in the Strategy Plan 2020.

The school's external conditions. The school's external environment was a stimulatory factor for the adoption of new pedagogies. Teachers felt proud of their school, describing its beauty and how well kept it is—"such a school, with such a great appearance."

The school's internal conditions. The abundance of resources is also stated in the Strategy Plan 2020 document and on the school's website, although it is not strategically stated that equipping the school was for the motivation of teachers. TWIT 4 praised the small class sizes in AISCC—a maximum of 12 students compared to 35 students in the state school where she taught formerly. She explained that with small class sizes she could attend to students individually. As such, the teachers felt that they

wanted “to stay a part of this great place with so much equipment and apparatuses in the labs, such apparatus and such an environment” (TWIT 6).

Teacher development through PD. TWITs expressed the possibility to develop themselves professionally as a motivating factor in working in AISCC. One hundred percent of TWITs praised this potential for them to self-develop. TWIT 7 replied to the question, “Let’s consider that the school organizes in-school trainings like lesson study groups, for teachers to develop their pedagogies.” TWIT 2 explained this support of self-development: “During the holidays, half a department can go to Astana for master’s degree studies.” The school supports this PD, encouraging the research results to be reported freely without fear and without the need to hide findings (Director of AISCC, personal communication, February 6, 2015). TWIT 6 confirmed, “Here, whoever wants can develop themselves as much as they want.” Administrators may give limitless opportunities for development to their staff in response to the president’s call for human capacity and skills development, as written in the strategic documents of the schools.

TWITs expressed other good aspects of the school that motivate them as TWIT 4 summarized:

We have great staff, great classrooms, ICT guys, etc. Even as you enter (the school reception), the magnetic card triggers the togetherness. I like the fact that whenever I have a problem, I just write an e-mail, without leaving the computer, without having to walk anywhere, and things happen to solve the problem.

(The magnetic key is used at the reception area as any authorized person enters or leaves the school. It is primarily for monitoring teachers’ entry and exit times to calculate

salaries.) In AISCC, most teachers are provided with their own computers. The computers are networked, and e-mail communication functions efficiently, as TWIT 4 described in comparison to the efficiency of the e-mailing system at her old state school, where such an e-mail system did not exist.

Subtheme 3: Administration, the School's Organization, and Communication

Efficiency

The administration personnel determine the way the school works. The administration personnel plan the activities in the school, they approve the curriculum, they give direction to the school, and determine the teachers and students who get enrolled in the school (Nnebedum et al., 2018). In answering the questions in this subtheme, TWITs showed divided opinions between positive and negative experiences. The question about whether the TWITs knew what management expected of them indicated a measure of the interaction and communication and their clarity between the administration and the TWITs. TWITs described the interaction of the administration with them as either promoting or demoting pedagogical change adoption. While some TWITs claimed that the administration's expectations were not known to teachers, that there were no clear plans, and that teachers felt "lost" in this system, other TWITs had a clear knowledge of administration's expectations. The positive TWITs felt that they knew exactly how communication was happening. They knew what the administration expected of them, and they did exactly that. They knew where to find the information they needed. TWIT 3 proclaimed:

I know what they (the administration) wants me to implement. This (information on expectations) is discussed at the beginning of the year. We are given an area of focus that we can concentrate on; for example, last year it was differentiation.

This year the focus is to develop students' abilities.

The implication of TWIT 3's proclamation is that there is a smooth flow of information from the administration. It paints a picture of an administration that is proficient and efficient, with personnel who set goals and plans and communicate them at the beginning of each year. TWIT 3 appeared well connected to the administration's plans and goals. She follows the yearly goals and delivers what the administration requires. She feels happy to know what is required of new pedagogies; therefore, her acceptance of new pedagogies is also smooth because she does what the administration require.

While 80% of the TWITs stated they knew their administration's expectations of them, 20% did not know. TWIT 2 contrasted TWIT 3, saying, "For example, for every year we have a kind of professional objective that we should obtain by the end of the year. We develop it ourselves." While agreeing on a yearly objective, TWIT 3 contradicted the existence of such a plan from the administration. TWIT 2 had no idea that there were the administration expectations on her. She declared that she goes by the plan she makes for herself, and she was unsure if her plans were in line with what administration expected. TWIT 8 was hesitant about the administration's planning:

Yes, we know theoretically, we have one thing on paper, but in reality and practice is a different thing. We are thinking that we are doing the things that we should be doing, but we are doing something different. (I am) feeling happy you

asked me this question, and I just know . . . It is difficult to know if I am right now so if I am doing it.

Subtheme 4: Teachers Feel Pressure from their Work

All TWITs agreed that they were under pressure from their work. The differences came from the sources of the work pressure. Some TWITs felt that the pressure was from being assigned work outside the teaching realm (such as translating some people's theses). Conveniently and understandably, TWITs in the English department had translation tasks as sources of pressure. TWIT 2 expressed the source of pressure as "when we are humiliated as teachers, for example, when we are asked to translate somebody else's thesis or something like that." From another department (physics), TWIT 9 expressed that the pressure upon them came to those who had always taught in their Russian and Kazakh L1 but who now are required to teach Grade 11 in English.

I think it is no motivated me and my colleagues. Me and my colleagues we work in English, and no extra money. We work extra work more than a Russian group and Kazakh group, same, same money.

Although they have the help of their ITs, translating and understanding these texts lies solely on the TWITs. Then they are expected to deliver the material to students in English. Preparing for all this takes a lot of time. The TWIT 9 who expressed this was a Kazakh teacher who had just started teaching in English.

Another source of pressure was when teachers wanted to purchase anything. They had to find three quotations from three different suppliers. TWIT 10 described such a situation:

Maybe, I don't know how it is related but for example, if you want to order something, like to buy something for the room, maybe I want to buy some stuff like a projector, for the wall. Of course, the school has no money. Now I need to find three suppliers by myself who will provide this projector, and I bring to the administration, and then they consider to buy or not. For me I'm a teacher, I am not a supplier. They should not ask me to find the price list for these things. Therefore, for example, I'm not ordering anything.

TWIT 10 found this as pressure and time used unjustly. "I am a teacher; I am not a supplier" indicates he was in a role conflict. To solve his dilemma, TWIT 10 decided he would not order anything. He removed the source of pressure, to the possible detriment of his performance and students' performance.

Other sources of pressure came from the many exhibitions and collaboration of the school with other schools. TWIT 10 verbalized this kind of pressure:

Sometimes it is paperwork, because, because we have different structures in our department, in HQ Astana and these structures ask for reports, they asked for implementing projects which are not related to the educational process. But for entertainment, it is additional on the school. For example, this map (pointing to the map on the wall). As you can see, it was made by teachers without water. It is for the Zhezkazgan fair. It is not related to the work that we do. It, it is, it has just got done, for an exhibition.

The Zhezkazgan fair had just been completed when I started interviewing.

However, the projects and exhibitions are part of the sharing knowledge and experiences

that are planned for in the strategic documents. The purpose of this sharing is to spread the educational change in a cascade fashion. The board of the schools planned AISes to be centers of excellence, but the leaders in each center are required to spread their knowledge to other schools to raise the standards of all teachers, and therefore the education of the country. This requirement is in the Strategic Plan 2020 document, and the AISCC fulfills it in many ways similar to the Zhezkazgan fair. It was not clear whether TWIT 10 was aware of this section of the strategy for AISes, or if he was simply opposed to the extra work. TWIT 8 described her pressure in the following way:

Teachers are stressed, also such kind of events are put in your lesson times, for example, for two or three years the English Department is suffering from the fact that in springtime half of the department goes for their master's degrees. The pressure becomes so high. In this time, we take a work load that is more than two times, and in this time you think that it is better to find a job in a different place. Even if your salary is okay, you would want to change.

Subtheme 5: Collaboration and Collegiality

As in any system, collaboration, interaction, and connectedness is necessary for the system to function properly. A system thrives on the interaction of its parts (Senge et al., 1999). Interaction depends on the collegiality among people who interact.

Parallel classes collaboration. In 100% of their answers, TWITs noted departmental collaboration as working well in most cases. TWIT 1 expounded:

In my department, I can say that we have very good collaborative planning, not only in one parallel but also within parallels. And we are always . . . and we

always improve. We are really colleagues. And we are improving how we work. I can, I can find people who can support me.

(A parallel is all classes of the same grade.) Teachers of parallels are required by the administration to sit together and plan their lessons, the resources, and assessment tasks together so that there is no biased performance by some students. School managers have also time tabled these parallel planning sessions, and these leaders check whether the parallel teachers are sticking to their time tabled planning sessions. This might be the reason that parallel collaboration works well. However, most TWITs reported interdepartmental collaboration to be not as good as departmental collaboration. TWIT 1 described the interdepartmental relationship:

But if we speak about this between English and biology, for example, the collaboration is not so (good). Maybe it is because we have different time tables and we are too busy. Maybe (it is) because we have so many responsibilities. I would love to have more collaboration among departments,

LIT collaboration. TWITs described collaboration between LTs and ITs, which I already preempted in a former section on time as a factor in pedagogical change, as giving rise to mostly positive experiences. TWITs reported that ITs modeled, showed, and took TWITs by the hand to make everything easier for them to understand the required new pedagogies. TWIT 6 reported:

To this question I say when something begins, always when you do not understand it, it appears to you very difficult. But when we face it eye to eye, and when ITs took us hand in hand, we worked with them very well. They showed

how to work effectively, to work for the students when the approaches are student-centred.

TWIT 2 said, “We didn’t have too many problems with my team teacher. We were more than colleagues. We were friends in real life. Maybe that’s why it was not so difficult for us to work together. He was very experienced, and he taught me so very many things.” TWIT 6 reinforced that there were good relations with ITs: “I get along very well with my ITs. I understand them as experts, and I give them their place.”

Only 20% TWITs expressed having negative experiences with her IT. TWIT 7 explained this negative experience in the following way:

Because we had some misunderstandings, I think I couldn't cope with that.

Because for the first time I had the desire to work with ITs. I worked with two (ITs). I worked maybe two or three times. But after our conflict, I did not want.

Sometimes I said that the international teacher was letting themselves do some tasks. There are things that teachers should do, and this International teacher did not do it, but required from me that I do these things. I did not understand this why he required me and not on him there was a misunderstanding. But we did not come to [sigh] after the conflict we did not come back together.

TWIT 1 continued:

I’m always in action. He (the IT) used to just sit at the desk. Maybe because he had the experience of working with students from high school or that was the attention to work like that. Students felt that he had a barrier because he did not want to accept students to him. Sometimes students asked me in the Russian

language, sometimes the students asked me “Why do we have him? What is he doing here? When will we work without him?”

This conflict might have arisen from miscommunication of roles, as TWIT 7 explained, “I did not understand why he [the IT] required of me to do these things which he himself did not do.” Role confusion hampers adoption of new pedagogies.

In the case of TWIT 1 above in which students asked when the IT would go, this is an example of an LIT conflict affecting the students. In most LIT cases, however, LTs and ITs discussed conflicts and found them to be a matter of miscommunication and misunderstanding. Conflicts hamper adoption of new pedagogies because they change the focus of attention on ways to solve the conflict. If prolonged, the TWIT may decide to stop taking advice from the IT. When teachers know what to do, they adopted new pedagogies easier.

LT-LT collegiality. TWITs described collegiality among LTs as made up of both good experiences and bad experiences. Good experiences included helping, supporting, and protecting each other professionally, materially and emotionally. TWIT 1 described departmental collegiality, “We are really colleagues and we are improving how we work. I can, I can find people who can support me.”

Describing the negative experiences, TWIT 6 regretted the competitive spirit that made some teachers treat others badly, saying, “Some teachers do not want other teachers to be seen as good. Such teachers think they are the only ones who know. Such teachers are difficult to work with.” TWIT 6’s experiences are examples of the complications of relationships within a system and how they can build up or tear down the processes

educators take towards wholesome change. Bad relations deter adoption of new pedagogies.

Physical and non-physical parts of the AISCC system. Finally, with the answers to the RQ 2, I could distinguish between the physical and the non-physical aspects of the AISCC system. Physical aspects of the system include buildings and internal resources. Non-physical aspects of the system include collegiality, the pressure of work, and relations among parts of the AISCC.

RQ3: What Emotional Intelligence/Teamwork Factors Do TWITs Perceive as Part of the Adoption of New Pedagogical and Collegial Methods in AISCC?

During the interviews, I needed more time to explain to the participants the meaning of EI. Some TWITs knew about EI. Others did not. See Table 4 for the categories of EI. I found in the five subthemes: (a) understanding, (b) empathy, (c) helping and togetherness, (d) openness and hiding emotion, (e) and EI as perseverance. It was necessary to separate the themes, although some could be combined, to clarify the importance TWITs placed on each theme.

Table 4

An Example Showing Coding the Categories Under EI into Subthemes.

| ST | Subtheme 1: EI is understanding (students, teachers, LTs, ITs, administration, etc.) and being understood | Subtheme 2: EI as empathy, helping and togetherness | Subtheme 3: Openness promotes adoption | Subtheme 4: showing emotion is emotionally unintelligent | Subtheme 5: EI is going through the hard times |
|------|---|---|---|--|---|
| Cat. | It's very difficult to be in team teaching even with a local teacher. But when you have a teacher from another country it is much more difficult, because you have different mentalities, and maybe you do not have the same proficiency in the language. It also makes it difficult (for administration) to be in good relations with the teacher. | I was harmed and I could not cope with my emotions. I cried (shaking voice) and it (nervous laugh) ... It harms me when I think of that some person is being harmed and I feel like I cannot help them. | Outgoing teachers vs a reserved one, Difficult to understand the emotions | Honestly, I don't consider myself a very emotionally intelligent. I am in the middle. It is difficult to control my emotions, I cry, | I use my EI to go through the hard things, and to make it happy and to get better and more. When we have EI we leave the unimportant to go by, so we stay focused |
| % * | (30%) | (20%) | (40%) | (80%) | (20%) |

Note: ST is subthemes. *The percentage of TWITs who alluded to the subtheme. Cat. is category with the words, phrases and sentences that characterized the category.

Subtheme 1: EI as Understanding (Students, Teachers, LTs, ITs, Administration, etc.)

TWITs highlighted understanding as a main component of EI. They described EI mostly as understanding students' needs as well as understanding among teachers.

However, students emerged as the most important receivers of teachers' EI. Teachers were dedicated to attending to the emotional needs of their students. Thirty percent of TWITs stated that they used their EI to understand and meet student needs. TWIT 2 described herself as the "rock" for the students. "If something is wrong with a kid, I could be thinking about it for weeks. We (teachers) are like the rock and everybody knows it."

Another, TWIT 10, said it “was obvious” that her EI was for students. “Every teacher must understand their students and be able to cater for these needs. Sometimes the students are not in the mood to study, and I must be able to motivate them.” TWIT 2 decided that to be a teacher meant to be emotionally intelligent. “Of course, I am a teacher, I am emotionally intelligent. Otherwise, how would I be in this profession if I was not?” This view suggested that all teachers are emotionally intelligent.

Mortiboy (2005) alluded to the same notion when he wrote that using EI was a prerequisite for developing good relations with learners. Mortiboy insisted that EI is not an extra quality that some teachers have but that every teacher should have EI. Dolev and Leshman (2017) recommended EI training programs because they found that such training increases the EI of teachers and therefore improved their teaching effectiveness. Over 60% of the TWITs described their uncertainties as they began their career in AICSS. TWIT 5 remarked:

In the beginning, I was feeling very bad in all this . . . Can I do it? Can I go through with it [the pedagogical change and life in the school]? But I learned what to do through listening to my emotions, and more important is to use my emotions to support the students and to help them and to give them more emotional support.”

This view summarizes Goodson’s views on EI enabling people to do good for themselves, for others, and for their organizations. In this description, TWIT 5 learned to understand herself through her emotions. By knowing from her emotions what to do and how to do it, the teacher was able to overcome difficulties and was thus able to achieve

great satisfaction in her work. I further discussed EI in the section on the overarching subthemes.

Subtheme 2: EI as Empathy, Helping Each Other, and togetherness

TWITs described how it was helpful to feel for each other, to “put the self into the other’s place” and to especially help and support the ITs. TWIT 6 described her experiences of EI: “I ask myself if I were in their (ITs’) place, if I would be able to do this. I try to understand them as people and as specialists.”

Twenty percent of TWITs saw the ITs as needing support and help. This view of needy ITs presents a reversal of roles because ITs were recruited into the AISes to support LTs with pedagogies. However, the TWITs clearly stated that the ITs needed support in cultural aspects and in understanding the local environment. TWIT 8 considered the difficulties that the IT faced and reported:

I understand the ITs when they give seminars. On the other hand, I understand the Kazakh mentality. I know how difficult it is for the ITs, that there is not a common language, so I help the LTs to be patient and consider the ITs’ offerings.

This reaction from TWIT 8 is an example of EI used to promote togetherness, foster patience, and make a path for everyone involved. The reaction is an example of using EI for bettering the self, the others, and the organization, as Goodson (2001) explained it.

Subtheme 3: Openness (as an Aspect of EI) Promotes Adoption

Four times out of 10 the subtheme of openness surfaced as an important EI component for adopting new pedagogies. TWIT 4 observed, “When you are not open, you cannot adopt new pedagogies.” Being open means to have an inquisitive mind that

allows new thoughts and ideas. As such, those who are not open cannot begin to consider change, for they cannot even let the ideas into their minds to think about them. TWIT 2 confirmed this observation:

Our teachers who have been exposed to and working within change find it difficult to work with closed people now. I found it that I could not work with those (state school teachers) who were not open.

The need for openness as a prerequisite for change suggests that for all change to be adopted, teachers must open themselves up for the changes in the first place. Opening up allows teachers to think about phenomena, which leads to the possibility of teachers taking action. The action could be trying out a new pedagogy. TWITs also described openness as affecting inter- and intra-departmental relationships among LTs. Once a change has occurred, as TWIT 2 described, teachers internalize it, as exemplified by TWIT 2 when she could no longer see herself because she saw the state school teachers. TWIT 2 considered herself as having gone higher, as I described in Chapter 3.

Subtheme 4: Teachers Think Showing Emotion Is Being Emotionally Unintelligent

Whenever teachers rated themselves as medium or of low EI (which was about 80% of the time), their reason was that they were unable to hide their emotions. TWIT 1 said:

Honestly, I don't consider myself a very emotionally intelligent. I am in the middle. I can cry, at the same time, I don't want others to be harmed. So I do not harm other people, but I'm not so good at controlling my emotions.

Hiding emotions seemed to be synonymous with taking an emotionally intelligent action. These TWITs considered being unable to hide emotions to be a failure or a weakness. Many of the TWITs described themselves in the words of TWIT 1. A possible reason for this mindset is that the cultural conditioning for most TWITs is the expectation that being emotionally intelligent means possessing the ability to hide the emotions. The best example of this came from TWIT 6: “I can hold it (the hurt), not just for months, but for years.” (See also discussion on hiding and secrets.) As she said this, TWIT 6 exuded confidence that she was able to hide her emotions, and that this hiding was good for her beliefs. Likewise, TWIT 9 supported the hiding emotions and declared: “I have a lot of wishes, I have, but they (the administration and the other teachers) will never know about it.”

Subtheme 5: EI as Going through the Hard Times (Perseverance)

Some TWITs described the situation in the AISes as building character and shaping lives. Besides dedication to their work and professionalism as required in the Strategy 2020 document, they selected teachers also build perseverance. TWIT 5 declared:

EI is what you need above everything else. Those who are not emotionally intelligent cannot stay here for long. They cannot withstand the pressures, and they cannot withstand the relations here. They leave. They say, “Bye-bye, we will see you again.” I use my emotional intelligence to go through the hard things, and to make it happy and to get better and achieve more. When we have the emotional abilities, we leave the things that are important (with us) and the rest (we let) to go

by, so we stay. I want to say emotions (are) very important because they are the ones that made that make us fail or win.

Given the environment described for the pressure of work at AISCC, those teachers who stay know how to deal with their emotions and that of their colleagues, know how to use their emotions to overcome pressure, and know how to survive in the environment. Those who build resilience are the ones who are able to adopt the new pedagogies and adapt to the new. This outcome requires a high EI, according to Goodson (2011).

Four groups of subthemes of pedagogical change in AISCC have been discussed this far. The groups are overarching subthemes, motivational subthemes, systems approach subthemes, and EI subthemes. A summary of all the subthemes is given in Figure 5.

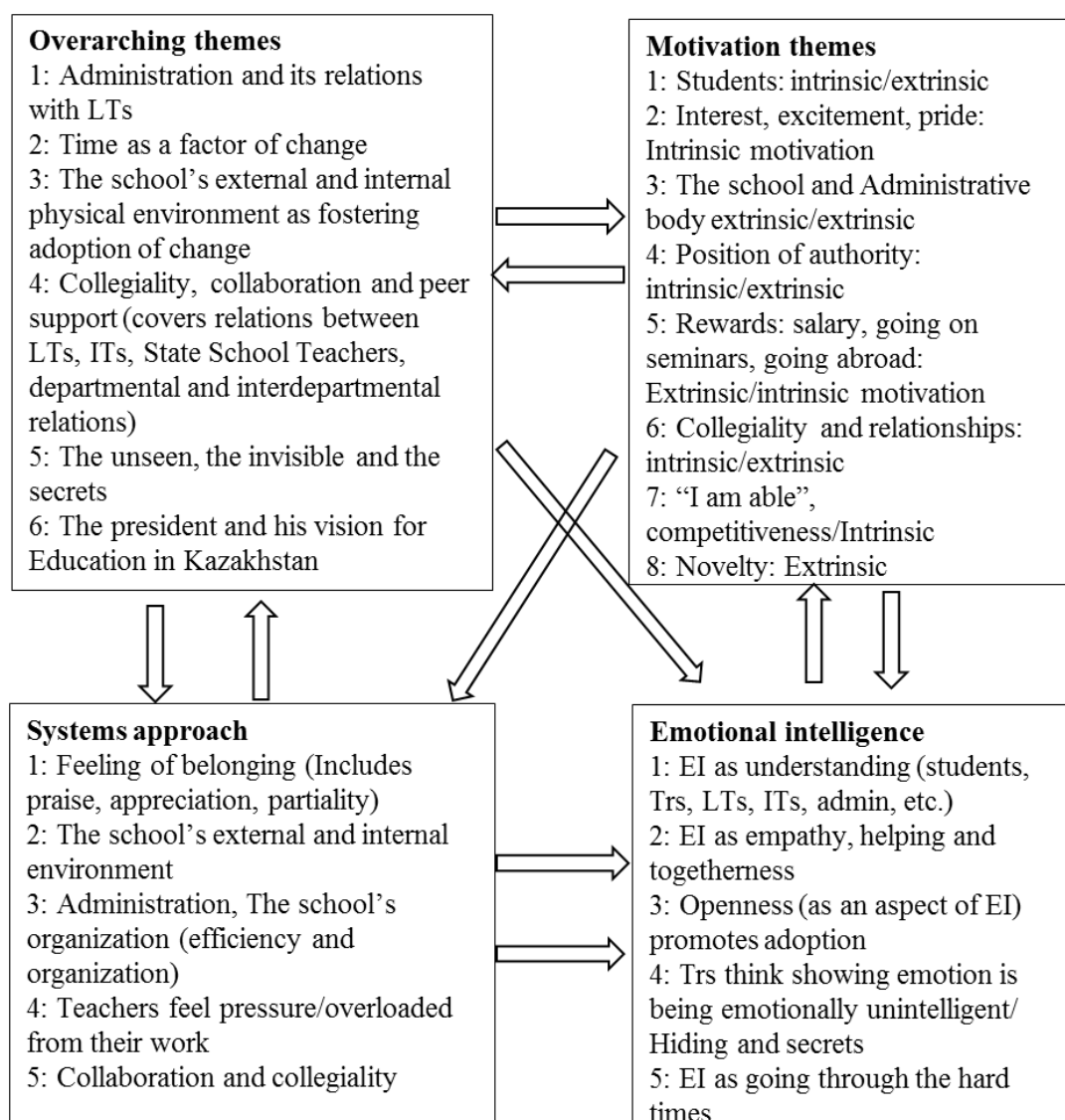


Figure 5. Summary subthemes of adoption of new pedagogies in AISCC. Arrows show direction of interaction. All factors work in interaction with each other.

Outliers and Bottlenecks

The President as Motivation

Two TWITs mentioned the president of Kazakhstan, Nursultan Nazarbayev, and his push for educational change in Kazakhstan as providing motivation for adoption of new pedagogies. Through the president's vision and push, teachers are motivated to rally

behind this goal to fulfill the needs of their country. While only two teachers mentioned the president, it is worth acknowledging that the president's dedication and political will gave birth to the AISEs (Strategic Plan 2020) and are present in the presidential speeches captured in Strategy Plans 2030 and 2050. The president provides the political leadership and support that is a pillar in the establishment and sustainability of the AISEs.

State School Teachers

Another outlier was that two teachers mentioned state school teachers as a sideline. While it has not been a mainstream idea for this study, a requirement of AISCC teachers, according to the Strategic Plan 2020, is to disseminate what they learn in the AISCCs to state schools, in order to have a cascade effect on educational change. The AISCC administration and teachers have a cluster of schools that they mentor. However, the time that state school teachers spend in the AISCC is short, and the effectiveness of this cooperation is not known yet.

Bottlenecks

The bottleneck that 10% TWITs mentioned was that in ordering resources from outside the school, teachers were required to provide three quotations from suppliers. This requirement appeared to discourage teachers from trying to obtain resources from the outside. In that case, the result was that the teachers would just work without the would-be required resources. With such a resolution, the teachers may be demotivated or prevented from achieving their maximum potential in the specific lessons in which they would have required the resource.

To ensure I had covered the main categories that arose during my study, I put the words of my master plan into wordle at <https://www.wordclouds.com>. The resulting word weight and scale (see Figure 6 Wordle) confirmed most of my findings. In my study, I have highlighted the words appearing in large bold words in the wordle.



Figure 6. Wordle for the word weight for the study

However, according to the wordle, the words collegiality and understanding are of little consequence, whereas in the study they were cornerstones in the AISCC system. From the wordle I confirmed the correct order of importance of most of the words that the TWITs used in my study. At the end of the coding process, I constructed an image of the TWIT—and to a large extent every teacher—representing him or her in the center of a whirlwind with many arms pulling him or her in many directions, as shown in the mind map shown in Figure 7.

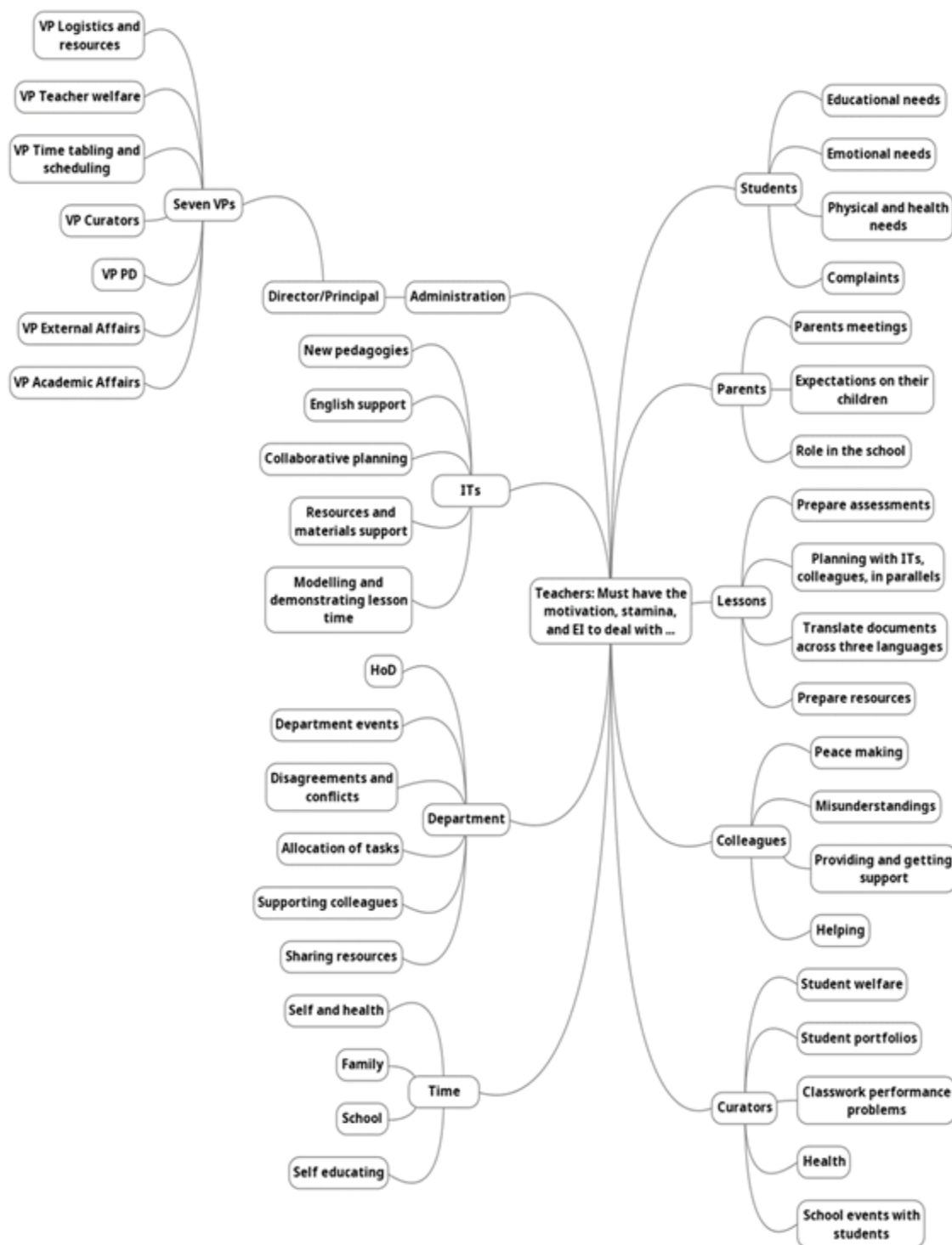


Figure 7. Mind map for the many aspects TWITs need to deal with in AISCC

Using the three theories of the conceptual framework, I found many cases of interaction and interdependence in the answers of the TWITs. These interactions made it difficult for me to define the borders of the effects of each factor. The best way I found to represent these interrelationships was with a Venn diagram (see Figure 8).

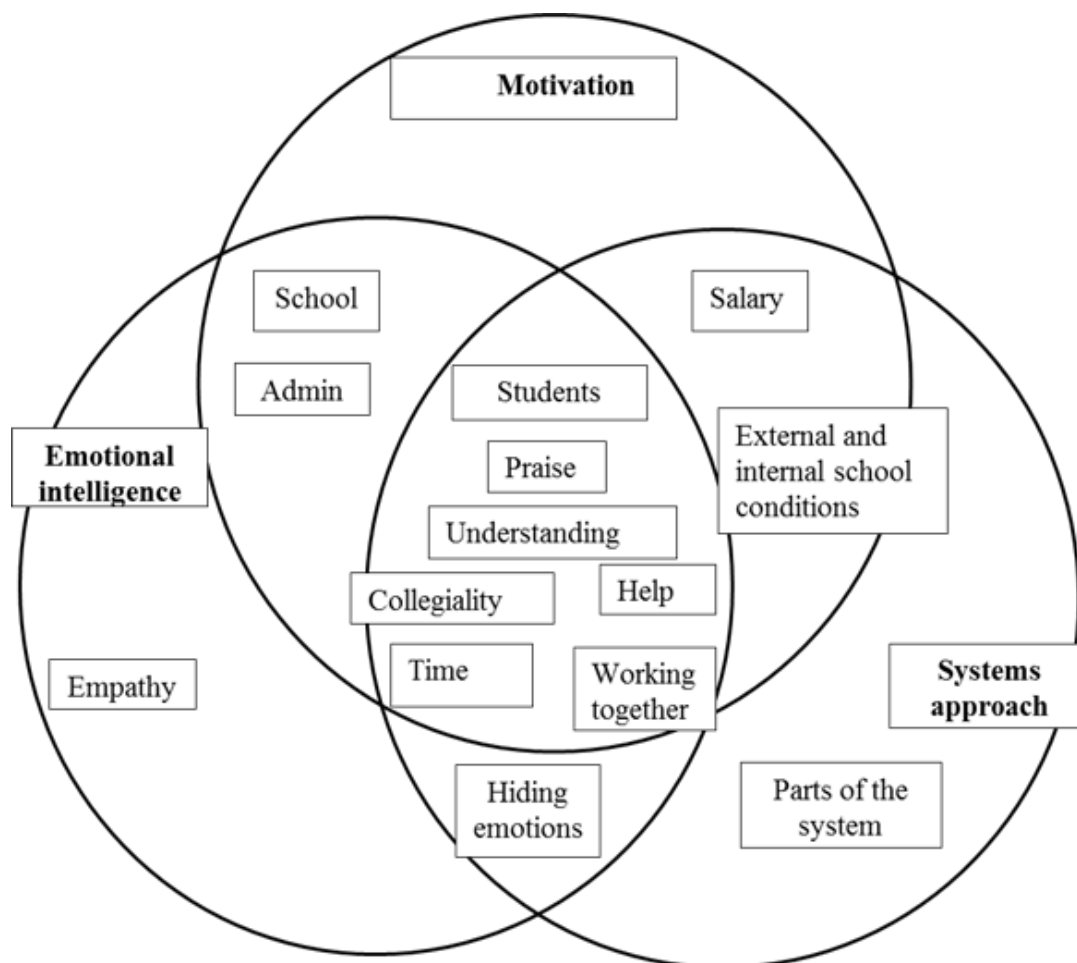


Figure 8. Interrelationships among motivation, systems approach, and EI in AISCC. The location of the subtheme shows in which context TWITs described it. As with motivation and systems approach subthemes, subthemes in EI also interconnect

Evidence of Trustworthiness

As defined in Chapter 3, trustworthiness comprises the qualities of a research that renders its credibility, fittingness, auditability, and confirmability (Amankwaa, 2016). In this research I ensured trustworthiness in a number of ways. I employed discretions when interviewing. Discretion involved being sensitive to TWITs' linguistic needs and personal situation, maintaining professionalism, and handling data with the utmost security for confidentiality. Most TWITs understood the documents and the questions in English. TWITs asked me for clarifications when they had problems. As a result, I trusted the answers the TWITs gave to be based on their adequate understanding of the questions.

Credibility

I collected and analyzed data and drew conclusions with close attention to language, meanings, emotions, cultural backgrounds, and the situation of the school. I followed research steps as planned and written. I performed member checking once, although TWITs invited me to ask further questions if they arose later. Through my long engagement in the school for 5 years, I was able to understand and interpret TWITs' responses with sufficient background knowledge. Language wise, 60% of the TWITs had sufficient English for the interviews. With these 60% I held the interviews only in English, at their own choice or request. Another 20% had intermediate English skills. With these TWITs, I used both English and Russian languages in the interviews. With the rest of the 20% who lacked sufficient English, I conducted the interviews in Russian.

Transferability

The data collection method I used was easy and had clear steps. I conducted my data collection following the planned steps. I obtained data and recorded it as outlined in the method. Randomness was achieved through the cycles of card selection. The cards were identical in dimensions, quality and texture, to avoid having any factor that made some cards more easily selected than others. Blindfolding myself for the selection of cards ensured randomness of the sample. The study is easily replicable in other AISes and in other schools. Methods and procedures are also adaptable to suit different researcher conditions.

Dependability

Results are dependent on data collected. I discussed the results, and I drew conclusions from the discussions with teachers based on the data collected. When I compiled TWIT lists, I included all TWITs in the original sample. Selecting 30 TWITs from that whole population, I ensured that my study would include a representative sample, therefore enhancing dependability (Hadi & José Closs, 2016). As a researcher I was dependable because I could use the two languages of my teachers, and I reported progress to my research chair regularly.

Confirmability

As defined in Chapter 3, all information depended on the content of the collected data. I recorded the data carefully, and I used the data I collected to synthesize the findings. The data is retrievable to anyone who may want to confirm it. Audio recordings,

field notes, and summaries are available, and they will be in my possession for the next 5 years. Some information in this study can be confirmed by visiting the school.

Summary

In this chapter I described my method of data collection, the data collected, and data analysis. I started data collection with document analysis from three strategic plan documents and coded this information based on the MSEI conceptual framework. For interviews with TWITs, I sent out invitation e-mails to 30 TWITs whose names I picked randomly from a card pack of 67 names. Out of those invited, I interviewed the first ten respondents to attend interviews. I conducted interviews mostly in the teachers' own rooms, using two languages—English and Russian—as each TWIT's language proficiency required.

For data analysis, I started with individual teacher questionnaires and field notes, noting and coding information through keywords and key phrases and key sentences. I then took these codes into an Excel sheet, where I added color coding with additional information as I began to identify categories and subthemes. Out of the second coding cycle, I coded the main themes into a table in a Word document. I identified seven main categories under which the coded information fell. I used the transcripts to fill in information under each code and under each teacher number. The six main themes I deciphered were as follows: (a) the administration and its relations with LTs; (b) time as a factor of change (includes traditional education that LTs receive in teacher-training conflicts with the AISCC mode); (c) the school's external and internal physical environment as fostering adoption of change; (d) collegiality, collaboration, and peer

support; (e) the unseen, the invisible, and the secrets; and (f) the president and his vision for education in Kazakhstan.

Finally, I identified categories emerging to answer each research question. These I coded into three Word documents, each with themes answering each research question. The RQ1 factors of motivation categories were (a) students, (b) the school and the administrative body, (c) position of authority, (d) rewards and extrinsic motivation, (e) collegiality and relationships, (f) “I am able,” and (g) novelty. For RQ2, the systems factors that promoted adoption categories were (a) a feeling of belonging, (b) the school’s external and internal physical environment, (c) the administration, (d) the school’s organization, (e) teachers feeling pressure from their work, and (f) collaboration and collegiality. For RQ3, the categories for EI fell under the following categories: (a) EI as understanding; (b) EI as empathy, helping and togetherness; (c) openness; (d) teachers thinking that showing emotion is being emotionally unintelligent/hiding and secrets; and (e) EI as going through the hard times. After a thorough discussion of each theme of TWITs’ experiences with pedagogical change, I summarized the suggestions that TWITs had for the administration to enhance the adoption of new pedagogies in AISCC. The findings of data analysis show the intertwining between motivation, systems approach and EI in the adoption of new pedagogies (see Figure 4).

In Chapter 5, I start by presenting key findings. I proceeded to interpret the findings in view of what is already noted about the MSEI conceptual framework. Following this is an analysis in view of the MSEI conceptual framework. I discuss limitations and give recommendations for practice and recommendations for further

studies. I follow with the implications of the study findings to social change and conclude with a summary.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this study was to explore local teachers' perceptions and experiences of factors that enhance their adoption of new pedagogies in the teacher (LIT) program. The study was qualitative in nature in which I conducted data collection in two parts. The first part of data collection was a document analysis in which I searched the AIS strategic plans for provisions for the MSEI conceptual framework. The second part of data collection was through semistructured interviews with 10 TWITs. I conducted this study to inform the AISCC, AISes, and the educational-change programs about what factors enhance and hamper adoption of new pedagogies. The study was a platform for TWITs to articulate their perceptions in AISCC and to engage in conversations about what works and what does not work in the AISCC context of pedagogical change. This study provides a basis for AISes to review the LIT program. The administration of AISes could take information from the findings to improve the LIT program as they and their teachers use this program to better the educational-change process in Kazakhstan.

The Key Findings

Findings from Document Analysis

From document analysis, I found that the AISes have been well planned for in many aspects, including resources, buildings and architecture, recruitment of both dedicated LTs and ITs, the enrollment of gifted and talented students, and the school's network of parts or stakeholders. The AISes were planned to be centers of educational excellence with teachers that should lead educational change in the country. The plan included a vision for the educational change of the country. Many aspects of MSEI were

stated in the strategic documents. However, the EI aspects were harder to find, and I used a deductive method using some terms that would relate to EI, although they were used for other sections. I did not find support for teachers in EI in these documents. EI provision was missing from the strategic documents, which might be the reason that TWITs were not well versed with EI and why there was no structure in the school to promote EI. From the data analysis, it is apparent that AISC practices are aligned with the strategic documents plans in many ways.

Findings from Interviews

Data analysis produced six overarching themes: (a) the administration and its relations with LTs; (b) time as a factor of change; (c) the school's external and internal physical environment; (d) collegiality; (d) collaboration and peer support; (e) the unseen, the invisible, and the secrets; and (f) the president and his vision for education in Kazakhstan. RQ1 factors of motivation were (a) students, (b) interest, (c) the school and the administrative body, (d) position of authority, (e) rewards and extrinsic motivation, (f) collegiality and relationships, (g) a feeling of "I am able," and (h) novelty. RQ2 systems approach factors were (a) a feeling of belonging, (b) the school's external and internal physical environment, (c) the administration, (d) the school's organization, (e) teachers feeling pressure from their work, and (f) collaboration and collegiality. RQ3 EI factors included (a) EI as understanding; (b) EI as empathy, helping, and togetherness; (c) openness; (d) teachers thinking that showing emotion is being EI/ hiding and secrets; and (e) EI as perseverance.

Interpretation of the Findings

RQ 1: For the motivation question, I confirmed that the themes supported the known information of intrinsic and extrinsic motivation, as described by Bandura (1999). Placing the themes into a table for intrinsic and extrinsic motivation, I present the information in Table 5.

Table 5

Motivational Factors for the Adoption of new Pedagogies

| Motivator | Type of motivation |
|---|--------------------------------|
| Students: | Intrinsic/extrinsic |
| Interest, excitement, pride | Intrinsic motivation |
| Rewards: Salary, going on seminars, going abroad: | Extrinsic/intrinsic |
| The school and Administrative body | Extrinsic/extrinsic |
| Position of authority: | Intrinsic/extrinsic |
| Collegiality and relationships: | Intrinsic/extrinsic |
| “I am able,” competitiveness | Intrinsic |
| Novelty: Extrinsic | Intrinsic/extrinsic motivation |

From the data I collected and analyzed in this study, I found that most factors were hard to classify under those two groups of either intrinsic or extrinsic factors. Only two out of the seven themes were either intrinsic or extrinsic. From the results, it appeared that there must be a thin line of distinction between extrinsic and intrinsic motivation. I found that all those employees converted extrinsic motivation into intrinsic as soon as individuals committed themselves to want to attain those external motivators. For example, the TWITs who found salary as an extrinsic motivator must internalize their

need for the salary, and they must make a decision that they will work (internal process) to get the salary. As TWIT 7 said, “I want to get the money, but in order to get the money, I must work.”

The theme “I am able” that I found in this study corresponds to Bandura’s (1997) self-efficacy theory. Under that theme, teachers were motivated when they were able to do tasks that they thought were impossible. After they mastered a set of skills, they became stronger and wanted and could also do more. Self-efficacy, therefore, not only requires doable tasks but also builds confidence. Self-efficacy has a positive feedback effect. Boset et al. (2017) referred to the “I am able” theme factors as competency factors. The collegiality and cooperation that I found to be motivators for AISCC teachers led them to conform to what Can (2015) called the interpersonal relations. Can also found good interpersonal relations to be motivating for teachers.

RQ2: The results of data analysis confirmed that a school as an institution is composed of many parts and that the parts are interlinked. TWITs listed the parts of AISCC as including students, teachers, ITs, the administration, canteen staff, grounds staff, cleaning staff, and parents. In addition, few TWITs named the higher administration parts of AO-AISCC, the human resources department, the Center for Pedagogical Change, and the quality assurance (these are based in the HQ). TWITs described parts of AISCC as teachers interacting with each other, thus confirming Siemens’s (2005) discussion on connectedness and Senge et al.’s (1999) systems approach. The findings that the administration was the strongest factor in adoption of pedagogical change confirmed what Reilly (2015) stated in that the administrative body in a school was

responsible for pedagogical change. The administration personnel clarified roles among themselves, including who will communicate what information to teachers. The roles of the administration found in this study were similar to those roles listed by Nnebedum et al. (2015). A disassociation among parts was reported to have caused doubled work, which then increased pressure and then resulted in teachers neglecting some instructions due to frustration. In departments where collaboration was working well, TWITs experienced a good moral and amicable atmosphere. When collaboration worked, pedagogical change adoption also occurred more easily.

RQ3: Results of the data analysis indicated that EI does play a central role for teachers in dealing foremost with students, as well as in dealing with the administration, colleagues, and ITs and in managing the general demands of the job. TWIT 5 stated that she noticed those who had no EI left the AISCC within a short time. Goodson (2001) stated that EI enables individuals to manage their own emotions and the emotions of others and thereafter contribute to promoting the visions of members of an organization. Most TWITs linked their EI to students foremost and then to colleagues, thus confirming Neophytou's (2013) claim that teaching was an EI practice

Findings in the Context of the Conceptual Framework

I found the motivation theory of Bandura (1997) with self-efficacy to apply to AISCC. Teachers felt motivated when they were able to perform their duties. In the words of TWIT 5:

In the beginning, it was difficult. We did not know what was required; we did not know what we were doing. We learnt all things by doing. The ITs took us by the

hand. Today I can do everything on my own. I am proud that I can do my work with ease now.

It was not easy for me to classify some motivating factors as either intrinsic or extrinsic motivators. Other factors defied classification. Some factors were more extrinsic than intrinsic, while others were more intrinsic than extrinsic. The line between extrinsic and intrinsic motivation was fine, and some extrinsic motivations became intrinsic as soon as an individual internalized them and decided he or she would do this or her part to attain those extrinsic motivators.

As for the systems approach (Senge, 1999), the data showed that TWITs understood and could name the parts of the AISCC system. Although not one TWIT was able to name all the parts, the combined parts that the TWITs named were related to those noted by Siemens (2013) and Nnebedum et al. (2015). The most common parts were the administration, students, teachers, and parents. In the AISCC system, I found that TWITs experienced the administration as a factor into which most other factors are woven. For example, the administrative personnel determine how communication runs, set the work schedules, determine the work allocation, and affect motivation through employing positive or negative motivators. One TWIT insisted that every teacher in AISCC is playing his or her part and desires to feel noticed, acknowledged, and praised. TWITs expressed displeasure at the disparities in work allocation while everyone earns the same salary. When one change occurs in one part of a system, it must correspondingly occur in other parts (Senge et al., 1999). TWIT 2, who indicated that lesson observations by the administrative personnel “who did not know the subjects,” supported this example of

how one change resulted in administration giving inadequate feedback. In this case, if teachers and administration were all learning the same things and pushing for the same things in pedagogical change, the feedback would also be relevant. TWITs were aware of the interconnectedness of the AISC parts of the system. This interconnectedness is seen and felt in daily school life, and particularly in events in which many parts and groups come together.

As for EI concerns, TWITs' narratives depicted that the administration also set the mood for the school, thus affecting the emotional aspects, either by being sensitive to teachers' needs or by choosing to ignore them. However, the emotional aspect was affected more by colleagues than by the administration because much emotional interaction happened within departments. As TWIT 2 noted, "[A factor of demotivation is] when we are not praised, when we are not thanked, when we are in a crowd and we are treated as one." For such cases of non-recognition, 20% teachers told me, "I hate this place" and "It makes me want to leave this place." These two claims show both the interconnectedness of EI and motivation. At the same time, they highlight the important role of the administration's actions (or their omissions) to impact greatly on the morale, thus the EI of the teachers.

Results showed that students are a major aspect of TWITs' EI. TWITs felt and directed their EI for the well-being of the students foremost. They also hid their own emotions for the sake of the students. Some TWITs felt they were "rocks" for the students. Most TWITs (up to 80%) ranked their EI level as low or middle, while 20%

thought they had high EI. Those TWITs ranking EI low gave the reasons as being unable to hide their emotions.

From Subthemes to Themes

I went on to find the groups into which I could classify all the subthemes, which is a summary of all subthemes. The result of this regrouping was that I could classify all the subthemes under four themes. I found four themes for pedagogical change that emerged from the data analysis: (a) school factors, (b) teacher factors, (c) time factors, and (d) political factors. With the major themes, I summarized the factors of adoption of new pedagogies in AISCC, as shown in Table 6.

Table 6

Themes for Adoption of Pedagogies in AISCC

| School factors | Teacher factors | Time | Politics |
|--|---|---|---|
| Administration tasks: scheduling, distribution of tasks, remuneration, school structure, maintenance, resources, being well equipped, students' caliber, teacher selection, communication of the administration expectations, lesson observations/feedback | Competitiveness, self-efficacy, self-development, EI, collegiality, interest, | Understanding the pedagogical change, understanding roles, understanding content and procedures, change in relationships for the better | The President pushes for educational change, Education as No. 1 political priority, the establishments of the AISes |

Out of the summary of data analysis, I constructed a graphic that tied all the themes together. The graphic emphasizes the interconnectedness of the themes emerging from teachers' discourse on the topic of pedagogical change. The most influential themes

emerge from this graphic are the school factors through the administration, the teacher factors, and collegiality. While time factors and political factors emerge as insignificant, they actually hold the whole process as the pedagogical change is happening in time and in a political continuum. Figure 9 depicts this information.

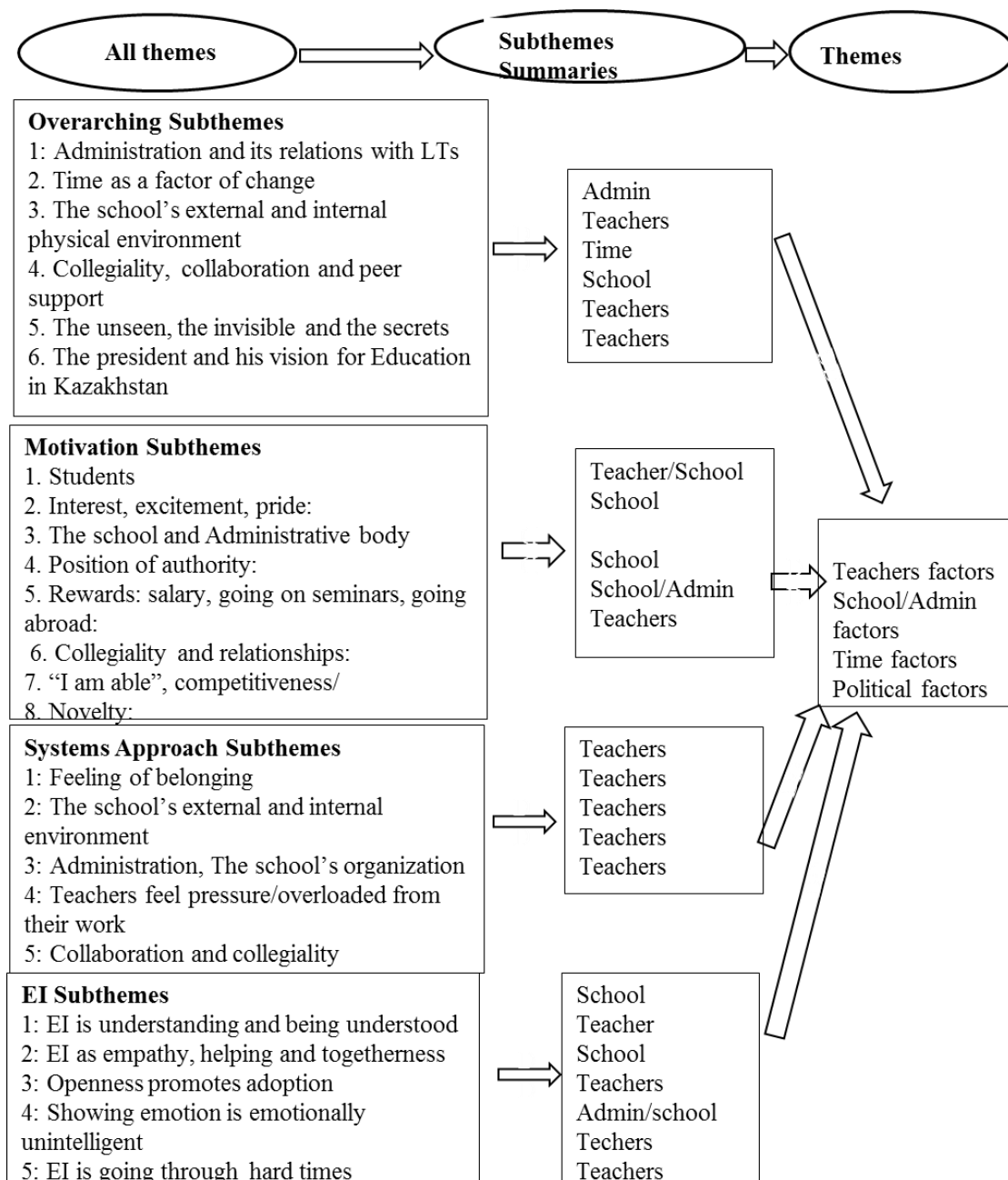


Figure 9. Overall relationships among all subthemes of pedagogical change in AISCC.

I used the information from Figure 9 to show the interconnectedness of the factors of adoption of new pedagogies shown in Figure 10. Subthemes are represented in the chain form. I call this pattern the chain of influence. Each subtheme is influenced by and influences the others around it. Subtheme density shows the hotspots as the origin of influence and the relative importance that the TWITs placed on the factors.

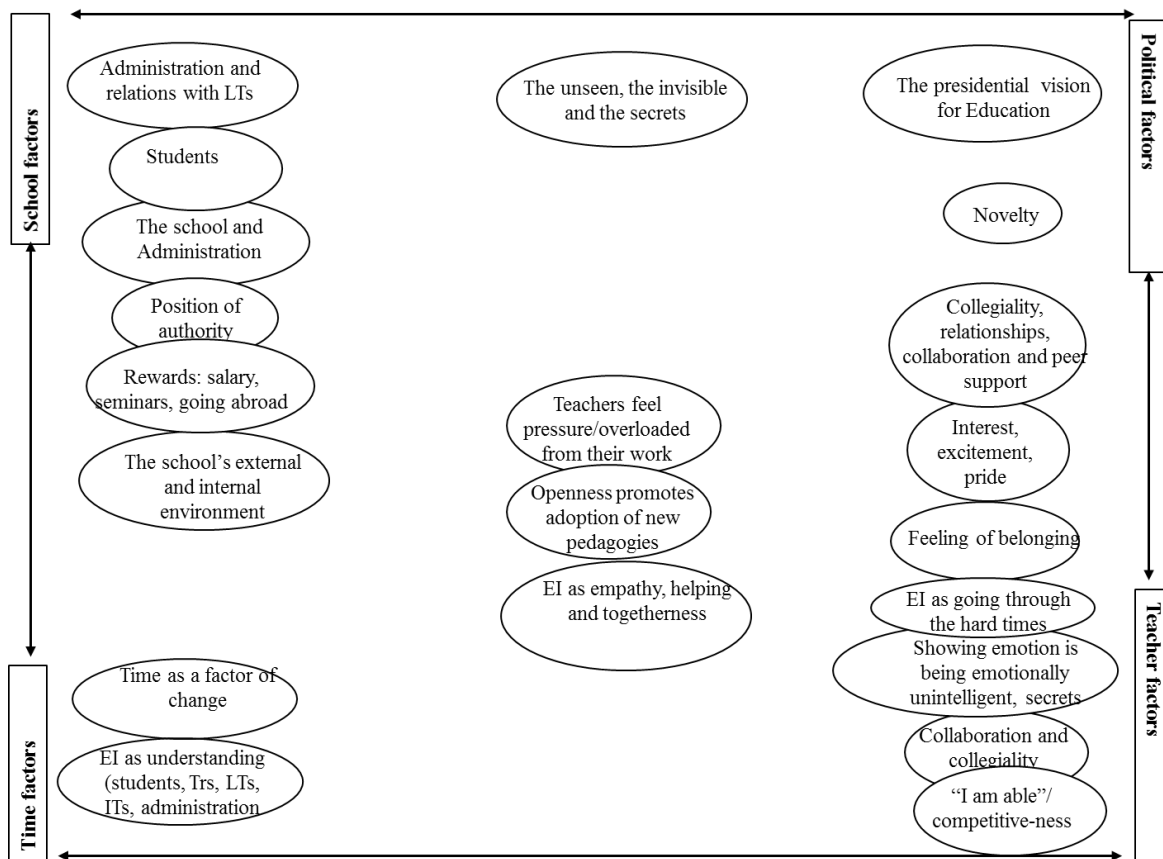


Figure 10. Inter-relationships among subthemes and themes.

The bi-directional arrows linking the four themes show the interact of factors in subthemes. Each theme can be discussed in view of another.

Limitations of the Study

In Chapter 1, I noted limitations which included sample size, exclusion of teachers with less than three years in AISCC, exclusion of teachers working without TWITs, limitation to one AIS, and the financial and time constraints. Expounding on these, I realize that this study is a small one in which I addressed several factors compared to the many possible aspects that could be studied in the AISes. The teachers'

statistics in AISCC (156 teachers in total distributed across the departments) are depicted in Table 7:

Table 7

Number of Teachers by Department in AISCC

| Department | No. of Teachers |
|---------------------|-----------------|
| Biology | 13 |
| Chemistry | 12 |
| Curators | 18 |
| English | 17 |
| Kazakh | 9 |
| Math | 21 |
| GP | 13 |
| General Development | 22 |
| Physics | 21 |
| Russian | 9 |

By conducting my study in only one AIS, I limited the findings to this particular setting and precluded the possibly different experiences teachers may have in different AISes. Within the AISCC setting, I collected data from 10 out of a possible 67 TWITs. Additionally, limiting data collection to only the TWITs excludes the pedagogical change that occurs outside the influence of the TWITs.

Considering that there are about 150 teachers in AISCC alone and that there are 20 AISes in Kazakhstan, then a sample of 10 TWITs is small. However, through the purposeful and thorough nature of the semistructured interview I acquired in-depth information. Limiting my study to TWITs means I excluded information from those TWITs who had no ITs but who had learned from other processes of the school and peer-

to-peer transfer of the new pedagogies. Such teachers might have provided different information. Interviewing those teachers would enrich the study.

Excluding teachers with less than 3 years in teaching before coming to AIS limited information from teachers who are new to the profession and to teachers at AISCC whose experiences may differ from those of longer-service teachers. The new teachers could have looked at their experiences from a different view, considering their fresh experiences in training institutions.

The time limit for my study delimited the size of research. The real data collection season was a limited time for me because I was leaving the school within a week for other employment. Financial limitations also confined this study to only one AIS. Countrywide research would require larger funding, greater resources, and more time. It would be beneficial to extend the scope of this study later for future research.

According to my experiences in data collection, TWITs had much more to say on each question. This indicated that there is a possibility for researchers to delve further into each question. I was unable to ask more questions or do further research into individual themes because of time restrictions. After about an hour and fifteen minutes of interviewing, TWITs needed to do other tasks.

Recommendations

Recommendations for Further Studies

The information I gathered from this study provided answers to most of my research questions but also gave rise to new questions. Such new questions related to the correlation between positions of authority and the adoption of new pedagogies and

between the level of education and adoption of new pedagogies. Another emerging area of study was why some TWITs found it easy to relate with the administration while others felt left out. In this study I did not seek the experiences of the ITs, although ITs are an important part of the pedagogical change in AISCC. Directly from the study results and experience, then, I would recommend conducting those three studies on correlation between position of authority and adoption of new pedagogies, level of education and adoption of new pedagogies, and what determines administration-teacher relations.

Through the interviews in my study when the TWITs talked about their views regarding each of the four factors, there was an indication that given more time in each interview, the TWITs could have discussed more about each factor, especially about motivation. Also, TWITs expressed joy and relief to be able to talk about their experiences. Therefore, there is need for more detailed studies that focus on only one aspect at a time, e.g., only on the EI aspect, language, age, and intercultural exchange in pedagogical change.

More studies could be performed in other AISes. Replicating this study could reveal comparative information that would be valuable to AIS. From my study I found that there was not much provision of EI in the strategy documents of AISCC. Therefore, there was a corresponding lack of clarity among TWITs regarding EI. However, the TWITs emphasized the importance of EI on their focus on students. Further studies focusing on EI and how to improve EI in AISCC could yield valuable information.

Considering the AISCC as a center of pedagogical excellence as indicated in the strategy 2020 document, it is necessary to conduct more studies especially regarding the

effectiveness of coupling the state schools with the AISes. The difference in resourcedness between the AISes and the state schools was highlighted by TWIT 10. Some research for the effectiveness of the current coupling and the adaptations necessary to fill the gaps of the state schools' resources may be beneficial for transfer of pedagogies.

In response to the TWITs' concerns regarding the teacher-training gap, studies could be conducted to compare the teacher-training institutions' content. Such studies would have a new pedagogical focus. Information on the differences in the practices in AISCC could enable practitioners to close that gap for teacher trainees.

Implications

Implications for Social Change

Results from this study indicate information whose use could affect social change at many levels: the individual, the family, the national and the local educational systems, the teacher training, and the teacher practice levels. All levels affect student performance.

I personally feel empowered now that I have successfully conducted a doctoral research study. I want to conduct more studies and publish many educational articles with a focus on teacher training. I also want to write inspirational books using the skills I gained from this exercise. Besides, my career can take a different direction once I graduate. I will have the possibility to be employed in the jobs that I have always wanted. I may also start a teacher-training institute in Africa, using the knowledge I gained through this study to improve practice there.

At the family level, the TWITs highlighted the pressure of the work as impacting negatively on their family lives and health. While they are earning reasonable salaries, the TWITs' families and social lives suffer. Lightening the pressure of work can release teachers to have time with their families. As TWITs suggested, a reduction of the teaching load, days incorporated into their schedules for social building and health times, and a move from a 6-day working week to a 5-day working week would improve TWITs family and social lives.

TWITs expressed a need for more programs such as the LIT or an expansion of the existing program to the state schools at the national level. An extension of the LIT program to state schools would spread the skills, language, and practices throughout the education system of Kazakhstan, as planned in the strategy 2020. However, for that spread of skills to be effective, it is necessary to pay attention to what TWIT 10 highlighted as the differences in resourcedness between the AISCC and the state schools. While AISCC people have all the resources such as comfortable classrooms, smartboards, computers, books, and writing materials, TWIT 10 indicated that people in state schools were so under resourced that they may not even have window panes on their classroom windows and might not have any heating in winter (when temperatures may be down to -40°C). The LIT program in AISCC would need to be adjusted to the resources situation of the state schools.

In their descriptions, the TWITs' revealed a gap between their university or college training and the practical situation they experienced in AISCC. Expressing their experiences in AISCC as feeling "lost" or "shock," indicated that the TWITs lacked

preparedness for teaching by applying the new pedagogical ways of AISCC. For a countrywide reform, educators need to disseminate and practice new pedagogical methods in the Kazakh teacher-training institutes to enhance teacher-training practice. A possible alternative is to place trainees and teachers for practical training into AISes to learn these new pedagogies. Teacher-training institutes outside Kazakhstan could also learn from the findings of this study and adapt their training schedules to narrow the gaps between training and practice.

The study findings on the administration and the way teachers viewed their relationships with the administration indicated the need on both sides to establish improved communication. Those teachers who felt left out, unacknowledged, or not praised could take the initiative and make themselves more conspicuous, go to the administration, talk more openly with leaders, ask for referrals, or have mid-term assessment discussions. TWIT 3 described positive experiences from approaching the administration. Drawing on this experience could give the shy teachers a feeling of courage for approaching the administration. Researching a similar phenomenon in students, Cain (2012) challenged the stereotype that quiet students are non-gifted. Drawing from Cain's work, the AISCC administration on their part need to appreciate that some people prefer to work quietly and not bother anyone, as well as to recognize that being quiet does not mean incapability, which is how the teachers feel when the administration does not acknowledge them, according to TWIT 1. A possibility that may lead to positive change would be for administration personnel and teachers to mix more

in social events such as at the school parties. Administration can take the initiative to get to know different teachers then in a relaxed atmosphere.

Iasevoli (2018) built upon Cain's ideas and pushed for the change that deals with quiet students differently. The same may apply to the quiet teachers of AISCC, who may just need a different approach to becoming the shining stars that they are. Furthermore, the administration leaders could ensure they have some time with every teacher, formally or informally, so that more teachers to feel included. Some of the quiet people in a team are the drivers and initiators of many significant effects, and usually, only the talkative people will claim the ideas and initiatives as their own. In each team, some are the quiet thinkers while others are implementers, and yet others are the ones to run to administration to be seen. It makes sense for every administration personnel to identify their teachers' characteristics, harness them, and use them for more motivation. A change of approaches between the administration and its teachers could give rise to a social change in work relations.

Implications for Methodological Implications

The qualitative semistructured interview method used in this study was straightforward. The method can be adjusted and used in different circumstances, as can the questions of the semistructured interview. Researchers could use this method with adaptations when studying the adoption of pedagogical change. However, it would be better to spend more time on the practical data collection than I did in this study. The MSEI conceptual framework worked well in eliciting the information I searched for in the study. Passing interview questions through a panel of experts, in the beginning,

helped reformulate questions to be more precise. The MSEI conceptual framework proved appropriate for this study, as it enabled data collection and analysis from three viewpoints of motivation, systems approach and EI. Each viewpoint could be a complete conceptual framework on its own in future studies.

Describe Recommendations for Practice

The suggestions for improvement are taken from deductions from the analyzed data and from direct suggestions of the TWITs. I arranged the suggestions according to the order of the MSEI conceptual framework. However, as discussed in Chapter 4, themes and categories interact. Therefore, some suggestions defied strict placement. The data obtained from this study lend themselves to recommendations for practice at several levels. According to the findings of this study, recommendations are given at the administrative level, at the AT level, at the IT level, and the teacher-training institutional levels. Recommendations are for the improvement of practice to enhance pedagogical change.

Recommendations for Improvement for Administration

Suggestions for the motivation of teachers follow. For the 20% of TWITS who feel demotivated from lack of praise, the praise system of AISCC could be reconsidered. TWITs expressed a desire to be thanked and to feel appreciated. The administration needs to take special care especially of the quiet teachers who may feel unnoticed, unvalued, and unimportant to the system. The administration's conscious reaching out to the quiet teachers may be what the teachers need. From the TWITs' explanations, they pointed out it is important for the teachers to feel that their administration leaders are aware of them

as individuals and are appreciative of them, especially the quiet teachers. The administration need to reach out to the quiet teachers, to bring them out into the limelight and let them feel a part of the AISCC system. One way to move toward integration and appreciation for the quiet teachers is to introduce the practice of mid-term appraisal conversations or just giving words of appreciation wherever the administration has a chance to meet the teachers.

Suggestions to Improve Motivation Through Lesson Observation Feedback

Twenty percent of the TWITs indicated that lesson observations from the administration were not contributing to their improvement. Lesson observation practices may need improvement. When observing lessons, the administration need to keep the records, to use them in the next observations, and to give constructive feedback from an understanding of the teacher's own wishes to achieve pedagogical change. Feedback needs to build up over time, and teachers need to have clear goals to see their own development towards that goal.

Suggestions for Motivation through Salary and Remuneration

Forty percent of the TWITs expressed dissatisfaction with the remuneration system of AISCC, particularly the uniformity of the salary despite varied qualifications, length in AISCC, responsibilities, and tasks. Restructuring the salary conditions to remunerate teachers according to grade level, to seniority in AIS, and to their required amount of work as well as to the level of their acumen may resolve this problem. Teachers feel discomfort when they know they and their peers earn the same salary but

perform different work requirements; teachers feel they are “in the crowd and being treated the same,” as TWIT 2 described.

Suggestions Against Overload and Pressure from Work

In conjunction with salary, TWITs’ overload appeared to be of concern for TWITs and for the LTs of AISCC. TWITs proffered suggestions for the reduction of this overload. TWITs suggested that one way to achieve this reduction was to change from a 6-day working week to a 5-day working week. This change would leave two weekend days for teachers to have some social life and to take care of their health. Another suggestion from TWIT 3 was that the “timetable of lessons to be not so full. After four (pm), no lessons and no intellectually challenging things. Nothing after four except full physical and self-development. Reorganize trainings, fit (the current) after-four (pm) activities into the day’s timetable.”

Suggestions for Pedagogical Change

While 100% TWITs indicated strong support for the pedagogical change championed by AISCC, 20% indicated that not all change was a good change. TWITs indicated that the administration leaders needed to assess pedagogical change aspects to ascertain whether they fit AISCC and Kazakh conditions and requirements before rolling them out. According to TWIT 2, it is not best practice to just accept change because it is proposed by someone in Cambridge.

Regarding ITs, TWIT 5 suggested from her own observation that it was better when ITs worked for the whole department and not only with a few teachers. The current

system was the ITs worked with a two or three TWITs in the department depending on requirements.

Recommendations for Systems Approach

TWITs confirmed the interconnectedness of parts of the AISCC with appreciation that pedagogical change was a long-term process that required that all parts of the school system are working together. However, naming the parts of the AISCC, TWITs focused mostly on the three core parts of the administration, teachers, and students. This limitation to the core parts related to education indicated these are the groups the teachers interact with mostly but not exclusively. An extension of awareness of the roles and importance of the other parts to the learning system may be necessary. People in parts of the system need to know what changes are happening in other parts. Therefore, information needs to flow better in the IASCC system. That way, the pedagogical change process is disseminated and implemented better.

Suggestions for Planning, Organizing, and Scheduling

To address the cases in which TWITs indicated lack of knowledge of school plans or complained of urgent work outside of planned work, the administration is recommended to have a year-long plan that is well constructed and detailed. The administration needs to communicate this plan well in advance to everyone. This plan could also prevent the emergence of urgent work that teachers had not planned for (both from Astana and from the local administration), which was found to be disruptive of the TWITs' schedules. In association with this preventive measure, the plan can be a means of improving communication to allow all teachers to know what is expected of them.

Currently some teachers know of the online plans and use them extensively, while others either do not know about them, or they do not have much time to use them. Reminders for teachers about where to find information might be helpful.

Suggestions for Collaboration among VPs

According to 20% of the TWITs, the work pressure was increased because of double requirements from VPs. TWITs suggested that VPs collaborate more. An extension to that suggestion would be for VPs to communicate and allocate what information each one is sending out to teachers in order to avoid double instructions. Also, 10% of the TWITs thought there were too many individuals for VP work. Reducing the head count in this part of the system was suggested to solve the problems arising from double work. The same double instructions were also mentioned to happen at the HQ level, with the same suggestion for streamlining the head count.

Recommendations for Teacher Practice

From the main study findings of the teacher factors, it is recommended that those LTs who feel they are on the periphery should approach their administration leaders and discuss their work. The teachers need to know that it is their professional right to take this step. Some teachers have positive experiences when they approach the administration leaders, according to TWIT 2. This knowledge can encourage the TWITs to approach the administration personnel. In association with this, such teachers may need special coaching or support in order to feel confident enough to approach the administration. The employment relationship is bi-directional and may be too much for teachers to assume that administration leaders can do everything or that they know everything. On their part,

the administration personnel may be waiting for input as well. As was noted by TWIT 2, “the administration itself is overloaded, even more than the teachers.” The administration personnel may simply not have the time to do all they want or the way they want to do it for lack of time.

Recommendations for Practice for LIT

TWITs’ responses showed they support the AIS LIT program to promote pedagogical change in line with the strategic plans of Kazakhstan. Working in direct interaction with ITs promotes the exchange of practice and skills. TWITs notice and appreciate the present practical help they receive. International teachers get cultural protection; therefore, a strong symbiotic relationship can form. The LIT relationship needs fostering, as TWIT 7 described, to improve trust and transfer of pedagogies. Such close cooperation is practical for the enhancement of pedagogical change.

Learning from TWIT 7’s example description of the conflict with her IT, ITs are recommended to be sensitive to the needs of the school and its culture. With 90% of the TWITs experiencing good LIT relations, TWITs have clarified in this study that LTs care for and support ITs, even when the ITs do not know it. This aspect is essential for cooperation and for the success of the adoption of new pedagogies. A strong interdependence between LITs can only work for the good of both sides.

From the descriptions of LIT relations in this study, the ITs can help build trust by communicating goals and purpose better with their TWITs. The LIT relationship needs to build upon trust and understanding. It may help to write the goals down and have a document that both groups refer to whenever role conflicts arise. This document could be

made and discussed with the corresponding LT and then be endorsed by the administration. They can minimize role conflicts that way.

Suggestions for EI

TWITs highlighted the role of EI in going through the pedagogical change process. Most TWITs use EI for the betterment of their students' performance and welfare. However, information on EI seemed to be lacking, with more than 50% of the TWITs equivalizing EI with controlling or hiding emotions. More EI awareness is necessary for AISCC teachers. The school could conduct seminars for EI awareness.

Suggestions for Health, Wellness, and Mindfulness

Finally, TWITs 4 and 5 advised incorporating health and mindfulness in the day's, week's, or month's schedules. In the current situation TWITs reported that even if there is the gym in the school, the gym's use was limited because the TWITs did not have the time to take off to stretch and release tension. The physical and spiritual fitness time needs to be scheduled for teachers to be able to use the gym. The combination of time pressures and added stress on overloaded teachers makes for poor health and demotivated teachers, whose output is far lower than their optimum. TWIT 7 suggested, "Add time for reading when all just read, either to each other or alone. Add time to socialize or talk in a different language. At the moment no time for anything outside work, planning." Botha (2013) also emphasized the importance of wellness programs for teachers.

Recommendations for Teacher-Training Practice

In view of some TWITs' expressions of the inadequacy of the teacher training they received in college to prepare them for the work in the AISCC, a question arises of

the appropriateness of current education and training to the work situation. Teacher-training institutions require aligning trainees' current knowledge and practice. It should be helpful for institutions to place their trainees in schools where the leadership promotes and practices new pedagogies such as AISEs to make their training relevant. Keeping close ties between training and practice, between education and the workplace or industry, and fostering the independence of the trainees to go out and find out what is new on the market may also help.

Conclusion

TWITs who are working in AISCC described themselves as being happy, proud, competitive, motivated, emotionally intelligent, and thankful to be participating in the pedagogical change in Kazakhstan. Factors of adoption of new pedagogies could be classified into four themes: (a) school factors, (b) teacher factors, (c) time factors, and (d) political factors. From the research findings, factors that motivate TWITs to adopt new pedagogies include:

- a well-organized administration;
- students;
- the feeling of belonging;
- collegiality, especially among peers working in the same department;
- working with expert ITs;
- the president's initiative for countrywide educational change;
- understanding what is required of them;

- being given enough time to prepare to allow them to feel they can perform their tasks;
- a prestigious school;
- physical aspects of the school;
- time;
- novelty;
- positions of responsibilities; and
- enjoying higher levels of training and education, including learning new languages.

Factors that demotivate teachers from adopting new pedagogies include:

- pressure from work;
- misunderstandings;
- unclear roles
- communication inconsistencies;
- lack of recognition from the administration;
- unequal distribution of work;
- earning the same salary despite different workloads, seniority, and qualifications.

From the data analysis, the highest (80%) motivation factor for TWITs' adoption of new pedagogies was the students, followed by the administration. TWITs indicated in their comments that the most (100%) demotivating realities for being able to adopt pedagogies were the stress, the added pressure, and the overload from the work. The most

important organizational factor for adoption of new pedagogies was the administration. The most important EI for TWITs was the students. Most of the TWITs equivalized EI with being able to control or hide emotions.

Split opinions appeared to run through this study, where some TWITs described a thematic phenomenon from a positive standpoint and others described the same phenomenon from a negative standpoint. However, there was a consensus that TWITs were overloaded with what they consider non-teaching related tasks such as participating in preparations for shows, exhibitions, and work in other state schools, while the teachers in the English department may be overloaded with translations.

In conjunction with other research (Buabeng-Andoh, 2012; Nnebedum et al., 2018; Van Bodegraven, 2015), results from this study have revealed adoptive factors and non-adoptive factors for AISCC TWITs. TWITs gave recommendations for improvement proffered in this study. Putting the recommendations into practice could help reduce demotivation factors and improve motivational factors for the adoption of new pedagogies in AISCC. The findings from this study are helpful for AISCC, for AISes, for the Ministry of Education in Kazakhstan, educators, and teacher-training institutes worldwide.

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Appendix A: Interview Protocol

The Interview Questions for LTs' Opinions of the Adoptive Factors for New Pedagogies.

Section A: Motivational Theory

Bandura (1977) defined self-efficacy as the perception that a task is doable. Researchers have divided motivation into two categories. Intrinsic motivation is driven by the drive inside the self; and extrinsic is driven by factors outside of the self. Extrinsic factors are also called hygiene factors.

1. List factors that motivate you to adopt new pedagogies in AISCC.
2. List factors that demotivate you from adopting new pedagogies.
3. Describe in detail how each factor affects your motivation for adoption of pedagogy.
4. Describe how your motivation for adoption of new pedagogies has changed over the years.
5. What would you suggest could be done to improve your motivational for pedagogical change?
6. What would you add on motivation for adoption of new pedagogies?

Section B: Systems Theory

The organizational structure and culture has been shown to influence adoption of pedagogies.

7. How do you feel being part of the AISCC team?
8. Describe the ways you see functional groups working together in AISCC for pedagogical change.

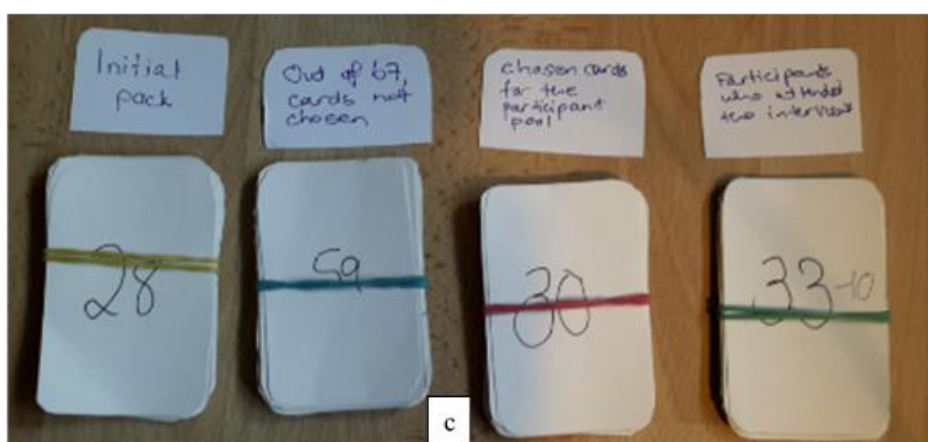
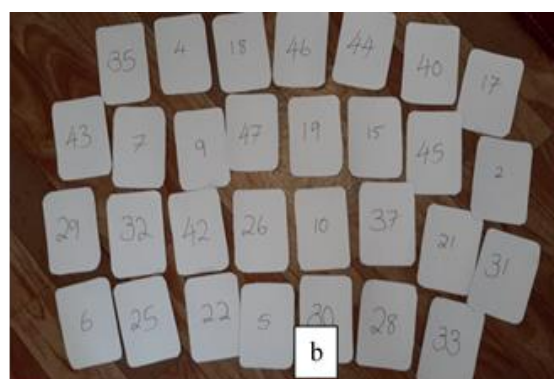
9. What do you understand as your management's plan for your pedagogical (teaching method) change?
10. What organizational factors enhance your adoption of new pedagogies in AISCC?
11. What organizational factors hamper your adoption of new pedagogies?
12. Please give suggestions for improving the organizational factors for the enhancement of your adoption of new pedagogies

Section C: Emotional Intelligence Theory

Researchers have defined Emotional intelligence (EI) as the ability to consider the emotions of other people and to manage yourself as you deal with other people. In behavioral sciences, EI is referred to as “soft skills” or “people skills”. People with EI are empathic, and they are in touch with their emotions, using them wisely for the good of themselves, for others, and for their organizations. They are altruistic, as opposed to selfish.

13. In which ways do you consider yourself emotionally intelligent? Give reasons and examples.
14. Describe and explain the role of your emotional intelligence in working with your IT in adoption of new pedagogies.
15. How have your feelings about pedagogical change changed over time?
16. What additional information would you give on emotional intelligence as affecting your adoption of new pedagogies?

Appendix B: Plates for Participant Selection



Appendix C: Subthemes for Pedagogical Change in AISCC

Overarching Subthemes

1. Administration and its relations with LTs (covers work pressure, reward systems, lesson observations and feedback, administration-LT relations, planning and scheduling)
2. Time as a factor of change (covers changes in outlook and feeling and view about pedagogical change, the understanding that came with time, the increased acceptance of NPs with time, and the improved inter/human relations, and the traditional education that LTs receive in teacher-training conflicts with the AISCC model (covers teacher training, IT modeled practices)
3. The school's external and internal physical environment as fostering adoption of change (covers the physical buildings and the resources and the school as a leader in educational change)
4. Collegiality, collaboration and peer support (covers relations between LTs, ITs, State School Teachers, departmental and interdepartmental relations)
5. The unseen, the invisible and the secrets
6. The President and his vision for Education in Kazakhstan

Motivation

1. Students: intrinsic/extrinsic
2. Interest, excitement, pride: Intrinsic motivation
3. The school and the administrative body: extrinsic/extrinsic
4. Position of authority: intrinsic/extrinsic

5. Rewards: salary, going on seminars, going abroad: Extrinsic/intrinsic motivation
6. Collegiality and relationships: intrinsic/extrinsic
7. "I am able," competitiveness/Intrinsic
8. Novelty: Extrinsic

Systems approach

Code 1: Feeling of belonging (Includes praise, appreciation, partiality)

Code 2: The school's external and internal environment

Code 3: The administration, The school's organization (efficiency and organization)

Code 4: Teachers feel pressure/overloaded from their work

Code 5: Collaboration and collegiality

Emotional Intelligence

1. EI as understanding (students, Teachers, LTs, ITs, administration, etc.)
2. EI as empathy, helping and togetherness
3. Openness (as an aspect of EI) promotes adoption
4. Teachers think showing emotion is being emotionally unintelligent/ Hiding and secrets
5. EI as going through the hard times