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Collaborative School Culture in Al Ain Secondary Schools: A Qualitative Study of One Female and One Male School.

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COLLABORATIVE SCHOOL CULTURE IN AL AIN SECONDARY SCHOOLS: A QUALITATIVE STUDY OF ONE FEMALE AND ONE MALE SCHOOL

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Abstract

The purpose of this study was to investigate the extent of collaborative school culture in two of Al Ain Cycle Three schools. The first school was a female school and the second one was a male school. These two schools are under the supervision of Abu Dhabi Educational Council (ADEC) in United Arab Emirates. They were part of 11 secondary schools studied by Falouqa (2013). She studied the collaborative school culture in these 11 schools using a questionnaire for data collection. The questionnaire was used to measure the six components of collaborative school culture (CSC) as conceptualized by Gruenert (2005). The results of the previous study showed that the collaborative school culture components were available in Al Ain secondary schools to a good extent. Moreover, the study also showed that one school called School M which is a male school scored the highest on the CSC factors, while another school called School F, which is a female school, scored the lowest. The problem of the current study is to investigate the wide gap in collaborative school culture between these two schools by collecting qualitative data. Interviews and observations were used to collect data for this study. The interview questions were divided into three sections. The first section included demographic information. The second part included 29 questions, which measured the six CSC components. The third part was a question eliciting teachers' suggestions for improving the collaborative culture in their school. The interview was conducted on 10 teachers from each school. The results of the study showed that the collaborative school culture components were available in both schools to a good extent; however, the female school had more collaborative school culture than the male school. The findings of this study contradict the results of the previous study.

Dedication

This thesis work is dedicated to my husband, Nayef, who has been a Constant source of support and encouragement. I am truly thankful for having you in my life. This work is also dedicated to my parents, sisters and brothers, who have always loved me unconditionally, and whose good examples have taught me to work hard for the things that I aspire to achieve.

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Chapter 1: Introduction

The new wave of change in the UAE led to the creation of the Abu Dhabi Education Council (ADEC), to shift the UAE education system from the traditional teaching style to styles and behaviors that support collaborative cultures. The UAE education system in large part is the outcome of local and international human experiences and cultures that exist in the system. The existence of a large percentage of expatriate teachers and administrators in the UAE education system had led to practicing the most common leadership and administrative styles.

This chapter will be composed of several sections which are background of the study, problem statement, guiding questions, significance of the study, scope of the study, limitation of the study, and definition of terms.

1.1 Background of the Study

The concept of culture was widely debated to the point that no single definition was reached. For example, culture was defined as "the collective programming of the human mind that distinguishes the members of one human group from those of another" (Hofstede, 1984, p. 21). Campbell (2000) defined culture as "a complex web of information that a person learns, and which guides each person's actions, experiences, and perceptions"(p. 38). Banks (1984, p.52) defined it as "the behavior, patterns, symbols, institutions, values, and other human made components of the society". Marshall (2002) also defined it as "consistent ways in which people experience, interpret, and respond to the world around" (p. 47).

While none of these definitions did convey the full meaning of culture, there exist shared elements of culture among them. For example "patterns" from Banks' and "consistent ways" from Marshall's mean the same thing. Other elements found in the definitions were norms, values, behaviors, patterns, rituals and traditions. These terms define some aspects of culture; however culture itself is a much deeper concept. Further, all of these components have in common the concepts of sharing, collaboration, and cooperation. For a group to be considered having a culture, these elements have to be practiced by many members of the group in the same way and over a period of time.

A school's culture can be defined as the patterns or consistent ways, traditions, beliefs, policies, and norms within a school that are shaped, enhanced, and maintained through the school principal and teachers (Short & Greer, 1997). It should be noted that school culture influence how people in a certain school act and at the same time is conditioned or governed by their actions. For example, when a school adopts and accepts a hierarchal culture, you can find that most people refrain from working together collaboratively (Liethwood & Jantze, 1990). Therefore, people become agents to preserve this culture of hierarchy.

A school with a collaborative culture maintains the image of a "professional community," similar to the fields of law or medicine. In such an environment, teachers pursue a clear, shared purpose, engage in collaborative activity, and accept a collective responsibility for student learning (Newman &Wehlage, 1995). Deal and Peterson (1990) describe a collaborative school as a professional collaborative community. In this community, the school will have a clear mission. Teachers will value the interchange of ideas with colleagues. Strong values exist that support a safe and secure environment.

There are high expectations of everyone, including teachers. There is a strong, however not rigid leadership. This culture also encourages teachers to work collaboratively with each other and with the administration to teach students, so they learn more (Fullan, 1993).

In fact, two distinguished scholars, Darling-Hammond and Fullan found that schools based on collaborative cultures produce students with higher achievement and higher skills than do traditionally organized schools (Darling-Hammond, 1997). Student achievement increases substantially in schools with collaborative work cultures that foster a professional learning community among teachers and others (Fullan, 1998).

Peterson and Deal (2002) argues that a culture that supports continuous inquiry and shared practices is positive for learning. Fullan (1993) asserts that collaborative school cultures help teachers to work together and encourage them to learn from each other. In addition, collaborative school culture supports sustained professional development and provides needed time for teachers to develop instructional methods, design curricular activities, and reflect (Cooper & Body, 1994). Furthermore, collaborative school culture supports and emphasizes trusting relationships between teachers and parents (Gruenert, 2005).

On the other hand, a collaborative school culture can has significant positive effects on the development of the organization and the satisfaction of its employees (Fullan & Hargreaves 1991; Joyce, 1990).

Gruenert (2005) found a significant relationship between various factors of school culture, school climate, leadership, and student achievement in a study of 81 schools. There was significant correlation between school culture elements and student academic

orientation, instructional management, and student achievement in both math and language arts.

Findings from highly successful middle level schools provided practical insight into effective, collaborative school cultures (Valentine, Clark, Hackmann, and Petzko, 2004). Those schools share a number of characteristics such as:

- Principals' and teachers' practices are guided by common shared values and beliefs
- Principals and teachers viewed themselves as collaborative leaders
- Teachers were fulfilling school-wide roles as decision-makers
- Commitment to student and adult learning was the focus of the schools
- School structures, such as arrangement of students in classrooms, were driven by collaborative culture
- Principals and teachers indicated that building "relationships" among adults was a major factor in creating their effective school cultures

Shared visions and goals are seen to be prerequisites for having a collaborative culture. Maslowski (2001, p. 5) stated that "A shared vision and shared goals reflect a unity of purpose among the teaching staff of a school; that is likely to result in a consistency of practice toward collaborative school culture".

Collaborative culture was conceptualized by Gruenert (2005) as composed of six components which are collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnership. Collaborative leadership is seen in terms of a school leader communication with teachers and facilitation of collaborative work among them. The second component, teacher collaboration, was described by the extent teachers engage in dialogues about the subject

they teach, and plan and develop instructional material together. The third component, professional development, described teachers' ability to work collaboratively to provide professional development, and share information they obtain from professional development activities with each other. The fourth component, collegial support, was explained as the degree to which teachers are willingly able to work with other teachers. Unity of purpose, the fifth component, was interpreted as the extent to which the vision of school reflects the real meaning of collaboration and was supported by teachers and administration. The last component, describes partnership with parents in light of teacher-parent communication and the degree of trust and mutual expectations about student performance.

The literature has reported that the principal is the most important element in a collaborative school culture. The principal is necessary to set change into motion, to establish the culture of change and a learning organization, and to provide the support and energy to maintain the change over time until it becomes a way of life in the school. Over time, principal leadership will shape the school, positively or negatively. Valentine et al.(2004, p. 112) found that "High-quality schools cannot exist without high-quality leadership".

Patterns of leadership have been viewed in different ways, ranging from traditional leadership approaches to collaborative leadership approaches. A traditional leadership approach typically accompanies a hierarchy that requires obedience to the orders of the principal. The principal in this framework is highly directive and enforces his/her own personal views (Luke, 2006). This approach is closely similar to the autocratic style of leadership. In an autocratic approach, the principal is the one who has

full authority. This leadership pattern is still dominant in many schools (Vroom, 2003). The totally opposite approach to this style of leadership is the democratic approach. In a democratic leadership approach, principals involve the staff in decision making (Adeyemi, 2010).

According to, Dufour, DuFour, and Eaker (2008), in recent years, leadership styles have shifted from the traditional rigid leadership style to styles and behaviors that support collaborative leadership such as dispersed leadership, distributive leadership, and transformational leadership. Dispersed leadership is a style of leadership that disperses responsibilities to teachers and staff (Bolden, Gosling, Marturano & Dennison, 2003). In a transformational leadership, the principal empowers all school staff to make decisions with the aim to increase the staff commitment to the organization's purpose (Dufour et al., 2008). The distributed leadership style is based on the idea that leadership practices are a result of communication of all school staff (Spillane, 2005).

The conclusion can be that the three styles encourage staff to be leaders and decision makers. They also encourage principals and staff to work together and collaborate. To apply such approaches, principals should collaborate regularly and share ideas and values with teachers and staff. This is best achieved by developing positive relationships that make the interaction among staff effective (Bolden et al., 2003).

According to ADEC teachers, the administrators and all education stakeholders collaborate and work together. ADEC reform is transforming traditionally managed schools into supportive collaborative cultures supported by teamwork. According to ADEC's mission and vision (ADEC, n.d.), collaboration is one of the core values of ADEC. In the New School Model (NSM), school leaders are expected to support the idea

that they are responsible for building a culture in which all teachers reinforce positive relationships in the school, by encouraging teachers' collaboration (Abu Dhabi Education Council, n.d. a). ADEC created training programs to prepare the principals for the new leadership roles (Abu Dhabi Education Council, n.d. b). Previous to that, ADEC created an initiative in 2006, the Public-Private Partnership program. Schools which adopted such an initiative had to change their culture to share ideas and work with the private company supervising the schools. Principals, company management, and teachers made shared decisions. This was one step to improve the quality of leadership and the school and move it toward shared leadership and collaborative culture (Abu Dhabi Education Council, 2011).

Moreover, ADEC implemented a leadership training program for schools in order prepare them for the education reform being undertaken. The program developed principals and vice principals in many areas such as understanding one's own leadership style, promoting teamwork, and developing high-quality teachers (Abu Dhabi Education Council, 2010a). In addition, school leaders have been trained in strategic leadership, leadership styles, organizations and communities, and more specifically in leading teaching and learning under ADEC's new educational model (ADEC, n.d.). Finally, ADEC implemented a scholarship program called NIBRAS, which allows school leaders to get their Master's degree in school leadership to prepare future school leaders who will build collaborative school cultures (Abu Dhabi Education Council, 2010b).

1.2 Statement of the Problem

It is very evident that all stakeholders in the ADEC educational system are being supported to help in shifting education from teaching to learning. This is very clear from

the ADEC strategic plan (2009) and from ADEC's New School Model (NSM), that school leadership and collaborative school cultures are key focus points. Many efforts have been made to upgrade school administration to meet global standards. As part of the implementation of the new NSM model, principals, vice principal, faculty leaders, and other staff leaders have been enrolling in training sessions to meet ADEC's standards.

Being driven by the fact that school leadership has direct impact on school collaborative culture and teaching and learning process, ADEC conducted a survey study on Abu Dhabi Public School Principals (ADEC, 2009a). Although the findings have carried optimistic initiatives to enforcing a culture of collaboration in Abu Dhabi schools, traditional leadership attitudes, practices, and actions of principals are still a barrier to building collaborative school cultures. The study concluded that many principals lack the necessary leadership skills that support collaborative culture and help to enhance teachers' satisfaction.

The study mentioned also that some teachers lack the skills that support collaborative culture. This was evident from principals' responses. It was felt that "a few" teachers in their schools were willing to spend extra time to make their schools better, and many teachers were not willing to have leadership roles. In addition, the principals felt that teachers in their schools did not set high standards for themselves. Even though this indicates that teachers do not want to collaborate, the fact remains that it would require skillful leadership to create and encourage teachers to build a collaborative culture.

In 2009, ADEC conducted a survey of teachers in Abu Dhabi government schools. The results showed that teachers do not participate in decision-making. It also

showed that parents were found unwilling to be involved in their children's learning (Abu Dhabi Education Council, 2009b).

In 2013, Muna Falouqa, a UAEU master student in the Educational Leadership track undertook her thesis on collaborative school culture in secondary schools in Al Ain. She used a descriptive mixed research method by collecting data through a questionnaire of closed and open questions. The questionnaire was used to measure the six components of collaborative school culture (CSC) as conceptualized by Gruenert (2005). These six components are collaborative leadership, teacher collaboration, and professional development, unity of purpose, collegial support, s questionnaire study was conducted on 11 secondary schools, and was completed by 309 teachers.

The results of the study showed that collaborative school culture components were available in Al Ain secondary schools to a good extent. The results of the study showed that all male schools scored higher than the highest female schools. Moreover, the study also showed that one school called School M which is a male school scored the highest on the CSC factors, while another school called School F which is a female school scored the lowest. Schools M mean score was 3.51 while School F had a mean of 2.59 out of 4 points on the Likert scale.

The problem of this study is guided by the wide differences of these two schools in implementing collaborative school culture. One school seems to have successfully implemented CSC factors, while the other seems to have failed in this task. To the contrary of common knowledge, the female schools scored lower than the male schools, a point that needed further investigation. It was also evident from the previous two

ADEC's surveys that the creation of this culture in the UAE schools has been facing some challenges and barriers. Therefore, this study aimed to investigate these two schools using a qualitative research methodology. The aim of the study was to reach a deeper understanding of the two schools and to learn why they have differed widely in their implementation of collaborative school culture.

This study adopted the same factors used by Falouqa (2013) as drivers to interview questions to investigate the collaborative school culture in both schools. These were Gruenert (2005) components of collaborative school culture. Other characteristics of collaborative school culture in highly successful schools as conceptualized by Valentine et al. (2004) were also used to provide a deeper understanding into the CSC of the two schools.

1.3 Research Questions:

This study was guided by the following research questions:

1. How does the collaborative school culture look like in both of the male and female schools?
2. How do the male and female schools differ in their implementation of the collaborative school culture?
3. How can collaborative school culture be improved in both of the male and female schools?

1.4 Significance of the Study

The increasing global awareness of the role of school administration and the importance of equipping them with the best research findings have led many countries,

including UAE, to focus on the topic of educational leadership. Administrators are encouraged to provide support for creating a caring culture, collaborative culture, and a more relaxing and stress-free school environment. Therefore, the importance of this study is evident, as it will contribute to scholarly research on educational leadership and collaborative school culture. In addition, this qualitative study will help school principals understand their roles in leading schools toward positive collaborative school culture. The findings of this study are important for all stakeholders, including ADEC policymakers in improving the collaborative school culture.

The most important significance for this study is to try to explain the wide difference in collaboration between those two schools by obtaining more detailed qualitative data by using the interviews and school observations.

1.5 Scope of the Study

The study focused on two secondary schools in Al Ain. This choice was due to the fact that these two schools were previously among the 11 schools studied by Falouqa (2013).

The thematic scope of this study focused on the six components of collaborative school culture (CSC) as conceptualized by Gruenert (2005), and the seven collaborative school culture characteristics as conceptualized by Valentine et al. (2004) in their study of highly successful middle level schools. The Valentine et al. themes were used to add more criteria to assess the two schools, due to the qualitative nature of the study.

1.6 Limitations of the Study

This is a case study and it attempted to provide rich description of the two schools. However, the comprehensiveness of the data depended on the amount of time the researcher was allowed to spend in both schools at the time of data collection. It depended also on the willingness of participants to share their opinions freely and honestly. While the researcher tried her best to spend as much time as needed in interviewing participants and observing the school culture, this was not an easy job and it posed some challenges. Therefore, the findings present the status of CSC at the two schools when data were collected. The fact that the study was carried out only in two schools of Al Ain Cycle Three government schools meant that the findings should not be thought to reflect all schools in Al Ain or schools in other UAE cities.

1.7 Definition of Terms

Collaborative school culture is a school environment created by a "leadership model that serves as the foundation for the coalition that fosters an ethic of empowerment in the organization and promotes mutual respect, trust, and innovative thinking" (Kezar, Carducci, & Contreras- McGavin, 2006, p. 81). It also includes members of the school community who work together effectively and are guided by a common purpose. In this study, the CSC was assessed through whether principals valued teachers' ideas and involved them in decision-making, according to the six components of CSC by Gruenert (2005).

1.8 Organization of the Study

Chapter one of the study presents the collaborative school culture six components; introduces the seven collaborative school culture findings as conceptualized by Valentine et al. in their study of highly successful middle level schools; states the problem of study and the guiding questions; and identifies the significance, scope, limitations and definitions of terms.

Chapter II presents a literature review related to the issue addressed in this study. The literature review will be divided into six sections: the school culture, collaborative school culture, the importance of collaborative school culture, and obstacles to collaborative school culture. The fifth section of this chapter will review the assessment of collaborative school culture using the six CSC factors as conceptualized by Gruenert (2005) and the seven collaborative school culture findings of Valentine et al.. The sixth and seventh sections will be a review of collaborative school culture in terms of the gender variable, and collaborative school culture in ADEC's schools.

Chapter III introduces the research design, instruments, validity and reliability, data collection procedures, data analysis procedures, population and sample, ethical considerations, and limitation and delimitation.

Chapter IV will present the findings of the study. The findings will be organized according to each CSC factor.

Chapter V will be a discussion of the findings, and recommendations for improving both schools collaborative school cultures, and recommendations for future research in this domain.

Chapter 2: Literature Review

The purpose of this study was to investigate the collaborative components of school culture in two governmental schools in Al Ain city that showed wide differences in implementing collaborative school culture (Falouqa, 2013). This chapter presents a literature review for this study. The outline of this review will be composed of seven sections. First, a definition of school culture will be presented. This is followed by discussing a definition of collaborative school culture. Then, the importance of collaborative school culture will discussed in details. The fourth section of this review will go through the obstacles to creating collaborative school culture. The fifth section will explore the six components that measure collaborative school culture. At the beginning of this section, the relationship between Gruenert's Factors and Valentine's Characteristics of collaborative school culture will be discussed. The rest of this section will discuss Gruenert's six-Factors. These components are collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnership. The sixth section will be a review of male and female educators' differences in their practice of collaborative culture in schools. Finally, the chapter discusses collaborative school culture in ADEC's schools, especially with the new reform movement.

2.1 School Culture

A school's culture is defined as the traditions, beliefs, policies, and norms within a school that can be shaped, enhanced, and maintained through the school's principal and teacher-leaders (Short & Greer, 1997).West-Burnham (1992) defined school culture as

the resulting product of combining shared values, beliefs, priorities, expectations, and norms. DeRoche (1987)stated that school culture is composed of attitudes, behaviors, and communication among teachers, administration, staff, and parents. Fullan and Hargreaves argue that school culture represents the "assumptions, attitudes, behaviors, beliefs, rituals, traditions, expectations, knowledge, language, norms and all the other values shared by the members of the organization"(1991, p. 49). Anthropologists define culture as the customs of a group of people.

It seems that the "norms" element is explicit or implied in every definition of school culture, and it has huge effects on shaping and regulating school culture. The word "norms" refers to the "unwritten rules for how and what we do to act" (Richardson, 1999, p. 1). Stoll and Fink (1998) provide a 10-point framework of cultural norms in schools that comprise shared goals, responsibility for success, collegiality, continuous improvement, lifelong learning, risk taking, support, mutual respect, openness, and celebration.

The importance of norms comes from the fact that it is the hardest to change and that the most important job of school leaders is to change the existing school norms. At best, changes which are against the norms are difficult to achieve and may take several years (Fullan, 2007; McLeskey & Waldron, 2006).

The school culture norms dictate in many terms how things happen in schools. We occasionally hear phrases such as "This is the way we do things here" or "This is the way we conduct our classes." In these cases, "culture has been treated as a thing; separate from individuals but with power, influence, and even rights over people. It is outside people and does something to them" (Musgrove, 1982, p. 113).

In one school, a new teacher cannot express his/her views openly; he or she must respect other teachers who have been in the school for many years. There is an unwritten ruleor norm that dictates that new comers cannot fit in until they have at least one or two years of experience. In another school, a student is tormented by his peers for studying in the weekend. In yet another school, when a teacher experience problems in class management, other teachers run for help, and at the same school when a student have difficulty understanding some concept, other students run for help. All these examples illustrate one thing: this is our norms or "that is the way we do things here."

Every school has its own distinct culture. Some school cultures accept reforms, others are reform resistant. The school culture should be considered as a very important component in any discussion of school effectiveness or activities. Thus, an analysis of school culture is needed as the initial step for any school reform (Purkey & Smith, 1985). Each school culture has its own elements, which are ingrained very deeply in every member of the school organization. It is essential to identify the cultural elements within a school, to provide information about its identity and functioning. These elements consist of myths, stories, traditions, habits, norms, behaviors, patterns, values, beliefs, morals, rituals, ceremonies, and tangible and non-tangible cultural objects. Schools are distinct and have unique structured cultures. Each school has a different set of values. This type of structure has not been shaped over night; however, the historical patterns of interactions between its members had played a great deal in shaping such a structure. The culture of each school drives the daily functioning. The school culture either boosts or damages learning. Stakeholders should be aware of their school culture to better understand the meaning of their day to day functions and how their school moves towards

continuous improvement. The aim of interpreting a school culture is to understand meaning and symbols as they have been created by the members of the culture (Schultz, 1994).

School cultures are generally resistant to change. Unless all stakeholders act seriously together to change their school culture, superficial innovations will be incapable of making much difference. The first step in culture change is to be aware of the existing culture and its problems. One important part of awareness is to address the un-discussable issues or controversial and the un-touchable issues. These untouchables or un-discussables are things that could be topics, behaviors, or even members of the school, which are considered red-line. In contrary to the meaning of the terms, these untouchables or undiscussables are the most touched or discussed things by members of the school, however not publically, but privately, because of fear of consequences.

There exist at least four subcultures in any school, such as student's culture, teacher's culture, nonteaching staff culture, and leadership culture. However, for the purpose of this thesis the teaching staff culture is considered. Hargreaves (1994) identified four school teaching cultures. The first one is called "Individualism". He described the classrooms in this type of culture as "egg-crates" or "castles." In this type of school culture, autonomy prevails. Teachers act in an isolated and insulated environment, and blame and support are avoided. The second type of school culture is called "Collaboration." Teachers spontaneously choose and volunteer to work together, without any external force. Forms of collaboration include planning activities together, sharing ideas and materials, mutual observation, and focused reflective enquiry. Collaborative school culture is the subject of this thesis and will be discussed more in the

next section. The third type is called "Contrived Collegiality", where collaboration is imposed form internal or external forces, with fixed times and locations set for collaboration such as meetings and workshops. In the fourth type which is called "Balkanization". In this type teachers are neither isolated nor they work as a whole-school, but they collaborate within smaller groups. For example, science teachers collaborate between each other.

2.2 Collaborative School Culture

As mentioned in the previous section, the second type of school culture, collaborative school culture encourages school staff to share things voluntarily. Teachers spontaneously choose and volunteer to work together, without any external force. Alberta Education (2006) and Peterson (2002) described collaborative school culture as a positive and caring culture. This form of school culture is essential for the success of the organization (Leithwood et al., 2006; Valentine et al., 2004). Collaborative school culture gives a role for each staff, supports reciprocal relationships and obligations, and creates a balance between collaborative work and individual autonomy (Sergiovanni, 2004). It takes great leaders to work with the staff, to encourage them to work together for common goals of the school. Moreover, for collaborative school culture to work, a structure must be created. This structure" empowers teachers and administrators to work together to make the most important decisions regarding the educational experiences of their students"(Turning Point, 2001, p. v). This structure has two main components: shared leadership, and the creation of teacher teams.

Peter and Waterman (1982) as quoted in Kelley (2008) reported that collaborative school culture fulfills three basic human needs: control, meaning, and support. It results

in high morale, commitment to teaching, and continuous professional development (Weiss, 1999). It strengthens the bonds between the school and other stakeholders of the school such as families and community, and teachers become less isolated (Dickerson & Helm-Stevens, 2011).

Fullan (1999; 2007) suggests that in order to develop a collaborative school culture, rather than restructuring schools, or initiating new reforms, ''re-culturing'' is required. It is true that it takes a great leader to initiate change, but at the same time if the leaded staff does not change their beliefs and expectations, change cannot be implemented. To change a school culture and create an initiative such as a more inclusive school, educators must question their beliefs about teaching and learning in relation to struggling students. This questioning phase helps them learn and engage in a collaborative change process that results in new values, beliefs, norms, and positive behaviors (Fullan, 2007; McLeskey& Waldron, 2000, 2002a, 2006).The outcomes of re-culturing are evident in new forms of interaction and professional activities such as joint problem solving, data analysis and sharing, joint decision making, and distribution of leadership (McLeskey& Waldron, 2000; Walther-Thomas et al., 2000).

2.3 Importance of Collaborative School Culture

Collaboration plays an important role in the school change process. Education literature and studies provide crucial findings related to the vital role of collaboration in the school change process. The studies explicitly describe school improvement experiences that deal with collaboration in relation to a range of educational change initiatives. One of these studied initiatives is to develop inclusive education for students with disabilities (Fisher &Frey, 2003; Fisher et al., 2000; McLeskey &Waldron, 2000;

Wallace et al., 2002; Weller &McLeskey, 2000). A second studied initiative was to improve student literacy using teams (Richardson, 1996; Irwin & Farr, 2004). In yet another studied initiative, professional literature studied the increase of student achievement through collaborative teacher learning and professional development (Englert& Tarrant, 1995; Dufour et al., 2006). In each of these categories of studies, successful school change was not possible without high level of collaboration.

In a study by Chance and Segura (2009) that examined the events and behaviors associated with the improved and sustained student achievement in a rural high school, three essential elements were identified for successful collaboration. These elements were (a) scheduled time for teacher collaboration; (b) structured and focused collaboration time devoted to improving instruction and student achievement, and; (c) leadership behaviors that focused on student-centered planning and accountability. Other relationship and contextual factors associated with rural schools and small communities were identified as advantageous to developing a collaborative process for school improvement.

2.4 Obstacles to creating collaborative school culture

In almost all schools, collaborative school culture elements can be found in two main collaboration forms. These are formal and Informal collaboration. It can be generalized that any school has specific elements from both forms. One of the structured forms is called Professional Learning community (PLC) model. Although the literature has proved that a full implantation of PLC could alleviate all obstacles to collaborative school cultures, most schools have too many obstacles when trying to fully implement such a model.

In her study of teacher collaboration of schools in Bangladesh through focusing on conversations and actions in the teachers' room, Thornton (2006) identified some constraints to developing a collaborative culture. These constraints include the curriculum difficulty, the perceived low ability of many students, the educational background of teachers, and the contextual factors that influence teachers' motivation.

Little (1990) argues that the feeling of incompetency prevents teachers from seeking collegial support. She explained that an environment that encourages sharing and positive conception of collegiality leads to a more open exchange of ideas.

Professional Learning Communities (PLC) is one structured model for creating collaborative school culture. In her investigation of the perceived roadblocks to collaboration in the implementation of the PLC model as defined by DuFour and DuFour (2006), Lujan (2010) studied the perceptions of teachers and staff members of one elementary school in the Southeastern U.S. Findings indicate that the PLC model of collaborative school culture alleviates roadblocks to collaboration but that continued efforts need to be made to encourage the development of a collaborative culture.

This study revealed three findings. First, participants reported that the implementation of PLCs allowed for sufficient time for teachers to collaborate. So, since the PLC model creates collaborative school culture, then providing sufficient time for teachers to collaborate is very essential for creating collaborative school culture, and not providing such a time is considered to be an obstacle to creating collaborative school culture. DuFour and Eaker (1998) confirm that time must be built into the school day and school year specifically for collaboration. Second, teachers reported that PLC solved the problem of their isolation by providing an opportunity for PLCs to meet on a regular

basis, promoting collaboration, building relationships, and providing supporting environment. Third, teachers reported that PLC had developed a process to effectively resolve conflict, and their PLCs had come to a consensus to identify essential learning outcomes, standards to assess learning, and to develop common, formative assessments. DuFour and Eaker, (1998) indicate that PLCs must establish norms by which they will operate, goals that they wish to accomplish, ways to assess the effectiveness of their PLC, and a process by which to resolve conflicts that occur.

The research's hypothesis was that if the roadblocks of time, isolation, and divergent points of view were resolved, then collaborative culture would improve. However, results indicated that collaboration among PLCs did not function in an ideal way. Although the PLCs (i.e. teams) met regularly, in their meetings they collaborated in a superficial way, focusing on housekeeping items. After the problem was investigated, it was found that teachers would only share ideas regularly outside of their regular meeting time.

This is an indication that another road block to collaboration is trust. Creating trust between teachers themselves and between teachers and management is very crucial for creating collaborative school culture. If trust does not fully exist, parties in the collaborative process will not give their real opinions. They will not also give the real reasons for successful collaboration. The creation of a collaborative culture requires time and financial resources which, usually school managements and owners are hesitant to provide. In formal collaborative suasions, many members don't dare to mention such obstacles; however these things are discussed during informal collaborative suasions.

2.5 Assessing Collaborative School Culture

This study targets the wide differences of the two schools under investigation (school M and School F), in successfully implementing the CSC components as reported by the study done by Falouqa (2012). This study will adopt Gruenert's (2005) components of collaborative school culture as parameters/components to investigate the collaborative school culture for the two schools. These are the same components used by Falouqa in her survey study. In addition to Gruenert's framework, it is also important to consider the characteristics of collaboration in highly successful schools reported by Valentine et al. (2004).The following section clarifies the relationship between Gruenert's CSC factors and Valentine's CSC characteristics. Then, the six factors of Gruenert's framework will be reviewed.

2.5.1 Relationship between Gruenert's Factors and Valentine's Characteristics

Gruenert (2005) conducted a study on 81 schools in Indiana (USA) to investigate the correlation between collaborative school culture and student achievement. The data from these schools provided scores on six factors (Figure 1) found in the survey. The study was administered in 2002 using 35 survey questions which were developed in 1998. In 1998, 79 survey questions were developed, as a result of reviewing the literature related to school improvement, effectiveness, culture, and climate as well as educational administration that provided many descriptors of collaborative cultures. The 79 survey questions were piloted on634 teachers in Indiana, and ended up being reduced to 35 questions using an item reduction method.

Findings from highly successful middle level schools provided practical insight about effective, collaborative school cultures (Valentine et al., 2004). Those schools share a number of characteristics shown in (Figure 1).

Even though the purpose of the previous two studies is different, they both complement each other. The purpose of the first study was to find correlation between literature-reviewed predetermined factors for collaborative school culture with student achievement while the purpose of the second study is finding such factors. In other words, in the first study, the known variables were the factors; the unknown variable was student achievement. In the second study, the known variable was achievement, and the unknown variables were the factors. Figure 1 shows a mapping diagram between Gruenert's Collaborative School Culture (CSC) factors, and Valentine's characteristics of Collaborative School Culture. The relationship between the two tables is many-to-many (m↔m). This type of notation is borrowed from data base concepts (computer science field). This means one of Gruenert's factors can lead to many of Valentine's characteristics, and one of valentine's characteristics can lead to many of Gruenert's factors.

For example if there exist collaborative leadership (1st Gruenert's factor), that could imply many collaborative characteristics (Valentine's Characteristics). This implies that there exist a common shared values and beliefs that guides the principle and teachers in their practices (1st Valentine's characteristic). It also implies that at least principals, will view themselves as collaborative leaders (2nd Valentine's Characteristic). It also could imply many other Valentine's characteristics. Thus this relationship from this side is called many-to-one (1→m)

We can think of the process the other way around. If there exist common shared values and beliefs that guides principals and teachers in their practices (1st Valentine's characteristic), then the unity of purpose (4thGruenert's factor), and the Collegial Support (5th Gruenert's factor) factors exist. More Gruenert's factors will also exist as a result of the Valentine's 1st characteristic. Thus this relationship from this side is called one-to-many ($1 \rightarrow m$). Therefore, integrating both relationships together will give us a many-to-many relationship ($m \leftrightarrow m$).

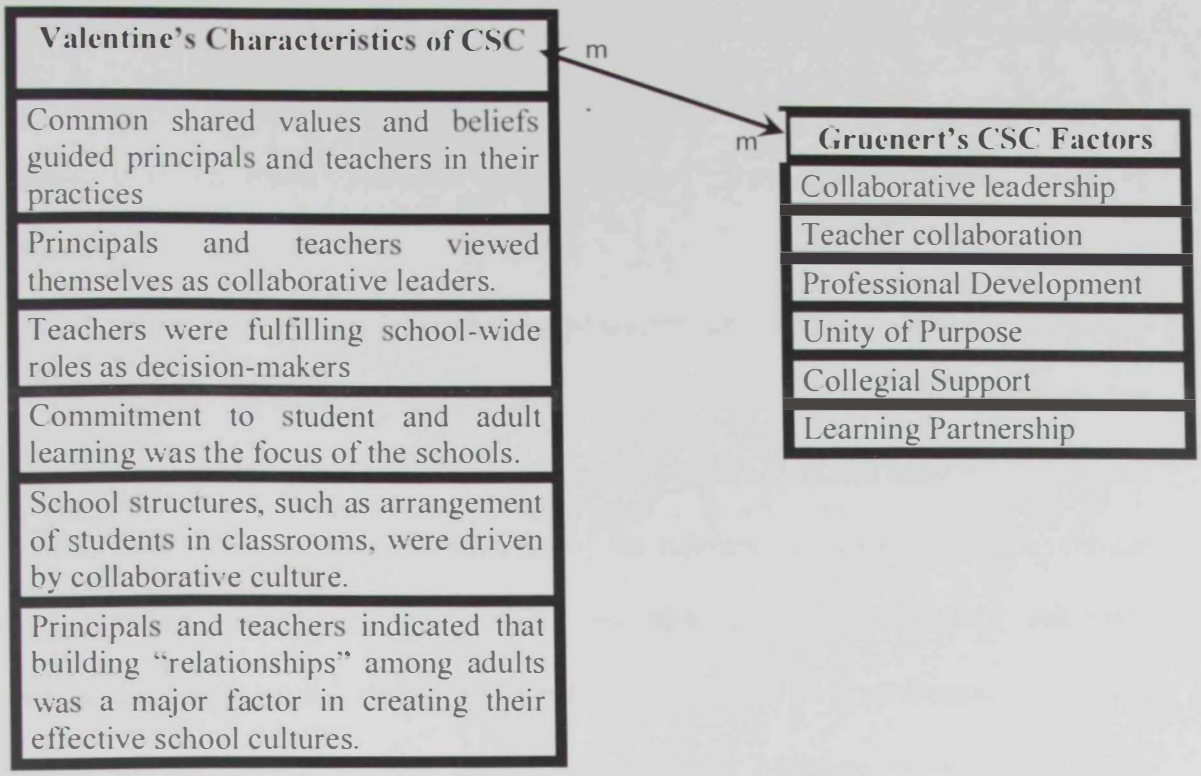

Figure 1. Relationship between Gruenert's Factors and Valentine's Characteristics

2.5.2 Collaborative Leadership

One of the characteristics of effective schools is the instructional leadership of the principal. The correlation between principals' actions and the success of their schools is well recognized (Ron Edmonds, 1982). Principals, who understand the importance of these correlations, realize that they cannot provide all the tasks of leadership to work toward maximizing instructional effectiveness (Darling-Hammond et al., 2007). Hence, they appreciate teacher involvement in this matter and foster the development of their teachers as leaders.

Most of us understand that the collaborative leadership style is the opposite of the old and traditional command-and-control style, but there exist a third style which is

consensus based (Ibarr& Hansen, 2011). Ibarr and Hansen (2011) stressed that collaborative leadership does not equal consensus. They defined collaborative leadership as the capacity to engage and inspire people and groups to work toward common goals. In their reflection titled "Are you a great leader?" they described three styles of leadership.

The first style is called command and control and is characterized by hierarchy structure, where management monopolizes relevant information and authority. The second style is called consensus leadership style, which is characterized by a matrix structure, where designated representatives of the relevant disciplines have the relevant information and authority. This style works well with small teams, does not work when speed is important; hence, it does not work with educational organizations. The third style is the collaborative style, where organizational structure is dispersed across organizational network and relevant information is available to employees at all levels and to relevant stakeholders. In this model collaborative leaders have clear authority and accountability is based on the level of achievement for shared goals. This type of leadership works well for diverse groups and when innovation and creativity are critical. This type works well with educational organizations.

In their attempt to derive a theory of collaborative power using the grounded theory structure, Harchar and Hyle (1996) conducted a massive study on one of the Midwestern states of USA. The study examined new instructional leadership in elementary schools. The study interviewee population was selected based on nomination from administrators and educators. The following paragraph summarizes the findings.

> *Through collaborative power, instructional leaders balance power inequities in the school and school community. School environments are*

fraught with power inequities... and within this environment, the elementary instructional leader works to develop a common vision across staff and throughout the community. Through visioning, each organizational and community supporter is empowered with direction and purpose. The principal recognizes and supports positive behaviors and confronts and defuses negative behaviors. Trust, respect and collegiality, form the foundation of the school environment as all work for the development of a quality school where staff, students and community share and work toward common, dynamic goals. The principal must demand that all teachers voice their opinions and ideas, thus fostering problem solving, constructive discourse and ownership in an equitable school environment. Even though all principals did not use the same strategies, there were general tactics used to balance power. The strategies are not linear; they occur both simultaneously and at varying times, building on each other.

Eilers (2007) conducted a case study in an urban elementary school profiled as low performing school from the time the school opened in 1998 until 2004. In the same year of the case study, the school realized a major turnover with the appointment of a proactive principal and support accompanied by the district office. Findings on school culture measures indicated an improvement in professional communities of practice, collaborative leadership, and evidence-based practice. This was evidence that leadership accompanied by district support can result in dramatic positive change to school culture.

2.5.3 Teacher Collaboration

Teacher collaboration factor was described by Gruenert (2005) study as teacher behaviors that are expressive of collaborative cultures. To explore this factor thoroughly, he asked teachers the following questions:

- Do they have opportunities for dialogue and planning across grades and subjects? Do they spend considerable time planning together?
- Do they take time to observe each other teaching?
- Are they generally aware of what other teachers are teaching?

- Do they work together to develop and evaluate programs and projects?
- Are teaching practice disagreements voiced and discussed openly?

According to the findings by the study the correlation between this factor and student achievement in Mathematics and Language Art are 0.25, and 0.8 respectively. Even though the correlation is low, the findings indicate that there exists a correlation between teacher collaboration and student achievement.

According to the literature, there are two forms of teacher collaboration: formal and informal. The formal collaboration includes peer supervision, in-service training, research projects, meetings, and mentoring. The informal collaboration includes day-to-day interactions and unplanned discussions between teachers. Studies found that peer supervision motivated teachers to experiment new ideas and change some of their teaching practices.

The findings by Gruenert (2005) are supported by many studies in this area. In the study of peer supervision, Glatthorn (1997) mentioned that teachers take turn observing each other, with the person to be observed holding the agenda. This type of teacher observation approach is less threatening than clinical supervision approaches where the agenda is held by the supervisor.

The findings by Thornton (2006)suggests that teacher motivation can be increased by informal collaboration, and that could be achieved through building more collaborative ways of working through formal programs grounded in classroom observation. She questioned the validity of Bangladesh teacher development programs focused on teacher collaboration which emphasize teaching the 'perfect' lesson without

paying attention to student learning. Such programs are unlikely to lead to increased collaboration or improved teacher practice in schools.

It seems that opportunities for teachers to observe each other are widely unavailable and most teachers work in autonomous isolation (Fullan, 1991). This concept of autonomous isolation is explained more by little (1990) who emphasizes the importance of teachers' relations with other teachers in relation to job satisfaction and the indirect impact on students. She hypothesized that 'increased collegial contact' is linked to 'improvement-oriented change'. She says that teachers work independently with 'occasional forays in search of specific ideas, solutions or reassurance' (p. 513); they learn informally through opportunistic exchanges with colleagues and little is known about the impact these encounters have on teachers' practice.

2.5.4 Professional Development

Professional development factor was described by Gruenert (2005), as the attitudes teachers have toward gaining new ideas and their overall sentiment toward the notion of school improvement. He indicated that teachers should utilize professional networks to obtain information and resources for classroom instruction. They should also regularly seek ideas from seminars, colleagues, and conferences. Moreover, teachers should maintain a current knowledge base about the learning process. Action research could be a good tool for this purpose. He also stressed that professional development and school improvement should be valued by teachers.

Hargreaves (1995) elaborates more on the concept of professional development by noting that care and moral support are not valued enough within the profession of teaching. Without any moral support, professional development is unlikely to flourish, as

teachers will be reluctant to try new ideas fearing the consequences of failure (p. 151).In-service training sessions give scope for follow-on discussion and provide further opportunities for teacher collaboration. The study by Ming (1999) in Chinese schools, where teaching is reported to be dominated by the teacher and the text-book, a situation reflected in traditional secondary classrooms, is a good example. Ming describes a strong school based teacher development program that incorporates classroom observation and demonstrates lessons and research being developed. He argues that this type of approach to professional development has promoted a culture of sharing, collaborative culture, and encouraged teachers to reflect on their practices in Chinese schools.

A further application to professional development that promotes teacher collaboration is action research. Stuart (1997), describing her action research project, argues that there is so much learning taking place in terms of awareness of student difficulties and the teachers' role in supporting students. Teachers started to become more comfortable with observers, and turn more to their colleagues to share ideas and ask for help.

Action research, in its very design can have an impact on the learning in classrooms during its course rather than having to wait until research results are translated into practical classroom models. , This can be fostered by teachers and researchers working together in a reciprocal relationship. Allan and Allan(1990) as teacher educators and college based researchers, for two years, they had the chance to experience the previous reciprocal approach to research by working with their school 16 teachers graduate students in two models designed to support researching teachers. In their work, they have witnessed several groups of teachers from different schools develop

into collaborative learning groups. They developed two cooperative professional development models that foster collaborative efforts between teacher researcher practitioners and university teacher educators. In both models, the teachers were the producer of knowledge; provide evidence for supporting changes in their student learning, their strategies of teaching, and their curriculum development. In both models, teachers would have the ownership of their knowledge, and share the documented knowledge with other professionals either through state or regional conferences or through a journal article. As a result of being involved in such program and applying the two models, The 16 participating teachers became empowered professional, because they were given the tools, support, and the chance to document and present their expertise and knowledge with in their class rooms, with in their classroom community, and within the professional community.

2.5.5 Unity of Purpose

All successful organizations, and schools are one of them have a purpose, and the purpose should be emphasized in the mission, vision, values, and goals statements (Ontario's Principal Council, 2009). All parties to the school community must be united about the school purpose. Unity of purpose factor according to Gruenert (2005) demonstrates how the mission statement influences teaching. Teachers should understand, and support the mission of the school. The school mission should provide a clear sense of direction for teachers. The school mission statement should reflect the values of the community. Teaching performance should reflect the mission of the school.

Peterson (1994) asserted that in order to have a unity of purpose, school leaders must have a clear school mission that establishes successful environment. DuFour and

Eaker (1998) indicated that collaborative school culture requires teachers to develop a shared mission, vision, and goals and to commit to guiding principles that articulate school beliefs. Leithwood et. al. (2006) asserted that guiding the staff to a common purpose, is one of the main rolls of the school leaders. Hoppey (2006) reported that Collaborative school culture needs leaders who provide direction.

The mission and purpose of the school provide staff with direction to achieve the school goals (Bolman, Deal, 2003). Therefore, all staff in the school should be involved in the school's vision, so they will be committed to work to achieving this vision (Ohlson, 2009). Existence of a clear school vision is one of the most important factors in the success of a school (Gruenert, 1998). Campbell and Fullan (2006) stated that for a realization of a collaborative school cultures, teachers must share a commitment to the vision of the school.

In order to develop and implement a shared vision of teaching and learning at both the school and district level, sheppard and Brown (2009) conducted a five-year case study of in a rural school district on the east coast of Canada, the CEO's districts led the development and implementation of a district-wide shared vision for teaching and learning. Using both qualitative and quantitative data, researchers developed images of how a school district CEO influenced selected organizational learning conditions such as an emergent leadership approach and building a collaborative culture. Results indicated that a CEO can lead the development and implementation of a vision for teaching and learning that is shared throughout all schools in a district. This was achieved through an approach that focused on the development of collaborative processes and a shift towards

shared decision-making that was well defined through the development of shared decision-making matrices.

2.5.6 Collegial Support

The real test for Collegial support among teachers according to Gruenert (2005) is to see if teachers trust each other, teachers are willing to help out when there is a problem, their ideas is valued by other teachers, and teachers work cooperatively in groups.

Collegial support describes the extent to which teachers work together effectively, or the willingness of teachers to help each. Gruenert (1998) stated that a school has successful collegial support, if an atmosphere of working together, trust and assisting each other exist. This requires from teachers to trust each other, to value each other's ideas, help each other, and to work with each other to accomplish the tasks of the school.

Peterson (1994) reported that teachers who work collegially are more likely to see their school leader as a facilitator, who engages others to participate. In collaborative school cultures, leaders promote collegiality focusing on curriculum, instruction and assessment (Valentine, 2006). Deal and Peterson (1990) reported in his investigation of collaborative school cultures, that collegial support was obvious because teachers value each other's' ideas and they were exchanging ideas. Therefore, Fullan (1993) explained that in this type of school culture, teachers work collaboratively with each other and with the administration.

Spanneut (2010) concluded that open sharing among principals and teachers rather than supervisory discourse from principals to teachers is essential. It promotes trust among the members of the school, and once trust is established, collegial conversations

become the means for mutual understandings. Open sharing should be continuous and, teachers should be provided with time to meet with each other. Such ongoing conversations lead to teachers' increased content, pedagogical knowledge, and the increase of teachers' morale. Matthews and Crow (2010, 45) stated:

> *When teachers trust each other, they share more, they help one another more, and they are more supportive of one another. Likewise, when teachers trust administrators, they feel less threatened and more likely to take risks in creating learning opportunities .With trust, building communities will more likely occur.*

On another occasion Green (2010, 156–57) stated:

> *There is an air of professionalism among all teachers as they participate on effective learning teams and share basic norms and values relative to students, as well as teaching and learning. They participate in reflective dialogue about instructional challenges and work cooperatively to identify teaching strategies that positively address them.*

In a nationwide (USA) case study, thirty exemplary teachers were asked to cite the factors that influenced their development (Allington and Johnston, 2002; Allington, Johnston, and Day, 2002). The study found that even though these teachers use different teaching methods, philosophies, materials, programs, and teach in different states, they all sited the same three factors and one of them is collegial support.

In the previous case study collegiality was very evident from the teachers' interview responses. One of the interviewee stated, "we sit and meet once a week as a team, and sometimes we have business that we need to do, but then there are other times that we can just kind of sit and talk about our teaching and about the units that we are working on. Another interviewee stated "I have worked with my grade-level team a lot

on collaborative teaching with other team members. We all work together to plan and improve our teaching and to talk about issues that are relevant to us. We often help brainstorm solutions for each other's problems."

2.5.7 Learning Partnership

The concept of partnership means that two or more parties join together toward common goals or benefits. Partnership can equip all parties with extra human and financial resources. Gruenert (2005) explores the learning partnership between school and parents by asking these questions. Do teachers and parents have common expectations for student's performance? Do parents trust teacher professional judgments? Do teachers and parents communicate frequently about student performance? Do students generally accept responsibility for their schooling?

It is acknowledged that children do better in school when parents are engaged in their learning (Henderson, Jacob, Kernan-Schloss & Raimondo, 2004).Current research has demonstrated that parent school partnership is crucial to improving collaborative culture. Fluckiger (2012) reported on the parents' experiences of two learning partnership programs between the community, parents, and teachers. Mothers said they felt empowered when equal value, and respect were accorded to them as key participants in these two programs.

2.6 Collaborative School Culture and Gender

There are two signs of a collaborative culture which are the quest for collegiality and the use of positive communication skills. These two signs can explain some differences between male and female teachers.

According Gruenert (2005), collegial support is one of the factors that determine the collaborative school culture. Many studies were conducted about gender differences and collegial relationships. It is perceived as a weakness, when female teachers ask for help from colleagues, or request to work together (Howden, 1994). He also added that Female teacher's perceive collegial support as sharing resources and developing lesson plans together. On the other hand Shah (2011) reported that male teachers perceive it as demonstrating mutual support and having high level of trust among them. This difference in perception between male and female teachers could make a difference in their pursuit of collaborative school culture.

The second sign of collaborative school culture is positive communication. Pradhan and Chopra (2008) asserted that communication helps build meaningful relationships that bridge sharing knowledge and combating misunderstanding among. Gray (1992) reported that while males provide solutions females have the tendency to provide unsolicited advice. Both male and female teachers have different negotiation styles. Tannen (1990) reported that males negotiation style is aims for power, and their goal is to transmit information, while female negotiation style aims for closeness, and their goal is to maintain interaction. This might give an edge for female teachers to be more collaborative than their male counterparts.

Studies have found differences in attitudes depending on the gender of the teachers which have an effect on school culture. It has also found that gender affects willingness to develop cultural competence and positive school culture. One study found that female teachers are more willing to engage in training in multicultural environment and they indicated more need for multi-cultural environment within their school context

than their male counterparts (Murtha, Bowens-MacCarthy, Morote & Tatum, 2006). Another study found that female teachers are more willing to pursue a positive culture than their male counterpart (Murtha et al, 2006).

In addition, Leighton (2010) showed teachers' characteristics and one of them is gender can create important variances among the different types of cultural competencies. For example, research has shown that teacher's expectations, of the role of the school principal, appears to correlate with differing expectations depending on the gender of the teacher. Weppler (1996) found that these expectations are also affected by the gender of the school leader, and in turn school culture will be influenced. The study by Weppler also found that while female teachers were disempowered by leadership within a traditional educational hierarchy, they experienced more power by female leadership characterized by cooperation, collaboration, and compassion. That empowerment help female teachers to develop leadership skills, more than male teachers whose being led by management hierarchy.

In contrary to the previous studies, Franklin (1989 as cited in Bulach & Berry, 2001) asserted that school culture is affected by teacher competence rather than teacher gender. In addition, many studies showed that there is no rule of thumb about the influence of gender on collaborative culture.

2.7 Collaborative School Culture at ADEC's Schools

ADEC's schools are still experiencing educational reform toward the New School Model (NSM). The focus of this reform is transforming schools from the old traditional cultures into supportive collaborative cultures. Collaboration is one of its core values (Mission & Vision, n.d.).One of the first steps to improve the quality of leadership, and

move toward shared leadership, which was started in 2006, was the partnership initiation with the private educational sector, which was called Public Private Partnership Program (PPP). In this type of partnership, private companies offered ADEC schools teachers, advisors, and other educational resources. The principal's role in this type of partnership was to share ideas and work with the supervising company. The companies helped the principal in taking shared decisions with the new management and with the staff in the school (Abu Dhabi Education Council, 2011). Currently, this partnership between ADEC's public schools and those private educational companies has ended; however, ADEC has started to work with the private schools sector, and advised private schools to initiate the same partnership program. This is evident, as I am teaching at private school, where ADEC has been involved in our school for the last two years, and the same private companies that used to help ADEC with their public schools, are helping ADEC in private schools.

ADEC has been initiating many training programs to prepare principals and school administrators for the new collaborative culture of the NSM. One of these training programs consist of nine modules that support leadership development, such as being aware of one's own leadership style, encouraging teamwork, initiating partnership's, and supporting teacher's collaboration (Abu Dhabi Education Council, 2010a).The training focused on five areas including leading strategically, leading people, leading the organization, leading the community, and more specifically leading teaching and learning (ADEC nd).

Leaders in ADEC schools are subjected to yearly evaluation against the designated leadership framework. This framework consists of five components. The first

component is strategic leadership that emphasizes the role of principals in shaping a collaborative school vision. The second component is leadership of teaching and learning, where principals help in building collaborative culture, where all people are learners through creating collaborative structures. The third component is leading people, in which principals' behaviors should focus on creating collaboration and cohesion around all the staff in the school, so that collaboration is not limited to the same-subject collaboration, but extended to inter-subject collaboration. The fourth component is leading the organization, which emphasizes the creation of positive school culture by encouraging openness between staff, and regularly informing all school staff of the policies and procedures. The fifth area is leading community, where principles are evaluated against creating of partnership with parents and the community (Abu Dhabi Education Council, 2012a).

Under ADEC's reforms, teachers are evaluated against teacher collaborative standards. Under these standards, teachers should not work in isolation. They are also evaluated on their collaborative work in planning professional development for their colleagues. Moreover, teachers are evaluated on their collaboration with parents (Abu Dhabi Education Council, 2012b).

Chapter 3: Methodology

This study focused on collaborative culture in two secondary schools in Al Ain and why they differed in their adoption of CSC. One of these schools was a male school, and the other one was a female school. This choice was due to the fact that these two schools were previously among the 11 schools studied by Falouqa (2013). In her study, she found that the male school has a high level of collaborative culture while the female school has an average level collaborative culture. The previous study was a quantitative one and data were collected by a questionnaire. The nature of the previous quantitative study was that it told the opinions of teachers in figures such as means and percentages. It does not give rich information or analysis of those opinions. In short, the findings of the previous study did not tell us how collaboration was experienced in the two schools in details.

To investigate this matter more thoroughly, this study used a qualitative research method to study the nature of collaboration in the two schools through giving deeper insights into the findings of the previous research. This study will also prove or disprove previous findings of the two schools.

In this chapter, the process for conducting this study will be addressed. This includes discussing the methods used, the instrument and its validity and trustworthiness, data collection procedures, data analysis, limitation and delimitation.

3.1 Research Design

As the aim of this thesis was to explore and describe the extent of collaborative school culture in the two secondary schools, the research design of this study is

qualitative in nature. A qualitative research method is frequently used to obtain thoughts, opinions, and feelings from participants (Shaughnessy, Zechmeister, & Jeanne, 2011). More specifically, this study utilized interviews of open-ended questions and observation of the school environment to investigate the extent of the collaborative school culture in the two schools and elicit teachers' suggestions for improving collaboration in their schools.

3.2 Participants

The target interviewees were teachers from the two schools. These teachers come from different nationalities (Emiratis, Arabs, and English/foreign native speakers). They have different age groups, different levels of experience, and teach different subject. The total number of teachers in each school is about 50.

Ten teachers were selected from each school to be interviewed according to the following criterion: (see table 1)

- at least one teacher from each department
- The ten teachers belong to different nationalities
- They belong to different age group
- Different levels of experience

Table 2

Demographic information of the interviewees

	Nationality	Age	Experience in school	Teaching experience	Subject	Gender	School
1	Non-Arab	54	2	27	English	Female	F
2	Emirati	45	16	16	Islamic	Female	F
3	Emirati	33	1	1	Geography	Female	F
4	Emirati	36	1	12	Arabic	Female	F
5	Emirati	34	11	11	Chemistry	Female	F
6	Emirati	40	13	15	History	Female	F
7	Emirati	36	7	7	IT	Female	F
8	Arab	36	12	12	Mathematics	Female	F
9	Emirati	36	13	16	Chemistry	Female	F
10	Non-Arab	28	2	6	English	Female	F
11	Emirati	32	6	6	Biology	Male	M
12	Non-Arab	37	3	13	English	Male	M
13	Non-Arab	30	2	5	English	Male	M
14	Arab	49	18	25	Arabic	Male	M
15	Arab	52	15	27	Chemistry	Male	M
16	Arab	39	5	17	Islamic	Male	M
17	Arab	35	7	12	IT	Male	M
18	Arab	44	14	20	Mathematics	Male	M
19	Arab	37	5	13	Mathematics	Male	M
20	Arab	48	12	23	Arabic	Male	M

3.3 The Instruments

The researcher used interviews and observations as instruments to describe aspects of the collaborative culture in each school.

Several steps were taken to develop the interview instrument. The first part of the interview instrument was comprised of demographic information. The demographic data that were used included background information such as participants' gender and nationality. The nationalities of teachers interviewed were Emirati, Arab, and Non-Arab. Then, 29 interview questions were developed for the purpose of this study. These questions were adapted from the collaborative school culture items or questions which were initially created by Gruenert (2005). These items focused on the six components of collaborative school culture. The components were collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnership. Finally, an open-ended question was added in the third section of the interview to allow respondents to provide suggestions to improve collaborative culture in their school. The instrument is presented in Appendix A.

As for the observation method, the researcher focused her observation also on the six elements of CSC as in the interview. In addition, the researcher was looking for evidence, which proves or disproves what was mentioned by the interviewees. The researcher took rough notes of everything she saw or heard in the schools during the observation time.

3.4 Validity and Trustworthiness

To determine the content validity of the interview questions and trustworthiness of the instrument, five experienced teachers from one school and a school principal reviewed the interview questions and some modification were done. In a joint session with the advisor, suggestions for improvement were discussed and changes made. Then, after reaching the final draft of the interview questions in English, an official Arabic translation was sought by a specialist in both languages. The copy was finally reviewed and approved by the advisor.

To establish the interview questions trustworthiness, a pilot interview was conducted on two secondary teachers from one school. This pilot sample was excluded from the real sample of this study. The purpose of piloting the interview protocol was to measure the overall consistency of the interview questions and to verify that the interview questions can produce similar results under similar conditions. The resultant data from this pilot interview were very useful and reflected somewhat consistent ideas about the collaborative culture at the school, according to the participants' responses.

As for the observation method, a pilot observation method was done in the researcher's school for one hour. The data collected from observing this secondary school were also very useful in determining the level of the collaboration school culture among teachers.

3.5 Data Collection

After getting an approval from ADEC, the researcher contacted the principals of both schools and asked for their permission to visit each of their respective school. The researcher explained to both principals the data collection procedure and the purpose of

the study. Then, the researcher created schedules for each interviewee, and the day for observing teachers. In each school, the researcher spent four days, where the first three days were used for conducting interviews and the fourth day was used fully for observation.

Arabic and English versions of the interview questions were distributed to selected teachers one day in advance to help them understand the questions and brainstorm some ideas or answers to the interview questions. A previous knowledge of the interviewee of the interview questions will increase the quantity and the quality of data collected. It is very hard for an interviewee to brain storm examples and ideas if they are surprised by a question. A cover letter was also attached to each interview form, explaining the purpose of the study, assuring confidentiality of data gathered and anonymity of participants, and explaining the voluntary nature of participation.

Each interview took on average about one hour. The interviews were conducted in a private classroom where only the researcher and the interviewee were in the room. This is to preserve the confidentiality of the interviewee opinions, and let them express their opinions freely without any pressure.

The observation data collection method was conducted by spending one full day observing teachers and the school setting. Teachers were observed in their classrooms, at the teachers' lounge, school halls, and school playgrounds. By using this method, dialogues and conversations among teachers were observed and observational notes were taken.

3.6 Data Entry and Analysis

After collecting interview responses and recording observations, all data were entered into a word file in a table format. For each interview question, there were two sets of data, the data obtained from the interview and the data obtained from the observation. Different pieces of observed data were carefully aligned with each interview question.

The data analysis method used in this study is the one described by Miles and Huberman (1994) as described in the following diagram: In this model conclusions could be drawn directly without being displayed or reduced; however some other pieces of data has to be displayed before being reduced or conclusions drawn. That is because sometimes it is very hard to reduce a set of data without some drawing diagrams or charts. However, sometimes it is also possible to draw conclusions from displayed data, without going through the reduction process.

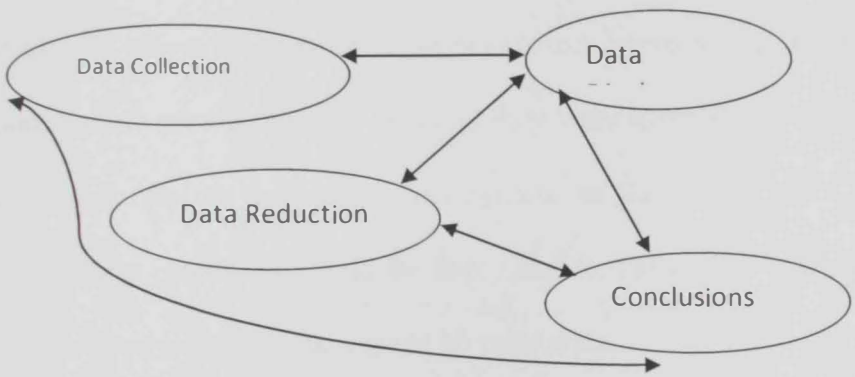

Figure 2. Miles and Huberman (1994) Qualitative Data Analysis Model

In order to answer research question one, which addressed a description of the collaborative school culture, transcriptions of interview responses and notes from observation data will be written in a word file. Then, after all transcriptions are written for each question, the researcher will attempt to find common themes in the teachers'

responses. Quotations from the teachers' responses will be selected as evidence of those themes. For each question, observational notes will be used to support or challenge the interview responses. Finally, based on an overall analysis of interview responses and observational notes, a conclusion will be drawn.

To answer research question two which was why the two schools differed in their implementation of the collaborative school culture, conclusions or findings drawn from the answers to the first question will be analyzed and checked against the literature review. To answer research question three of how can collaborative school culture be improved in both schools, the teachers' suggestions in the last interview question will be used in addition to the conclusions drawn from the first and second question.

3.7 Ethical Considerations

All participants were informed that they were free to agree or refuse to participate in this study. In addition, they were informed that whether or not they participated in the study would not affect their professional evaluation. Moreover, anonymity was protected for all participants during the interview and they were assured that their personalities and their school information will remain anonymous in the study report. Participants were assured that their responses would be kept confidential and no identifying information would appear in case the results were to be published.

3.8 Limitation and delimitation

This study was limited to only two of the 11 schools studied by Falouqa (2013). Therefore, the results cannot be generalized to the other 9 schools. If all schools were studied, many implications could have been drawn about the validity of the questionnaire

method used for these schools. However, this was not an aim for the study. Time limitation of the researcher and of the interviewees posed a challenge, as the researcher and interviewees are full time teachers, and the nature of interviews takes longer time to conduct than questionnaires. Therefore, it was hard to find ideal and enough times for conducting the interviews. As a result, while some interviewees answers all the interview questions, the researcher felt that some details were missing. It was also hard to re-interview the teachers to elaborate for more details. In fact, some teachers were brief and direct in their responses and did not want to explain more. However, the delimitation of this is that there were twenty interviews and each interview lasted for approximately one hour. This provided huge amounts of data and balanced the previous methodological limitation. Another delimitation of the study is the use of observational data to support or refute the teachers' opinions.

Chapter 4: Findings

In this research study, two qualitative research methods were used to draw a clear picture about the collaborative school culture in both the female school and the male school. The first one was the interview and second one was school observation method. The 29 interview questions were based on Gruenert (2005) six factors of collaborative school culture. In this chapter, the findings of the study are presented under seven themes. The first six themes present findings from the 29 interview questions, and the seventh theme presents the findings from the observation. For each theme, there will be two subsections, one for female school findings, and the other for male school findings.

The first research question was: How does the collaborative school culture look like in both schools? The following are findings for this question.

4.1 Administration Support

Gruenert (2005) asserts that administrative support for collaborative school culture exists if the school has the following eight characteristics:

- The principal values teachers' ideas.
- The principal praises the teacher as a collaborative teacher.
- The teacher is involved in the decision-making process.
- The principal facilitates teachers' collaborative work.
- The teacher is kept informed on current issues in the school.
- The principal and other teachers take the teacher's involvement in policy or decision making seriously.
- The school administration schedules time for teachers to work together.
- The teacher is encouraged to share ideas with the administration.

4.1.1 Female school Findings

The data collected from the interviews revealed a great extent of collaboration culture with regard to support of administration for creating collaborative school culture. It was found that the school principal values teachers' ideas, praises collaborative

teachers, encourages teachers to share ideas with the administration, and facilitates rather than leads teachers' collaborative work. It was also found that school teachers are involved in the decision-making process, teachers kept informed on the internal and current issues, but not on all policy issues. The teachers also reported that their involvement in decision making is taken seriously, both by the administration, and by other teachers, and the administration provided time schedules and resources for teachers to work together.

When respondents were asked if they think that their school principal values their ideas as teachers, all of them reported that they felt empowered, as they could bring changes in practice of their schools without the approval of the Administration. They also reported that the administration provides resources for implementing innovative ideas. The principal thanks teachers for innovative ideas, gives space for dialogue and discussions, and takes upon herself the implementation and the execution of such ideas. An English teacher stated:

> *The English Department requested that classrooms for English faculty members should be dedicated. Not only she heard our request, but she granted it and assisted us in determining what rooms would be utilized. The school principal values and implements some of my ideas. When not accepting my idea, she explains the reasons. She does not accept ideas that do not go in line with ADEC's policies.*

When they were asked if their school principal praises them as collaborative teachers, most teachers reported that the administration support collaboration and give special attention to collaborative teachers by different means. It has also been found that she trusts her employees and praises teachers with positive collaborative culture. She gives certificates of appreciation for collaborative teachers. She provides real and true praise as needed, and she recognizes a true collaborator readily. One teacher reported:

The principal praised me for making a parent satisfaction survey, and letting parents participate in their children learning. The principal gave the chance to some of the teachers to participate in collaborative workshops outside the school. She once praised one English teacher for her collaborative work at her home town exhibit.

When teachers were asked if teachers in your school were involved in the decision-making process, it has been found that most teachers act as leaders, because they are delegated to do certain tasks in the school. They expressed that they do not have to wait for instructions given by the administration to plan all the activities for the school. They also believe that if they want to do something new or change any designed activities departmental approval is not necessary. They feel they are accountable for what they are doing. It has been found that teachers participate in decisions regarding students' activities, curriculum plans, students and their parents, organization of school premises and resources. Respondents reported that the school has a leadership group composed of teachers. The leadership group participates in most decisions in the school and asks for teachers' opinions in matters related to their subjects and tasks. Teachers participate in the decisions of reward and punishment of students. One teacher says:

The school principal adopts my decisions in the educational committee, and trusts me in keeping law and order in the school. She asks for my opinion in matters and skills that I am featured in.

Another says:

She gives me full delegation in organizing student's activities and curriculum plans.

It has been found that the principal facilitates collaboration rather than leading every group. The principal makes sure that every group is involved in collaborative activities and programs. She designates schedules for same-subject and different-subject observation sessions, general and subject meetings, collaborative lesson planning, and

academic and vocational training workshops. She evaluates their work based on the outcome, rather than individual details.

When asked if they were kept informed on current issues in the school, mixed responses were received. Some teachers said that they were informed of all types of issues, while others said that they were informed about academic and behavioral issues. Most of them stressed that they were not kept informed about policy issues, especially ADEC policies.

One teacher reported that:

> *The principal informs us when new problems with students and parents arise, especially in school buses and students issues such as absences after vacations. We are informed about some but not all behavioral issues of students, because some student behavioral issues are culturally sensitive. We are informed about academic and behavioral issues, but not school policies and politics.*

It has been reported by all teachers except the English teacher that others including the principal take the teacher's involvement in decision making seriously. Teacher leaders have the chance to make any policies regarding their task. However, these policies must go in line with the policies of ADEC and our school. For example, the president of the student services committee has the right to choose the committee members. The English teacher said:

> *In the English department, we feel that we are not directly involved in most of the policy issues at the school.*

The math teacher responded:

> *The principal took my opinion about the phenomena of increasing absence rate after holidays. She gave me full delegation to build a plan for solving this problem. I have informed teachers not to teach the lesson again even though many students were absent. I have also informed students and their parents of our new policy.*

The respondents reported that administration officially schedules time for subject teacher to work together; however time is made available on the go, for other collaborative activities. For example, the administration provides time through creating a "no class" time at a certain hour for certain subject area or certain grade. One biology teacher said:

> *The principal allows for greater flexibly of scheduling collaborative activities. Sometimes we resort to changing our class schedules in order to make time available for collaboration. For example time is provided in the case of class observation.*

One English teacher said:

> *The administration does allot time for professional learning communities and collaborative sessions on weekly and monthly bases. Time is allotted for grade level and departmental sessions, as well as PD with mixed groups.*

When they were asked if they were encouraged to share ideas with the administration, they all agreed that the administration always have an open door policy. One teacher said:

> *The principal has an open door policy, and no teacher feels uncomfortable discussing anything with her during meetings. The principal mentions the names of the teachers who brainstormed innovative ideas, and sometimes gives certificates of appreciation.*

4.1.2 Male school Findings

When respondents were asked if they think that their school principal values their ideas as a teacher, most of them reported that they felt disappointed, as they could not bring changes in practice of their schools without the approval of the administration. If the principal wants to hear any of our ideas, he does not hear them directly from us, but he hears them through our department heads. If the teacher does not do things the way he wants, a teacher's idea is not considered. This is his and department heads idea of

collaboration. He follows very hierarchal structure, as he has comes from a military background. One teacher said:

> *No, he sees our effort beneath his. Everything is viewed as negative, and we don't see positive feedback. Our ideas are rarely considered and, if we do, he faults us if they don't work to his understanding. Sometimes, we present ideas and discuss them with our coordinators.*

When they were asked if their school principal praises them as collaborative teachers, all teachers reported that the administration does not give special attention to collaborative teachers. No feedback by the top administration is given most of the time. Feedback is only given for ideas that have worked, but if an idea did not work, the teacher is blamed. However, appraisal within the department exists. One teacher reported:

> *No feedback, it is only given for improvement, not accomplishment, he acknowledges collaborative work in coordinators' meetings only.*

When teachers were asked if teachers in your school are involved in the decision-making process, it has been found that they are involved within the decision process within their department, but not within the school. They feel that they are not accountable for what they are doing. Some departments and more specifically teachers in the English department do not participate or are not welcomed to participate in decision process regarding students' activity, students and their parents, organization of school premises and resources. One teacher reported:

> *Only within our department, outside, our ideas are not accepted. We discuss issues with our coordinators then these issues are shared with the coordinators of other departments.*

It has been found that the principal does not facilitate collaboration, but prefers to see that things are working at any cost. The principal makes sure that every group is involved in collaborative activities and programs. He does not designate schedules for collaborative sessions, and does not give clear direction of how things should operate.

Teachers have to create such time. Official collaborative teams in their school did not exist formally. However, such collaborative teams are formed informally. One teacher said:

> *Rarely, he would rather see teachers manage their classes more than teachers or department collaboration. We must make our own time to plan collaboratively.*

When asked if they were kept informed on current issues in the school, most of them said some issues, but not policy issues. Some of them said that issues are brought to us after the decision has been made. However, others said that issues are brought to us when there is a problem such as academic and behavioral issues. Most of them stressed that they were not kept informed about policy issues, especially ADEC policies. When we are asked to brainstorm some solutions and give our suggested solutions, no evidence that our suggestions were taken into consideration. One teacher stated:

> *No, issues are brought to us once the decision has been madeto change something. Rarely there is notification in advance. Issues are brought to us by the principal during staff meeting. Most of the time language and cultural barrier pose a challenge. Most of the time, we don't see our suggestions being implemented*

It has been reported by most teachers that teachers take each other decision making seriously, but not the administration, more specifically within the same department. One teacher reported:

> *Not in the administration, but within the department. The teachers respect each other's decisions and take them seriously. Other teachers in the same department do work well together giving advice.*

The respondents reported that the administration does not officially schedules time for subject teacher to work together; however, time is made available on the go, for other collaborative activities. Teachers are expected to provide that time. One teacher said:

Yes, once a week, all teachers have one period to attend training together, but we are expected to make more time ourselves. However our department tries to allot for that.

When they were asked if they were encouraged to share ideas with the administration, most of them agreed that they are all asked but not encouraged. However, some indicated that he sends memos asking for new ideas. It seems that the open door policy does not exist in this school and teachers do not feel comfortable discussing anything with the administration. One teacher said:

The principal does not have an open door policy, and no teacher feels comfortable discussing anything with him. The principal tell us what to do and what not to do during meetings, rather than discussing issues with us.

Another teacher said:

We are occasionally asked, but I would not say encouraged. The principal sends memos for brainstorming ideas about approaches for new teaching and learning.

4.2 Teacher Collaboration in Instruction

Gruenert (2005) asserts teacher collaboration in instruction is fulfilled if the school has the following four characteristics:

- The teachers have opportunities for dialogue about the subjects they teach.
- The teachers spend considerable time planning together.
- The teachers observe each other teaching.
- The teachers work together to develop instructional material.

4.2.1 Female school Findings

When they were asked if they have the opportunity to dialogue about the subjects they teach, teachers responded that they always discuss class issues with other teachers. They always help each other in teaching and subject matters. Many of the respondents said that they have three class periods allotted for collaboration. They have one class with

same subject teachers, one class with related subject teachers, and one class with different subject teachers. One Islamic subject teacher said:

> *I share my expertise in explaining Quranic verses with the Arabic teacher and help economic and business teacher in explaining the views of Islam in economics and business subjects, such as Islamic banking.*

When they were asked if they spend considerable time with each other, it appeared that they plan together at the beginning of each semester and on a weekly basis. At the beginning of each semester, they make plans for students' activities, grade distribution, etc. During the term, they have formal and informal planning.

> *We make our plans at the beginning each semester such as students' projects, grade distribution etc. We also plan during grade and subject meetings .We have both formal and informal planning time to construct unit plans, IST's, and lesson plans. The subject lead teacher and the principal follow up on our planning and collaboration in that matter.*

When they were asked if they observe each other teaching, teachers responded unanimously that each semester feels that they need to increase their capacity in certain teaching area. So, we ask other teachers of expertise in that certain teaching area to volunteer to observe our class. One English teacher reported:

> *Currently the school is undergoing training in AFL and differentiation. As part of this, we must observe one another teaching and implement what we are learning. We provide one another feedback. There is observation between same subject and different subject teachers. Workshops for observation skills are also provided.*

From the interviewees' responses, the researcher found out that teachers work together regularly to develop instructional material. Each subject teachers have a club, where all collaboration activities take place. Through these clubs, they develop worksheets, group exams, develop plans for student's projects, and work with grades. They work together to schedule classes and see what is new internationally related to

their subject, or related to teaching and learning subjects. They also decide on what part of the curriculum they are going to cancel. They also decide on types of presentation and approaches to teaching. One teacher said:

> *Yes, at least once per week and all the time on an informal basis. We do that through establishing clubs for each subject area. We develop teaching and learning approaches such as group learning.*

4.2.2 Male school Findings

When they were asked if they have the opportunity for dialogue about the subjects they teach, teachers responded that they always discuss class issues with other teachers. However, collaboration is limited to the same department teachers. This is at least the case for teachers from the English department. Collaboration between teachers of different subject departments rarely exists. Teachers always help each other in teaching and subject matters. One teacher said:

> *Teachers within the same department share resources for lessons and lessons plans. Teachers meet normally every other week for planning and collaboration and every one helps with writing lesson plans. There is little collaboration with teachers of other departments mainly due to the language barrier.*

When they were asked if they spend considerable time with each other, it appeared that they are supposed to plan together, but on it does not always happen in reality. However, most of planning is done at the beginning of each semester, and not much done during the term. Other respondents said there is planning going on every other week. One teacher said:

> *Teachers meet normally every other week for follow up on the planning that was done at the beginning of each term and every one helps with writing lesson plans. Each grade level and subject plans together to create a scheme of work for each term.*

Another teacher said:

Ideally yes, but it does not always happen; however, some subject teachers plan together.

When they were asked if they observe each other teaching, all of them agreed that peer observation takes place in their school. Some of them said it takes place once a year, others said twice a year. Most of them said that observations are imposed, and very few are voluntary. Some also indicated that they do observation for different subject teachers. One teacher reported:

Yes, we do have formal and informal sit-in observations for the same subject and different subject teachers. Most are imposed by the administration, but there are times when teachers just ask another teacher to observe. We do that at least once every year, as it is required by our evaluation.

An English teacher said:

Yes, the English department does peer-observation in the second and third term of the year.

From the interviewees' responses, the researcher found out that teachers work together regularly to develop instructional material. They develop worksheets, group exams, develop plans for students' projects, schedule classes, and work with grades. They do that informally.

Yes, all teachers share planning, resources, and sharing ideas for all lessons on a daily basis, but informally. We plan how to teach a lesson, and how to obtain the resources.

4.3 Collaboration in Professional Development

Gruenert (2005) asserts teacher collaboration in professional development is fulfilled, if the school has the following four characteristics:

- Professional development is valued by teachers.
- Teachers collaborate in providing professional development for other teachers.
- Teachers share information and resources obtained from classroom instruction.

- Teachers help each other integrate ideas obtained from workshops and conferences.

4.3.1 Female school Findings

It appears that professional development is not valued by all teachers. However, each teacher is obliged to develop a professional development plan for herself at the beginning of each semester, and tries to implement it. Some teachers attend workshops on average of three hours monthly, and very few apply them in their classrooms. One teacher said:

> *Some teachers value PD and some see it as a waste of time. Even if they attend workshops, applying such lessons from a workshop in their classroom is another story. To me it has been very effective and useful. I am recently involved in a PD workshop called customer service program.*

Another teacher said:

> *Yes, we value professional development through renewals of educational resources and instructional technologies, through enrolling in external workshops on our own expenses, and through enrolling in ADECS workshops.*

It appears that teachers collaborate in providing professional development for other teachers. Teachers do not hesitate to share information and educational knowledge among each other. They have a committee that plans for PD programs in the school. The committee members also conduct PD workshops for teachers and plan for external workshops. At the beginning of each year, teachers at the school brainstorms all PD they need. High capacity teachers give workshops in teaching and learning to other teachers. The school has two training bodies, the first one gives workshops about differentiation, and the second one gives workshops about evaluating teaching and learning strategies and approaches. One English teacher reported:

> *As an English Dept. we hold PDs on reading writing and data analysis. Most of our teachers give PD activities to other teachers in*

an area where they are good at. Such PD activities are "Customer service" and "Student's personality". Lately, I attended two PD activities; the first one is called "Collaborative learning program" and the other one is called "Innovative thinking".

It appears that teachers share information and resources obtained from classroom instruction with other teachers. Teachers of a certain subject volunteer to help other teachers in their subject area when topics of both subjects are related. Some teachers share teaching strategies with each other. If a strategy works in one class, the teacher volunteers to share it with teachers of other subjects. One Geography teacher said:

Recently, I volunteered to help an Arabic teacher to explain a lesson about maps in an Arabic lesson.

Another teacher said:

I have told one computer teacher about an application program on the internet that can easily be used for taking attendance, and recording students' participation, then the computer teacher volunteered to give a workshop about using the application.

It appears that integrating ideas obtained from workshops is not implemented by many; however, the school is trying to improve this point by creating a program called partner program. In this program, two teachers work together and help each other implement ideas obtained from workshops. One teacher said:

Not really help to integrate, but definitely assist in the planning of utilizing the strategies. Many of these ideas are not applied in the classroom.

One teacher said:

Yes, through observing other teachers classes and joining two classes together from two different grades or subjects, when they have similar topics.

4.3.2 Male school Findings

It appears that the current professional development plans do not satisfy the teachers' needs. Even though teachers have self-development plan, and the school has a

PD plan, the quality of such PDs are not valued by teachers. Teachers, however, attend these PDs, just because PD is mandatory. One teacher reported:

> *PD is mandatory, and very few new techniques and ideas are taught, our PD is something that most teachers have received training on at university already. Some PDs, however, are useful like the one I attended on differentiation.*

It appears that teachers collaborate in providing professional development for other teachers. Teachers do not hesitate to share information and educational knowledge between each other. However, they never mention any planning bodies for such activities. Also, few teachers mentioned that, there has been less interest in PDs. One teacher stated

> *Yes teachers in the department prepare PD on a particular topic which they are expert on. Each teacher does this once or twice a year. We also hosted a regional PD for English teachers in Al Ain*

Another teacher said:

> *Yes, I have a few times each term, provided by another teacher, but not this year; however, recently, there has been less interest among my fellow teachers.*

It appears that teachers to some extent share information and resources obtained from classroom instruction with other teachers. Some teachers share teaching strategies with each other. If a strategy works in one class, the teacher volunteers to share it with other teachers of the same subject. One teacher said:

> *Yes, we do that daily and in subject meetings, we discuss what worked and what did not work. I just helped my fellow teacher how to deal with troubled students. I told him that I once have a similar case, and I succeeded in resolving it.*

It appears that integrating ideas obtained from workshops is not implemented by most teachers. Their answers were limited to sharing PDs and conference outcomes with

other teachers. However, some teachers indicated that some of the PD were applicable to the classroom, and very few were able to integrate it. One teacher said:

> *Yes, if a teacher attends an outside PD or conference, it is then shared with other teachers during our department meetings. Integrating what we learned in workshops to the classroom is rear.*

4.4 Unity of a Collaborative Purpose

Gruenert (2005) asserts that the unity of a collaborative purpose is fulfilled, if the school has the following three characteristics:

- The school vision provides a clear sense of collaborative culture.
- Teachers support the vision of a collaborative school culture.
- The administration supports the vision of a collaborative school culture.

4.4.1 Female school Findings

The school vision does not state very clearly how the unity of collaborative purpose should be implemented. Part of the school vision is to instill the Islamic and national values in the students. Some teachers are not collaborators, and they try to instill such values in their students, but they fail. Some other teachers are not well aware of the Emirati culture, and the Islamic religion. These people need to be told how to go about implementing the school vision. They do not realize that for such values to be instilled in students, a collaborative school culture must exist. However, some teachers realize that it takes a collaborative school culture to realize the school vision. One teacher said:

> *Another teacher said all members of the school stakeholders work together as one united unit. We are all united for the same purpose that is to instill the Islamic and national values in our students. We do that through school improvement plans and appointing leaders for applying the standards of the plans. However, because of the language barrier, collaboration with English teachers is a challenge. Our vision does not provide a clear sense of how to deal with that.*

Most teachers support the vision of a collaborative school culture by implementing most of Gruenert (2005) collaborative culture factors. One teacher said:

Part of the mission is to create leaders from teachers; so, each one of us feels like a leader in their respective field or specialty. We feel that each one of us is important. We try our best not disappoint the administration in their full trust in us. So we work hard on what we are doing.

Another said:

Most tasks that we do are analyzed against the mission and vision of ADEC. Part of our mission and vision is to create a generation of leaders from our students, so we strive very hard to make students realize their best skills. Our mission is also to strengthen national and Islamic values, so we make sure that each one of us attends all national and Islamic programs. We also try very hard to instill these values in our students.

Another teacher said:

Part of our mission and vision is to create full partnership with parents, and we have gone a long way in that matter. We also help each other by conducting workshops on how to embed ADEC's mission and vision in our daily teaching and learning tasks. I myself have done a workshop on how to embed the mission and vision while doing lesson plan.

It appears that the administration is very supportive of the unity of collaborative purpose. One teacher said:

Part of our mission is to create a positive collaborative school culture, so the administration tries very had to schedule time, and make resources available for that.

4.4.2 Male school Findings

The school vision does not state very clearly how the unity of collaborative purpose should be implemented. Since the administration does not impose inter-department collaboration, each department, however, has a unity of collaborative purpose and this is very obvious from the previous and coming points. Part of the problem of implementing this point is the language and the culture barrier that exist between non-Arab teachers and Arab teachers.

No, each department is individual at this point, but the team leaders are trying to incorporate collaborative teaching between departments.

The English teacher said:

No, language and culture barriers are particular problems for English speaker teachers.

Most teachers support the vision of a collaborative school culture by implementing most of Gruenert (2005) collaborative culture factors; however, the language and the culture barriers are huge challenges. One English teacher said:

Yes, it would be helpful, but our language barrier limits collaboration with other departments. However, the unity of collaborative purpose is fully supported by our teachers in our English department.

One teacher said:

We make sure that all activities done are matched with the national customs and values.

It appears that the administration is moving in the direction of supporting the unity of collaborative purpose. One teacher said:

Yes, they are moving in that direction by insuring that students participate as groups in the projects, and realizing that interdepartmental collaboration is important.

4.5 Overall Collegial Support

Gruenert (2005) asserts that the overall collegial support is fulfilled, if the school has the following four characteristics:

- Teachers trust each other.
- Teachers are willing to help out whenever there is a problem.
- Teachers value each other's ideas.
- Teachers from different subjects collaborate with each other.

4.5.1 Female school Findings

It has been found that trust between teachers within the same department is very high; however, trust between teachers across departments or subjects is lacking. For

example, trust between the English department and other departments are not fully developed. This is mainly due to the language and culture barriers. One English teacher said:

> *I think there is some level of incrust cross-culturally and within the English Department. I think as we continue to work together and treat each other with respect, trust will develop and grow. Trust within the same subject teachers is higher than trust with teachers from different subjects.*

Another subject teacher said:

> *We distribute tasks between ourselves, and we have a full trust that these tasks are going to be done. We almost do everything together such as grading, lesson plans, activities, etc. We are not just colleagues, but we are also best friends. I go out with many of the teachers that I work with.*

The findings indicate that teachers are willing to help each other when there is a problem. Respondents listed many situations where they helped or offered to help other teachers. They help each other in cases of absent teachers, students' issues, teaching issues, and planning. One teacher said:

> *I have volunteered many times to substitute for teachers who were sick. I were not asked by the principal to do that, I just volunteered to do that. I also helped to solve student's problems for another teacher. We always ask for help from teachers who are known to be good at solving such a problem.*

It has been found that teachers have great respect for each other and value each other's ideas. Teachers look forward to hearing the opinion of other teachers regarding specific teaching issue. They said that they listen more than they talk. "We know each other very well, and we know each other's best skills, and we respect that". One teacher said:

> *Sometimes, we give precedence to each other's ideas, if they are better than our own ideas. We do that a lot, when we are preparing for subject exams, and we try to choose the best questions from all of*

us. In my classroom, I always mention the name of the teacher who prepared the worksheet for me. I always show my students other teachers' work, and I never give the credit to myself.

It has been found that collaboration between teachers of the same subject is very high; however, collaboration between different subjects is low. Teachers were able to brainstorm a long list of same-subject tasks that they do together, while they were not able to list many different-subject tasks that they do together. Such tasks have been mentioned in previous findings. One teacher said:

Collaboration with different subject teachers is limited to professional development sessions, non-classroom activities such as school grading, trips, and proctoring exams but not beyond that. Sometimes, we collaborate in students' projects that have activities from different subjects.

4.5.2 Male school Findings

It has been found that trust between teachers within the same department and different departments are very high. One teacher said:

Absolutely, our department backs each other at all costs. We also have fantastic personal relationship with all other departments in the school. I ask my colleague to grade my test papers, and I in turn grade his test papers.

The findings with respect to teachers' willingness to help each other when there is a problem indicate full collaboration. Respondents listed so many situations where they helped or offered to help other teachers. They help each other in cases of absent teachers, students' issues, teaching issues, and planning. One teacher said:

Always, we help all teachers with discipline and planning. We cover each other's classes, and assist each other in resolving disruptive student issues. We do that to any extent possible.

One teacher said:

I think teachers are very willing to help within same subject not between different subjects. We talk about student achievement,

subject matter problems, and the end of term exam of the Ministry of Education.

It has been found that teachers have great respect for each other and value each other's ideas. Teachers look forward to hearing the opinion of other teachers regarding specific teaching issue. It seems that they are always striving for new ideas from each other. "We know each other very well, and we know each other's best skills, and we respect that". One teacher said:

> *Yes, it is always helpful to get advice from others, we are willing to share ideas and ask for advice. Teachers are the only ones who know how to succeed in these classrooms. They are the experts. So their help is very important.*

It has been found that collaboration between teachers of the same subject is very high; however, collaboration between different subjects is low. Teachers were able to brainstorm a long list of same-subject tasks that they do together, while they were not able to list many different-subject tasks that they do together. And again culture and language issues were listed as a major barrier to collaboration. One teacher said:

> *Not as much as they could. Again, I would like to and I would like to see this officially encouraged, but the language barrier makes it very difficult.*

4.6 Partnership with Parents

Gruenert (2005) asserts that partnership with parents is fulfilled, if the school has the following six characteristics:

- Teachers and parents have common expectations for student performance.
- Parents trust teachers' professional advice.
- Teachers communicate with parents frequently about student performance.
- Parents encourage students to perform well.
- The principal makes it clear what is expected from teachers and parents.
- The administration supports parents' involvement.

4.6.1 Female school Findings

The findings in regard to the common expectations between parents and teachers for student performance are very typical of all schools in the world. It has been found that this relationship depends on the parents' attitudes and their educational levels. They said that the expectations decrease as the educational level of parents decrease. They also said that common expectations decrease as the level of attendance of parents to their children decreases. One teacher said:

> *I thing both groups want their students to be successful, although the expectation may differ. Teachers and educated parents to some extent have common expectation for students; however, common expectations decrease as the educational levels of the parents decrease. Parents, who come to the parents' meetings and follow up on their children, usually have common expectations.*

Another said:

> *One thinks there should be common expectations, since parents sign a paper that includes the detailed subject plan that includes the syllabus, grade distribution, and rubrics.*

Again, English teachers have a problem with being trusted by parents, just as it has been found that they have a problem with being trusted by other departments in the school. It is not only the English teachers who suffer from this problem of mistrust by most parents, but also other departments as well. The English teacher said:

> *I think the English department has a more difficult time with this culturally but again, with time, the trust will develop.*

Another said that:

> *Parents don't always seem to trust us, because although they listen to us, they never help. However, some parents ask teachers to help in improving their children's behavior and performance.*

When they were asked if they communicate with parents frequently about student performance, all respondents listed many communications methods. These methods

varied from traditional methods to the most advanced group communication methods. It has been found that they communicate with each other through newsletters, grade reports, meetings, exhibits, and through all means of technological venues such as group "Whats App" where one or more teachers and all concerned mothers have one group discussion about the students. One teacher said:

> *We do through newsletters, grade progress reports, and parent conferences. We also send a plan at the beginning of each semester that clarifies all aspects of their children learning. This plan includes the syllabus, grade distributions, what is expected of parents etc. We also call parents and ask them to come to school when there is a serious matter concerning their child. We use communication application methods to communicate with families, such as class Dojo, Esis, teacher tell, and sms.*

The findings indicate that most teachers agree that parents or at least concerned parents encourage students to perform well. They listed examples such as parents come to parents meetings, attending classes with their children, etc. One teacher said:

> *Yes, at parents' conferences, parents are always concerned about their daughters being successful academically. Parents are encouraged to participate in their child development plan. They frequently come to school and sometimes sit down in the classroom. They come to school in weak student cases, and they accept warning letters without any type of grudge, and they are always asking for their children progress and behavioral reports.*

It has been found that the administration makes it very clear what is expected from teachers and parents. It has made it very clear at the beginning of the term and during the tem. It is made very clear formally and informally. It is made very clear in both the teachers' handbook and the student's handbook. One teacher said:

> *Yes, both formally and informally, directly and indirectly. A staff handbook is given out with expectations and procedures for teachers, students, and parents. The principal in meeting with teachers, and parents always emphasizes the roles of each person in the teaching and learning process. The administration sends handouts to parents*

very regularly. We also do that through designated workshops to parents.

From the respondents' point view, it has been found that school administration supports parents' involvement in every way they can. They have created many different bodies, with the sole purpose of involving parents. One teacher responded:

We have mother's committee which is composed of mothers and students. This committee helps in school planning and decisions. Parents participate in celebrations and students activities. Parents participate in open days and graduation day ceremonies. We also have exhibits for mothers to display their homemade products.

4.6.2 Male school Findings

The findings indicate that there are no common expectations between parents and teachers for student performance. All respondents indicated that the expectation of parents is higher than the expectation of teachers. Most parents are looking for higher grades. One teacher said:

No, and many times there is no collaboration for our department with parents. The parents have higher expectation that their sons efforts demonstrate. The parents typically want high marks, and good reports, regardless of actual learning.

English teachers are having hard time being trusted by parents. However, other departments do not seem to suffer from that, and they think they are well-trusted by parents. One English teacher said:

The parents don't trust our departments' philosophy and policy as much as other departments because our expectations and responsibility are different based on our school upbringing.

Another teacher said:

Yes they do, we have frequent contact with parents during their visits, and schedule meetings. They follow up on their kids and the best way that is appropriate for their child in the school.

When they were asked if they communicate with parents frequently about student performance, all respondents listed typical means of communication methods: such as parents' meetings, sms, phone calls, and notes. Some, but not all non-Arab teachers, listed the language barrier as the reason for weak communication between them and the parents. However, other non-Arab teachers listed some apps that can be used for communication, where language is not an issue: One English teacher said

> *Yes, but mainly by sms, parents meetings since the language translation is needed, but if they come to school, or an English translator is used.*

Another English teacher said:

> *Yes, on a regular bases via sms, notes, whats app, and other apps where language is not a challenge.*

The findings indicate that most teachers agree that parents or at least concerned parents encourage students to perform well. Most of them agree that parents try to support their children, but they need to try harder. They need to do more follow-up on their children. They need to do more support for teachers in behavioral issues. They also need to stop running after higher grades, and worry about real performance measures. One teacher said:

> *Depending on the emphasis they put on education, the ones who value education are definitely encouraging, but many consider their son a man now, so they don't put much pressure on them. They encourage them to get high marks, and that is not always the same thing as real achievement.*

It has been found that the administration does not make it clear what is expected from teachers and parents. Most respondents responded negatively. The administration changes expectations as they see fit. That is reflected from the low level of common expectations of students' performance between teachers and parents that was discussed

earlier. If the administration makes it clear what is expected from parents, the indication for the last two points would be higher. One teacher said:

> *No, the administration maintains a presence, but change expectation as they see fit. Communication needs a lot of improvement. The only means of real communication are ADEC's student and teachers guide.*

From the respondents' point view, it has been found that school administration support parents' involvement in typical ways. However turnout is very low.

> *They try by setting up open times for parents to visit, encourage teachers to communicate with parents and establish a parent night once each term, they have invited parents to form a council to participate in school decision. However, always, responses from parents are very low.*

4.7 School Observation

To acquire a good impression into what collaboration looks like in schools M and F, and to try to find further evidence of collaboration in the two schools, the researcher observed both schools for one full day in each school. My conversations with teachers and observation of the school F and M quickly revealed their degree of collaboration school culture.

The teachers' informal discussions during their non-class time in the teachers' offices and corridors revealed many things about their collaborative school culture. What are they talking about? Are they discussing school or non-school matters? How large is the informal discussion group? Do they express their opinions freely? How long is the discussion? Is the purpose of the discussion to provide solutions or to shift the blame away from them? Is the solution reached at the end of the discussion a result of collaborative work or is it assigned there is nothing they can do? Is the conversation

moving in one direction or all can share and be active? Questions like these were very important when analyzing teacher's informal discussions.

Non collaborative discussions most of the time fell short of finding solutions to problems, with teachers often shift blame away from themselves, by suggesting that they could not do much because of the quality of the students, and the confusing curriculum. On the other hand collaborative discussions find solutions or partial solutions to the problem. In the next two subsections, teachers' conversations in School F and School M are compared.

4.7.1 Female Findings

The teachers perceived themselves as a professional learning community, and are committed and responsible for planning, implementing, and evaluating the outcomes of their work. I saw teachers who are accountable for what they are doing. Several teams were discussing methods for dealing with special needs students. One teacher was saying "the curriculum we are using is not working with certain special needs students". Another replied, "let us get together on Sunday and discuss this issue more thoroughly". I saw several teams of teachers working on curriculum, and developing activities for English lessons. I was then told by the school principal that teamwork and collaboration are fundamental throughout the school, and there is no place here for isolated teachers.

One teacher said that teacher collaboration with colleagues, students, and families is essential to create positive learning conditions. Unlike structured forms of collaboration, this type of collaboration is informal. School cultures that create barriers and policies that prevent teachers from allowing students to leave their classrooms unsupervised, or that separate staff members from one another, or that prevent teachers from accepting phone calls from parents often limit collaboration.

In another discussion with another teacher, she elaborated that many visitors to our school found a relaxed atmosphere and informal relationships between teachers and students. She said that teachers in our school have a teaching load of four to six 45-minute lessons daily. The rest of the working day, teachers catch their breath in the teachers' lounge or meet with colleagues. When asked about her role as the leader of the school, the school principal replied "like the coach of a sport's team. I try to pinpoint the best skills out of each and every staff and teacher in the school". One teacher said that "the very fact that our colleagues are talking with each other during the day can be an accomplishment toward collaboration.

Collaboration is not without challenges or boundaries, one teacher; however, added. Teachers overcome such boundaries in creative ways, including developing study groups or professional learning communities. We also lobby the school administration for designated prep time, use that time for relevant work, use emerging technologies to communicate, meet outside school, and find and share resources. But this kind of collaboration takes persistence. Teacher–parent collaboration is evident in our classrooms said the principal. She added, due to the fact that our teachers are multinational, tension on both sides, can be created, when you are parenting with parents. However, our teachers are persistent in building trust with even the most aware parent. It takes an extra effort from the teachers to collaborate with parents in co-parenting their children when aspects of race, language, and class complicate the relationship.

One of the parents I ran into while I was visiting the school said "As a parent, my main concern at the parent conference is: does this teacher or important person in my child's life know her as a person with all her skills and gifts, or is she just a name in the

class list? The quality of this relationship has an effect on the quality of her learning. Teachers can lead by building connections within and outside the classroom." One teacher said that often I call parents to share something positive about their child. For example, one time I called one mother to make sure that she knows about her daughter's leadership skills. I explained to her how her daughter is leading many school activities.

Conversation between teachers takes place in the teachers' lounge, corridors, and in the school playgrounds. They talk about anything such as weather, news, and last but not least school. They also choose to remain silent, reading, and more often marking test papers or preparing lessons. Interactions related to subject content are very frequent. I listened to one discussion related to problems with teaching Communicative English. "It is very hard and there is no good grammar book, stated one teacher while another said that "the teachers don't read the book and are not interested in it". Yet another topic of discussion about the classroom was class tests (there are too many class tests). The conversation focused on question types while in another the focus was on the performance of students. In both discussions of problems, some solutions were suggested.

A recurring theme was the difficulty of the curriculum and how to make the topics easier for the students. On one occasion two teachers were discussing the new syllabus:

T1: The new syllabus for classes is very difficult.

T2: Yes, especially physics and math, students find it hard.

T1: The syllabus needs to be reorganized; some topics have to be taught before the others.

T2: I have noticed that.

T1: Let us meet with our subject coordinator and discuss this problem.

T2: That is a good idea.

This conversation tried to find the beginning of a solution. The teachers did not blame students, nor they blamed their colleagues, but they seemed to be sincere about finding a solution for the problem.

I have noticed that when teachers come out of the classrooms, they rarely 'shut off', but they start talking about different teaching and learning issues that they have faced in their classrooms. One teacher talked spontaneously about a lesson that she had just given and said:"I taught students very well and tried my best but out of all students only 10 understood. I must have been doing something wrong?" This is an example of ateacher who does not blame the students, but blames herself. The problem is more controllable when it is within you than when it is with others. Suggesting that she did not teach 'very well' could indicate the willingness to provide a solution.

Teachers working together were very common. Formal sessions scheduled by the school administration where teachers met together to discuss practice were seen during observations, and it appeared to be systematic. One teacher told the head teacher that she will join the meeting in five munities after she grabs something to drink, a sentence that indicates her interest in attending the meeting.

4.7.2 Male Findings

My conversations and observation with teachers at school M quickly revealed the principle of their work. The teachers perceived themselves as a professional learning community within their departments, but not as a whole school. I sensed a very quiet school where you can drop a needle and hear its vibrating sound from far away. No sense of teams discussing anything. It was a very quiet and disciplined school. I asked the Arabic head teacher about that, he said that they are very proud of that. He said every

visitor walks into our school notices that, and the school administration thinks it is a good sign. One teacher said that the reason for that quietness and discipline is that our principal has a military background. He stressed that policies, procedures, and paperwork are very important at our school. No student is allowed to leave his classroom unsupervised.

Communication between teachers and parents most of the time takes place whenever there is a behavior problem. One teacher said once I called in a father of one student in order for him to support me in solving his son's behavior. At the beginning of my discussion with the father, the father was very offensive to me, because he had heard so much untrue things about me from his child, but once he heard the truth from me and the other teachers, he started to hit his child with a stick on his face and everywhere else. The teacher told me that the father's responses toward me or toward his son were not appropriate, because that did not solve the problem. On the contrary such actions complicated the problem, as the distance between the teacher and the student has increased. If there had been collaboration between the teachers and parents, things would have been easier.

Conversations between teachers are not very common and when it takes place, they talk about anything such as weather, news, social issues and lastly about school. When they are talking about school, they talk about the late payment of salary, school management politics, teacher appointments, the head-teachers, other teachers, and examination results. However, most of the times they choose to remain silent, reading, or less often marking test papers or preparing lessons. Interactions related to subject content or teaching techniques did not appear to be frequent.

One topic of discussion about the classroom was class tests. The discussion focused on the setting and the performance of students. Discussions revealed that questions for the class tests were almost always taken from the text book. The first discussion was restricted to the mechanistic act of question choice and the second highlighted problems with student performance in exams. The problem of why students had performed badly was raised but no solution was identified.

On another conversation, pleasure at some students performing well in one examination led two teachers to discuss what they should do to make other students perform well. Their solution was to provide extra coaching rather than considering different teaching strategies. There were many occasions where teachers requested help from colleagues for problems they themselves could not handle. In most of these occasions, one teacher told the other teacher what to do, with the person who asked the question not being an active participant. From this example, the transmission model of classroom teaching would appear to be perpetuated in advice given from one teacher to another.

Another topic was the difficulty of the curriculum and how to make the topics easier for the students. On one occasion two teachers were discussing the difficulty of one math topic:

T1: I explained the math lesson more than two times, but students find it very hard

T2: Yes, especially geometric functions. It is even hard for many teachers to understand it.

T1: The syllabus needs to be much easier.

T1: Nobody will listen to you.

When analyzing the above conversation, we notice that no solution was found. Teachers are shifting the blame away from themselves, by suggesting that they could do little because of the quality of the students and the difficult curriculum. In another conversation a teacher is giving another teacher's advice:

Teacher: I: I have completed chapter 3, but the students have not been learning the lessons well, so I told them to write the questions and answers regularly and show them to me. So I am getting better results.

Teacher 2: Oh, really, I think I will try that.

Again the above conversation is unidirectional and the information would appear to stress students memorizing solutions to specific questions rather than encouraging discussions related to questions they are having difficulty with. It also indicates that teachers are seeking easy solutions to their class problems.

During discussions, teachers explained that they had meetings after school. They said that "sometimes they enjoy the discussion and at other times they find the sessions boring and learn little". However, they had no option as the head-teacher insists that they sit together.

Chapter 5: Discussion and Recommendations

This study aimed to investigate the extent of collaborative school culture in two schools, one male school (school M), and one female school (school F). Qualitative methods of interviews and observations were used. These two schools were part of the 11 schools previously studied by Falouqa (2013). This previous study found that school M had the highest collaborative school culture, while school F had the lowest collaborative school culture. Descriptive quantitative method of teacher's questionnaire was used. However, this qualitative study revealed opposite findings: school F has higher collaborative school culture than school M.

This chapter includes a discussion of the study findings according to each of the three guiding questions, as well as recommendations for practice and future research.

Both the previous study and this study assert that both schools have collaborative school culture to some extent; however, they are different in which school is more collaborative than the other.

5.1 Discussion of Falouqa (2013)

It was very clear that the previous research by Falouqa hypothesized that female schools were more collaborative than male schools. That was very evident from her literature review, as she provided many studies that support her hypothesis. However, after her study was conducted, the opposite was found. It was found that all male schools were more collaborative than female schools.

In her discussion of findings she tried to provide an evidence for her findings contrary to her hypothesis. She basically provided more research findings that support her

findings, than research that contradicts her findings. She also tried to argue that gender is controversial, and it is not a key factor in determining collaboration, while in her literature review, gender seemed not very much controversial and females were presented as more collaborative than males. She also presented in her discussion of findings very few research findings that contradict her findings.

One more reason why the current research findings are more accurate is that the methods used in this research brings more detailed data than the method used in the previous research. For example, if you ask a teacher if he/she thinks that their administration provides time for collaboration, the respondent might respond yes; however, when you start to ask the respondent to brainstorm some examples about that, the respondent discovers that his administration may not provide enough time.

The other factor, which could have played a role in the difference between the two studies, is the time span between the two studies. Collection of data for the first study was two years earlier than this study.

5.2 Discussion of research question 1

The aim of research question 1 of this study is to find out how does collaborative school culture look like in both of the male and female schools. This study revealed that according to the teachers' detailed input and to the researcher's observation, the female school practice collaborative school culture to a large extent, while the male school collaborative school culture is lacking. The results for the female school are justified by the fact that collaboration is one of the core missions of ADEC (ADEC, n.d). Therefore, the existence of collaborative culture in the female school has a basis in ADEC's policies.

However the failure of the male school to implement collaborative school culture does not seem to have basis in ADEC's policies.

ADEC implemented the Private Public Partnership project (PPP). In this initiative, the school principal shared ideas and worked with the private company supervising the school very frequently. Head teachers from the company supervising the school helped teachers to implement the collaborative school culture components.

Teachers' awareness toward collaboration was raised and spread by ADEC's implementation of extensive workshops for teachers, administration, parents, and administrative staff. These workshops focused on planting the collaboration value as a main component in the school culture (Abu Dhabi Education Council, 2010a). South all (2009) stressed that seminars, training, and workshops are considered the main tools for spreading concepts and raising awareness.

This study reveals that collaboration among teachers in both schools was at its highest rate, especially within the same department. This finding contradicts ADEC's survey study (2009a) results that revealed that one obstacle in schools is collaboration among teachers. There are many reasons behind these results. This finding of this study is very logical, because such values existed in Abu Dhabi schools before the existence of ADEC. As a matter of fact observation of teachers, planning, dialogue, and developing instructional material are not new concepts to any school in the world.

This study also revealed that collaboration between departments in the female school is higher than male school. It was also revealed that collaboration between English department and other departments in both schools is very limited. Teachers in the English departments indicated that full collaboration exists within the department, but

collaboration is limited outside the department. They said that this is because of language and culture barriers. These two natural barriers are not the only barriers. Most English teachers indicated that they are not welcomed to collaborate on whole school matters. The other point is that of the tension between the English and other departments. One of the teachers stated it very clearly and said "when we go to their countries, we learn their culture, and learn their language. We also have to do the same thing when they come to our country, and that is unfair".

Collaboration in professional development was high in both schools. This finding is reasonable because ADEC has emphasizes professional development by imbedding this component in the teachers' end of year profile. Elmore (1995) justifies the necessity of professional development as one way to further school reform. Under ADEC's management, the evaluation of teachers' engagement in PDs does not only mean just attending PD session, but also making a plan to specify needs and volunteering to provide PD sessions for colleagues.

The collaborative leadership component was rated very high in the female school, while it was rated very low in the male school. It was not very clear why one school has implemented this component very well while the other school could not. The only indicative evidence for the male school not to implement this component is that the principal has a military background. It is well know that the military has very strong hierarchal structure. In such a structure communication takes place between the person in command and his/her immediate subordinates. In military environment there is no room for collaboration, and discipline is valued. In such an environment, the lower-level

members in the hierarchy don't feel relaxed when communicating with higher-level members in the hierarchy.

It was evident from the collected data that all other components of the CSC at the male school were negatively affected by not applying the first component. The principal is the main component to any reform in the school (Bulach, Boothe& Pickett, 2006). Principals' behaviors and attitudes have the most effect on school culture (Cotton, 2002).

On the other hand, ADEC has had many programs to train principals on collaborative school culture, instructional, and shared leadership (Abu Dhabi Education Council, 2010a). Furthermore, school principals are evaluated by standards that call for collaborative culture and collaborative leadership (Abu-Dhabi Education Council, 2012a). One of these standards requires the principal to build a school culture that promotes learning with evidence. However, the evidence at the male school was very vague. It is well known that teachers, principals, and staff are evaluated by preparing their yearly profile themselves at the end of the year. One of the teachers at the male school told me that, you can prepare a very shiny profile without applying many of its points. He told me, it is all about paper work, and paper work is very important in this school.

The level of involvement of parents in the female programs is so much better than the level of involvement in the male programs. Even though trust between teachers and parents is higher at the female school, trust between English department at both school and parents is low, because of the language and culture barriers. Both schools also reported low level of common expectation for students' performance. Both schools reported that parents are running for higher grades for their children.

Findings indicated that parents at the female school are more supportive for the learning process than parents at the male schools. This very logical, because parents at the female schools are represented by mothers and parents at the male school is represented by fathers. Usually mothers tend to be more concerned for their children more than fathers are. Mothers also have more free time than fathers do. So in conclusion mothers tend to communicate with the school more than fathers do which leads to more understanding and support.

ADEC is aware of the importance of the role of parents in the school, because without the support of parents, the learning experience cannot reach its full potential (Henderson & Berla, 1994). ADEC requires teachers to concentrate on collaboration with parents by providing clear and constructive feedback to parents regarding student progress (Abu Dhabi Education Council, 2012b).

5.3 Discussion of Research Question 2

The findings of the study showed that there is a significant difference between the two male and female schools in the level of collaborative school culture. This finding agrees with most of the reviewed literature in chapter two of this study, and contradicts some research that found that male teachers are more collaborative than female teachers.

The findings of this study agree with the study of Weppler (1996) and Murtha et al. (2006) that female teachers' leadership styles are characterized more by collaboration and empowerment and as a result they can create collaborative cultures in their schools more easily. Audet and Miller (2003) found that the communication patterns of female principals show a more transformational leadership style. From my own experience of carrying out this study, I found that female teachers were more willing to collaborate than

their male counterpart. In fact, I was not allowed to enter the male school until I obtained the ADEC approval. The principal insisted that I should wait for ADEC's Approval which took about one month to attain. However, the female school welcomed me, even though I did not have the ADEC approval yet. This is a simple example of how the two schools show their collaborative approach.

However, the results of this study does not agree with Leighton (2010) that asserts that male schools have overall more collaborative school cultures than female schools but Leighton's study was done in a different context. The results of this study can be also explained by other research findings which provide evidence that the effect of gender on collaborative culture is controversial. Franklin (1989 as cited in Bulach & Berry, 2001) indicated that gender does not have a significant effect on the extent of collaborative school. Eblen (1984) also stated that communication styles and the manager's gender do not have significant influence on leadership style. Therefore, there is no substantive evidence that females in all cultures would be more collaborative than males.

On the other hand, one can interpret why female teachers in Al Ain secondary schools have reported higher levels of collaborative school culture, relative to male teachers, by reviewing findings of research that reported that female teachers show more satisfaction than male teachers (Bishay, 1996; Koustelios, 2001). Most of the teachers in the female schools are UAE nationals while most of the teachers in the male school are non-UAE nationals. One non-UAE national said how I can plan properly; but I might get my end of service letter any time just one month before the starting of the coming year. This could mean that in some cases, male teachers are more critical of their environment and do not have high levels of job security as female teachers. In other words, male

teachers try to cope with what is required by the principal and the system but they do not have the zeal to go beyond that when they are always thinking of their job stability.

5.4 Discussion of Research Question 3

Although the study shows a high extent of CSC for the female school, and a good extent of CSC for the male school, there still exists a big room for improvement, especially for the male school. Such improvement comes from teachers' responses to the 29 interview questions and question number 30 that asks them for suggestions. The researcher's observation to both schools could also provide some insight for improvement.

Most participants in both schools provided suggestions that stressed improving partnerships with parents. In particular partnership between English teachers and parents must be strengthened. Generally speaking all teachers in both schools try their best to partner with parents; however, parents do not have the same motivation to partner with the teachers. There are many reasons for that such as lack of time from the parent side to follow up on their children's education, and the education level of the parents.

Many teachers from both schools stressed on the time variable. The time provided by the ADEC authorities and school administration is not enough to implement all the 6 CSC components. One teacher told me that if you want us to implement everything that you suggest in your interview, we need a much free time. He elaborated that most of us only claim to do all that by showing their end of year profile; however, not everything in our profile is supported by evidence.

The other area where it needed huge improvement is the organization structure at the male school. It seems that the school followed a very hierarchal structure where

command and control is followed. It also seems that the management monopolizes relevant information and authority. This was very evident from the statements given by many of the respondents, and from my own observations at the school.

Many respondents mentioned that they do not participate in the decision making of the school, and their suggestions are not considered. They also mentioned that those decisions come from the principal to the head of departments, and then suggestions come to them.

My own observations also support such conclusions. Once you enter the male school, you see a big parking lot, and no signs of human being. Then you open the main door of the building to find the main lounge of the school where you expect to find a receptionist and a staff. Instead, you find two security gauds who also function as receptionists. Until this point, you see no signs of teachers or students. It is very quiet and disciplined school. It seemed that no body from outside the school is welcomed beyond this point, not even parents. I interviewed all teachers in that area, and had no chance of seeing what is going on beyond that; however, I had the chance to mingle with the teachers and chat with them in that area.

The school organization structure needs to be flattened, where people at the bottom of the hierarchy can communicate and collaborate effectively with the people at the top of the hierarchy. The leadership style should be transformed into collaborative leadership style, where the organizational structure is dispersed across networks and relevant information is available to teachers and staff at all levels and to relevant stakeholders.

This is the type of leadership that works well with educational organizations, since these organizations have diverse groups and innovation and creativity are critical. Once this is done, the atmosphere of the school will be totally changed, appear more welcoming, and show signs of life.

5.5 Recommendation for Future Studies in this Domain

The previous section provided some recommendations for improving the collaborative culture at the two schools. As this is a qualitative study, it did not seek to give recommendations for policy and practice beyond the two schools. However, principals and teachers at other schools are encouraged to reach the findings and the recommendations and decide for themselves what can work for their specific school. In this section, however, the researchers will recommend some research studies.

- Further qualitative and quantitative in-depth research should be conducted with regard to the collaborative cultures of schools. Falouqa (2013) and this study provided the perceived image of collaborative school culture as seen by the teachers rather than the real picture of such culture. It is true that the observation method used in this research helped to shed some reality to the whole image; however, the use of this method was very limited, and the researcher cannot claim that it brought a clear image of the CSC in the two schools. It was limited because the researcher observed each school for one day. A real observation method for each school should be conducted many times over a period of one term or more. Moreover, both studies collected and reported data from teachers only. To investigate the CSC at any school, all stakeholders' viewpoints should be taken into account, and more specifically parents.

- Leadership styles are very important for collaborative school culture. These styles could facilitate or hinder building collaborative school cultures. A comprehensive study should be conducted to assess the leadership styles at ADEC schools. It is true that ADEC policies and practices require leadership to be collaborative, and there exists a claim that most leaderships are collaborative; however, this study have found out that at least at the male school that collaborative leadership was lacking.
- Other studies could be conducted to consider how the collaborative school culture is affected by some factors such as teachers' experiences, teachers' educational backgrounds, parents' educational levels, etc. More importantly, a study should be conducted about teachers' feeling of stability and job security and their willingness to create collaborative school culture or even engage in ADEC's overall reform efforts.
- A comparative study could be conducted between ADEC schools and schools at other emirates regarding collaborative school cultures.

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Appendices

ADEC Approval

مجلس أبوظبي للتعليم
Abu Dhabi Education Council

Date: 14th May 2014	التاريخ: 14 مايو 2014
Ref:	الرقم:
To: Public Schools Principals,	السادة/ مديري المدارس الحكومية
Subject: Letter of Permission	الموضوع: تسهيل مهمة باحثين
Dear Principals,	تحية طيبة وبعد...
The Abu Dhabi Education Council would like to express its gratitude for your generous efforts & sincere cooperation in serving our dear students.	يطيبُ لمجلس أبوظبي للتعليم أن يتوجه لكم بخالص الشكر والتقدير لجهودكم الكريمة والتعاون الصادق لخدمة أبنائنا الطلبة.
You are kindly requested to allow the researcher/**Ranla Mohammad Ahmad Aqarqaz**, to complete her research on: **Collaborative school culture Alain Cycle 3 schools**	ونود إعلامكم بموافقة مجلس أبو ظبي للتعليم على موضوع الدراسة التي ستجريها الباحثة/**رانيا محمد أحمد القرقز** ، بعنوان: **Collaborative school culture Alain Cycle 3 schools**
Please indicate your approval of this permission by facilitating her meetings with the sample groups at your respected schools.	لذا، يرجى التكرم بتسهيل مهمة الباحث ومساعدته على إجراء الدراسة المشار إليها.
For further information: please contact **Mr Helmy Seada** on 02/6150140	للاستفسار: يرجى الاتصال بالسيد/ **حلمي سعدة** على الهاتف 02/6150140
Thank you for your cooperation.	شاكرين لكم حسن تعاونكم
Sincerely yours,	وتفضلوا بقبول فائق الاحترام والتقدير...

محمد سالم محمد الظاهري
المدير التنفيذي لقطاع العمليات المدرسية

info@adec.ac.ae, أبوظبي - ص.ب ... هاتف ... فاكس ... البريد الإلكتروني
P.O.Box, 36005, Abu Dhabi - U.A.E., Tel: +971 2 615 0000, Fax: +971 2 615 0101, Email: info@adec.ac.ae

Interview Questions (English Version)

Demographic Information

Gender: Male Female

Nationality: Emirati Arab None Arab

Age[ ] years of teaching experience at this school:

Years of teaching experience during your li[ ] Subject Taught:

Other Subjects taught:

Collaborative School Culture

Administration Support

1. Do you think that your school principal values your ideas as a teacher? (Examples, Scenarios, Subjects, Results, to what extent, etc.).

---

2. Does your school principal praise you as a collaborative teacher? (Examples, scenarios, subjects, results, to what extent, etc.).

---

3. Are teachers in your school involved in the decision-making process? (What type of decisions, When, etc.).

---

4. Does your school principal facilitate teachers' collaborative work? (How much, What situations, etc.)

---

5. Are you and the other teachers kept informed on current issues in the school? (All issues, Some Issues, etc.)

---

6. Do the principle and the other teachers take your involvement in policy or decision making seriously? (Describe, Examples, etc.).

---

7. Do school administration schedules time for teachers to work together? (How often, what type of work, etc.)

---

8. Are teachers encouraged to share ideas with the administration?

Teacher Collaboration in Instruction

9. Do you and the other teachers have opportunities for dialogue about the subjects they teach? (time resources, financial resources, same subject teacher, different subject teacher, formal or informal discussions)

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10. Do you and the other teachers spend considerable time planning together? (time resources, financial resources, same subject teacher, different subject teacher, formal or informal discussions)

---

11. Do you and the other teachers observe each other teaching? (How often, voluntary, imposed by administration, examples, outcomes)

---

12. Do you and the other teachers work together to develop instructional material? (How often, voluntary, imposed by administration, examples, outcomes).

Collaboration in Professional Development

13. Is Professional Development valued by you and the other teachers in your school? (How, Indicators, examples, what topics, etc.)

---

14. Do you and the some teachers from your school collaborate in providing professional development for other teachers from your school? (How often, examples, what topics, formal or informal, etc.)

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15. Do you and the other teachers share information and resources obtained from classroom instruction? (How often, examples, what information, formal or informal, etc.).

---

16. Do teachers help each other integrate ideas obtained from workshops and conferences? (How often, examples, what ideas, formal or informal, etc.)

Unity of a Collaborative Purpose

17. Does your school vision provide a clear sense of collaborative culture for the school? (How, evidence, examples, etc.)

---

18. Do you and the teachers support the vision of a collaborative school culture? (How, evidence, examples, etc.)

---

19. Does your school administration support the vision of a collaborative school culture? ((How, evidence, examples, etc.)

Overall Collegial Support

20. Do you and the Teachers trust each other? (In which situations, to what extent, etc.)

---

21. Are you or the other teachers are willing to help out whenever there is a problem? (Examples, to what extent, etc.)

---

22. Do you value other teacher's ideas, and do teachers value each other's ideas? (Examples, to what extent, etc.)

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23. Do teachers from different subjects collaborate with each other?

Partnership with Parents

24. Do teachers and parents have common expectations for student performance?

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25. Do parents trust your and other teachers' professional advice?

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26. Do you and other teachers communicate with parents frequently about student performance? (What form of communication, formal, or informal, examples, results, etc?)

---

27. Do you think parents encourage students to perform well? (describe situations, evidence, etc.)

---

28. Do you think that the principal makes it clear, what is expected from teachers and parents? (How, formally or informally, parents meeting, etc.)

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29. Do you think that the school administration support parents' involvement? (how, formally or informally, parents meeting, etc.)

Suggestions

30. What are your suggestions to improve the collaborative culture in your school?

Interview Questions (Arabic Version)

المعلومات الشخصية

الجنس: ذكر انثى

الجنسية: اماراتي عربي غير عربي

العمر: ☐ مدة الخبرة التدريسية في هذه المدرسة ☐ مدة الخبرة التدريسية خلال حياتك العملية ☐

المادة التي تدرسها: ----------

الثقافة التشاركية للمدرسة

القيادة التشاركية

1. هل تعتقد ان مدير المدرسة يقدر افكارك كمدرس؟ (امثله , الى اي مدى ....)

---

2. هل مدير المدرسة يشيد بك وبالمدرسين الاخرين كمعلم لديه ثقافة تشاركية؟ (أمثلة، والموضوعات والنتائج، إلى أي مدى، الخ).

---

3. هل تشارك انت وباقي المدرسين بعملية اتخاذ القرار؟ (الى اي مدى، اعطي امثلة، اي نوع من القرارات)

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4. هل ينظم مدير المدرسة عملية الثقافة التشاركية بين المدرسين؟ (هل هناك برامج تشاركيه مجدوله الى اي مدى)

---

5. هل يم اطلاع المدرسين على القضايا الراهنة بالمدرسة؟ (اي نوع من القضايا تطلعون عليها واي نوع لا تطلعون عليها, اذكر امثله)

---

6. هل تؤخذ مشاركاتك في سياسة وضع القرار المدرسة بعين الاعتبار؟ (اذكر امثله وحالات من مشاركاتك)

---

7. هل توفرا دارة المدرسة وقت في الجدول المدرسي للمعلمين للعمل معا؟(امثله)

---

8. هل هناك تشجيع من قبل الادارة للمدرسين للمشاركة في تبادل الأفكار معهم؟ (اذكر الدليل)

تشارك المعلمون والتعاون مع الزملاء

9. **هل** هناك فرص للحوار مع المدرسين الاخرين حول المواد التي يدرسونها؟ (هل هناك اوقات فراغ كافيه و كم)

---

10. هل هناك وقت مخصص للتخطيط والتعاون مع الزملاء؟ (هل هناك جداول رسميه، امثله)

---

11. هل هناك حصص مشاهدة بين المدرسين؟ (أمثله)

---

12. هل تعمل انت وزملائك معا لتطوير الوسائل والموارد التعليمية؟ (أمثله)

التشارك في مجال التطوير الوظيفي

13. هل هناك اهتمام من قبلك و من قبل المدرسين الاخرين في التطوير الوظيفي؟(أذكر اشكال التطوير الوظيفي)

---

14. هل يتعاون المعلمون في مدرستي في تقديم برامج التطوير الوظيفي للمعلمين الآخرين؟ (أذكر بعض البرامج)

---

15. هل يتبادل المعلمون المعلومات الموارد التعليمية التي يحصلوا عليها مع المعلمين الآخرين؟ (أذكر بعض الحالات)

---

16. هل يساعد المعلمون بعضهم البعض على دمج وتطبيق الأفكار التي يحصلون عليها من ورشات ومؤتمرات التنمية المهنية في دروسهم؟ (أذكر الافكار التي طبقت)

وحدة الغرض حول الثقافة التشاركية

17. هل توفر رؤية المدرسة إحساس واضح بالثقافة التشاركية للمدرسة؟ (كيف، اذكر الدليل)

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18. هل يدعم المعلمون رؤية المدرسة ذات الثقافة التشاركية؟ (كيف تتم طريقة الدعم، امثله)

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19. هل تدعم الإدارة رؤية المدرسة ذات الثقافة التشاركية؟ (أذكر امثله على هذا الدعم)

دعم الزملاء

20. هل انت والمدرسين الاخرين تثقون ببعضكم البعض؟ (أذكر الدليل على الثقة)

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21. هل المعلمون على استعداد لمساعدة بعضهم البعض عندما يكون هناك مشكلة؟ (اذكر حالات وامثله)

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22. هل يقدر المعلمون أفكار بعضهم البعض؟ (اذكر حالات)

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23. هل يتعاون المعلمون مع بعضهم البعض حتى عند اختلاف المادة التي يدرسونها ؟(اذكر حالات وامثله)

الشراكة مع الآباء والأمهات

24. هل توقعات الاباء والمدرسين متناغمة بالنسبة لأداء ابنائهم؟ (ما هي الأدلة على ذلك)

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25. هل يثق الآباء بنصائح المعلمين؟ (اذكر امثله وحالات)

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26. هل يتواصل المعلمون وأولياء الأمور باستمرار حول أداء الطالب؟ (أذكر امثله على هذا التواصل)

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27. هل يشجع الآباء الطلاب على الأداء الجيد؟ (كيف تعرف ذلك، اذكر امثله)

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28. هل يوضح مدير المدرسة ما هو متوقع من المعلمين والآباء؟ (كيف واين ومتى)

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29. هل تدعم إدارة المدرسة مشاركة الآباء والأمهات؟ (كيف واين ومتى)

المقترحات

30. أذكر بعض المقترحات لتطوير الثقافة التشاركية في مدرستكم؟

Arabic Abstract
ملخص

الهدف من هذه الدراسة هو التحقق من مستوى الثقافة التشاركية المدرسية في مدرستين ثانويتين من مدارس العين احداهما للإناث والاخرى للذكور. علما بان هاتين المدرستين كانتا جزئا من 11 مدرسة قامت الباحثة منى فالوقه بعمل دراسة عليهم في العام 2013. كان هدف الباحثة هو دراسة الثقافة التشاركية في مدارس العين. وقد استخدمت الباحثة استبيانا لجمع البيانات. استخدم الاستبيان لقياس ستة عناصر للثقافة التشاركية المدرسية في تلك المدارس. حيث ان هذه العناصر السته ترجع الى الدراسة التي قام بها Gruenert (2005). وقد استخلصت الباحثة الى ان الثقافة التشاركية المدرسية موجودة الى حد كبير في هذه المدارس. كذلك وجدت الدراسة السابقة ان احدى المدارس وهي مدرسة ذكور قد حصلت على اعلى درجة من التشاركية بينما مدرسة اخرى وهي مدرسة اناث حصلت على اقل درجة من التشاركية. وتكمن دراسة البحث الحالي في دراسة هاتين المدرستين وجمع بيانات تفصيلية عنهما في مجال الثقافة التشاركية. لقد تم جمع المعلومات في هذا البحث عن طريق المعاينة والملاحظة والمقابلات الشخصية. حيث ان المقابلة قسمت الى ثلاثة اجزاء، الجزء الاول يختص بالمعلومات الشخصية عن الشخص موضوع المقابلة، الجزء الثاني ويتكون من تسعة وعشرون سؤال يعبروا عن ستة عناصر للثقافة التشاركية المدرسية، اما الجزء الاخير فهو عبارة عن سؤال واحد يسال عن اقتراحاتهم لتحسين الثقافة التشاركية في مدرستهم. تم اختيار عشرة مدرسين لمقابلتهم من كل مدرسة. لقد بينت نتيجة الدراسة الحالية ان الثقافة التشاركية موجودة الى حد كبير في هاتين المدرستين ولكن الثقافة التشاركية في مدرسة البنات أكبر من الثقافة التشاركية المدرسة في مدرسة الذكور. وهذا يعني ان نتيجة هذه الدراسة من ناحية الجنس تناقض نتيجة الدراسة السابقة.

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كلية التربية

برنامج الماجستير

قسم الإدارة التربوية

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رسالة مقدمة من الطالبة

رانيا محمد القرقز

الى

جامعة الامارات العربية

استكمالا لمتطلبات الحصول على درجة الماجستير في التربية

((القيادة التربوية))

إشراف

د .علي إبراهيم

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