# Appreciative Leadership and Teacher's Subjective Well being: An Appreciative Tool for an Appreciative Outcome

القيادة التقديرية و جودة حياة المعلمين في المدارس

**by**

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# Abstract

Educational scholars and reformers have reached a consensus on the importance of teacher's well-being in education. Teacher's and student's well-being can be considered two sides of the same coin. It is considered by a lot of researchers as an essential ingredient for building human capacity in a first-rate educational system. Therefore, the need to promote teacher's well-being is essential within the education industry. However, teacher's well-being is a broad concept governed by multiple variables. The effect of school leadership on teacher's well-being has been under the microscope recently not only within educational research but also as part of well-being and organizational studies.

This study examines the effect of Appreciative Leadership on teacher's subjective well-being through the perspective of teachers (instructional and non-instructional staff). It uses a mixed method approach using both a qualitative and quantitative instrument. It also provides interventions to promote teacher's well-being through Appreciative Inquiry (AI) 4-D cycle. The study targeted 94 non-instructional and instructional staff from different phases (K-12) in 4 schools in Dubai that has different KHDA rating. However, the Appreciative Inquiry Summit was delivered in one of those schools only for convenience issues.

The current study consulted different theories that Appreciative Leadership is grounded in as social constructionism, Appreciative Inquiry, and positive psychology. The major results of the study indicate that Appreciative Leadership affect teacher's subjective well-being at school. The positive core shared through the Appreciative Inquiry Summit indicates that Appreciative Leadership strategies and practices have a positive effect on teacher's well-being. The AI summit produced several interventions designed collaboratively and positively by teachers and leaders to be delivered within schools to promote teacher's well-being.

# ملخص البحث

أجمع الباحثون والإصلاحيون التربويون على أهمية جودة حياة ورفاهية المعلم لضمان جودة العملية التعليمية. ويعتبر العديد من الباحثين جودة حياة ورفاهية المعلم عنصرا أساسيا لبناء القدرة البشرية والارتقاء بالمسيرة التعليمية للوصول لنظام تعليمي من الدرجة الأولى.

ومع ذلك، فان جودة حياة المعلم ورفاهيته مفهوم واسع تحكمه متغيرات متعددة من ضمنها القيادة المدرسية. تم وضع القيادة المدرسية تحت المجهر في العديد من الدراسات والأبحاث لبيان أثرها على جودة حياة ورفاهية المعلم ليس فقط في الأبحاث التربوية ولكن أيضا ضمن الأبحاث الإدارية.

تبحث هذه الدراسة تأثير القيادة المدرسية التقديرية (Appreciative Leadership) على رفاهية و جودة الحياة الذاتية (Subjective Well-being) للمعلمين كموظفين أكاديميين و غير أكاديميين. كما توفر هذه الدراسة خطط ومقترحات لتعزيز جودة حياة المعلم ورفاهيته من خلال الاستقصاء التثميني (Appreciative Inquiry). استهدفت الدراسة 94 معلما وموظفا غير أكاديمي من مراحل تدريسية مختلفة (الروضة-الصف الثاني عشر) في أربع مدارس في دبي لديها تصنيفات مختلفة من هيئة المعرفة والتنمية البشرية (KHDA). أما بالنسبة لقمة الاستقصاء التثميني فقد تم اجرائها في واحده فقط من المدارس لسهولة هذا الخيار على المعلمين.

تشير النتائج الرئيسية للدراسة الى أن القيادة التقديرية واستراتيجياتها المختلفة تؤثر على جودة حياة ورفاهية المعلم الذاتية في المدرسة. وتشير النواة الإيجابية التي تم مشاركتها من خلال الاستقصاء التثميني الى أن استراتيجيات وممارسات القيادة التقديرية لها تأثير إيجابي على جودة حياة المعلم ورفاهيته. أنتجت قمة الاستقصاء التثميني عددا من الخطط والمقترحات المصممة بشكل تعاوني وإيجابي من قبل المعلمين وقيادة المدرسة من أجل تعزيز جودة حياة المعلم ورفاهيته وتطوير المسيرة التعليمية بتطوير مواردها وقدراتها البشرية.

# Dedication

To my mother, my father, my husband, and my three amazing sons.

# Acknowledgement

"No man is an island,

Entire of itself".

*John Donne*

To begin with, endless thanks to God for blessing me with this opportunity and blessing me with all the amazing people who inspired me throughout the walks of life.

My ultimate thanks go first to my mother. Thank you for your wise counsel, for believing in me and supporting me unconditionally. I wouldn't have done this without you! I also thank my father who raised us to think big and act big. You are a leader who walk the talk. I extend my thanks to all my family members and siblings who encouraged me especially Maysoun, my sister and my soulmate. Thank you, Judy, for igniting the passion to learn and achieve within me. Thanks to my father-in-law who always encouraged me to learn and study further. May his soul rest in peace.

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And finally, I am incredibly grateful to Bisher, my husband and love, who always inspired me to see the best in people, places, and situations. You always had an appreciative eye and I thank you for it and for your endless support. A special thanks to Adam, Rayyan and Sa'ed. Sorry I was busy a lot recently with my reading and writing. You inspired me with your smiles and warm wishes to succeed, and I hope I inspired you to always believe you can achieve.

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**List of Definitions and/or abbreviations**

| NFER | National Foundation of Educational Research |
|------|---------------------------------------------|
| KHDA | Knowledge and Human Development Authority |
| AI | Appreciative Inquiry |
| OECD | Organization of Economic Co-operation and Development |
| SWB | Subjective Well-being |

# Chapter 1: Introduction

## 1.1 Background and Motivation to the Study

Well-being at workplace is rapidly becoming the center of recent organizational research. High well-being has positive effects on employee's performance and job satisfaction. The educational organizations engage in continuous efforts to improve education and offer the best learning experience for students. Educational leaders are under a lot of pressure to keep up with these demands, changes and expectations. Leaders on the other hand exert the same pressure or even more on teachers being the vehicle of change. Teacher's reaction to educational changes results in an environment of stress, disengagement, burnout, and eventually low well-being. Low teacher's well-being burdens the educational institutions whether by the financial drain of recruiting new teachers due to a high turnover, or by affecting students' achievements.

In a report for the National Foundation of Educational Research (NFER), the percentage of teachers thinking of leaving the profession has increased in a year from 17 to 23 per cent (Lynch et al. 2016). This significant increase indicates that teachers undergo pressure and stressful work circumstances that disengage and distance them from the profession. These work circumstances may include pay, working hours, work load, disengagement, appreciation, and leadership to name a few.

Previous research and studies investigated the relationship between leadership style, organizational growth and staff performance. This relationship is emphasized in educational institutions too where successful school leadership builds human capacity for developing the

learning environment (Hallinger & Heck 2010). Teacher's well-being is a key aspect in building capacity within schools.

Throughout my career, I realized the significant importance of teacher's well-being in education. It is directly and indirectly related to school effectiveness and student's outcome and well-being. This inspired me to research methods and strategies to promote teacher's well-being.

Moreover, a workshop organized by the Knowledge and Human Development Authority (KHDA) presented the principles of Appreciative Inquiry (AI) and how it can be used for positive education within schools. The positive approach of AI, grounded in social constructionism and positive psychology, empowered me to research more how this approach can be used by school leaders to promote teacher's subjective well-being

A large and growing body of literature has investigated the most effective leadership style that would enhance teacher's performance and increase student's outcomes. The leadership theory has presented several models as transformational, transactional, and instructional leadership. However, research tends to fall short when it comes to Appreciative Leadership in educational setting. This research sheds light on the role of Appreciative Leadership in promoting teacher's subjective well-being. It also adds to the limited research available concerning this topic. The word teacher will be used to represent instructional (teachers, assistants, and academic assistants) and non-instructional staff (supervisors and support staff). The word employee will be used sometimes to refer to teachers. The word well-being will refer to the subjective well-

being covering areas of life evaluation, affect, and eudemonic well-being as per the Organization of Economic Co-operation and Development (OECD 2013).

**1.2 Statement of the Problem**

Teacher's well-being affects school effectiveness and is reflected upon student's academic and psychological well-being. Hirsch et al. (2006) report that teacher's working conditions affect student's learning conditions. Sharrocks (2014) describes teaching as being a high stress occupation. This stress might negatively affect teacher's performance and the relationship with students. Teacher's high turnover level is an indicator of this stress and the unstable status of teachers within the educational organization. This instability can be a serious indicator of an underlying problem such as teacher's low well-being. Several observations and readings highlighted that teacher's well-being is vital for enhancing student's academic and emotional well-being. If schools want to promote student's well-being, they must promote teacher's well-being first.

Teacher's working conditions is influenced by different factors including the relationship with school leaders. In a report on teacher working conditions (2006), Hirsch et al. stated that teachers and school leaders view working conditions differently which might create a gap and eventually affect teacher's well-being. The need for a school leadership that bridge this gap is an important component to promote teacher's well-being.

In Dubai, the average teacher's turnover ranges from 15 percent up to 60 percent in some schools compared to 3-5 percent in other countries (Absal 2011). The Knowledge and Human

Development Authority (KHDA) reports the statistic to be alarming as it could negatively affect the quality of education. Although many teachers are expatriates who come to UAE with a two-year contract, other factors still contribute to this high turnover rate. The high turnover rate of teachers burdens the educational system whether from exerting financial strain of teacher's re-recruitment or academically for students. Nevertheless, teaching conditions and teachers' well-being can be a contributing factor to this serious phenomenon.

The Knowledge and Human Development Authority (KHDA) in Dubai designed its first Dubai Students Wellbeing Census in 2017. The purpose of this census is to measure how students feel and think about their own well-being including their confidence, happiness and relationships (KHDA 2018). UAE Vision 2021 National Agenda is keen on promoting happiness as one of the pillars of the National Agenda for a cohesive society. Knowing that our teachers are doing well is as important as knowing our students are doing well too. Teachers with low subjective well-being will struggle to be physically and psychologically available for the students. This will affect a second pillar in the UAE National Agenda which is developing a first-rate education system.

Some variables affecting teacher's working conditions, and accordingly their well-being, might be difficult to control as working hours, work load, and pay. However, the role of leadership needs to be highlight as it can be developed and refined. Being grounded in social constructionism, positive psychology and Appreciative Inquiry, Appreciative Leadership emerges as a possible leadership style to create a relational school environment and promote teacher's subjective well-being.

## 1.3 Research Purpose, Objectives and Questions

Research reports that happy and healthy employees perform better at workplace (Cropanzano & Wright 2001). Moreover, the well-being of employees is highly affected by leaders and how they manage their employees (Bono & Ilies 2006; Gilbreath & Benson 2004). The purpose of this research study is to analyze the role that appreciative leadership plays in promoting teacher's well-being in an educational setting. The main research objectives are:

- to use quantitative and qualitative data to determine the relationship between appreciative leadership and teacher's well-being.
- to use research data to determine which aspect of appreciative leadership affects teacher's subjective well-being the most.
- to evaluate Appreciative Inquiry as a tool for organizational development and change.
- to use data from the Appreciative Inquiry Summit to design and deliver interventions for school leaders and community to promote teacher's subjective well-being.

To obtain a clear picture about the relationship between teacher's well-being and appreciative leadership, this research intends to answer the following questions:

- How does appreciative leadership affect teacher's well-being?
- What are the strategies of appreciative leadership that affect teacher's well-being the most?
- Can Appreciative Inquiry be used to initiate positive organization change and enhance teacher's well-being?

- How can leaders improve teacher's well-being at schools?

## 1.4 Rationale for the Study

Well-being at schools is gaining significant importance worldwide. It is a multi-dimensional topic as it involves different stakeholders and variables. In the United Arab Emirates, the National Agenda focuses on delivering a first-rate education system within the country. This creates a challenging quest for schools to race for excellence by 2021. To achieve the standards and requirements of the National Agenda, schools undergo regular inspections to ensure that the standards of a first-rate education are been met. This challenging context drives school leadership to search for solutions for their educational problems and obstacles that they face. The UAE Vision 2021 National Agenda also aspires for the country to be the happiest of all nations ("Vision 2021" 2018). Highlighting well-being within a first-rate education only seems to be directing the country to the path of fulfilling its vision.

Low well-being in an organization minimizes organizational effectiveness and productivity. Thus, to promote organizational productivity, positive attitudes and high well-being must be emphasized. Waters and Stokes (2015) emphasize that positive attitude encourages employees within an organization and improve their performance. If the organization fails in implementing a positive atmosphere that enhances employee's well-being, then it will risk the employee's ability to succeed. Leaders who work collaboratively with employees focus on their strengths and create a safe working space for them to innovate. Asking good questions generate greater energy and lead to a proper direction. Holstad *et al*. (2016) focus especially on the opportunity,

strength, and positive emotion to increase productivity and enhance various innovative and creative ideas.

The future of organizations can be designed in a better way if everyone co-authored its story and future. Appreciative leadership which is based on appreciative inquiry and social constructionism has effects on the performance of the employees. Performance of employees can change drastically if they are encouraged continuously as focusing on the positive attitude increases the rate of success. Verleysen, Lambrechts and Van Acker (2014) suggested that focusing on the negativity further lowers the confidence of the employees. McQuaid and Cooperrider (2018, p. 116) support this idea by stating "that a system learns little about excellence by studying failure".

Appreciative leadership is a positive worldview of leadership that is based on the belief that every person or team offers a positive potential which needs to be identified, highlighted, appreciated and utilized as a catalyst to enhance well-being in an organization (Bushe & Paranjpey, 2014). Emphasizing the strengths enhances the confidence and increases self-esteem of employees. A greater confidence suggests that employees are happy and satisfied with their job and will automatically increase the productivity of employees.

Appreciative Leadership has the potential to change the behavioral pattern of a teacher. Accordingly, school must focus on promoting the positive attitudes as it would have a direct impact on students. Any difficulties in the organization will create negative environment within school. People will express their problems and other organizational issues if they feel secured in an environment of appreciation. The participants in the organization should be involved in

the organizational goals. Positivity, inclusion, trust, and collaboration are all attributes of an appreciative leader that affect well-being.

Teaching is well-known to be a demanding stressful profession, and the above context adds to its complexity. Teacher's well-being should be an important priority to maximize the human capital and enhance education at schools. Research shows teacher's well-being impacts student's academic outcome and well-being and is affected by the school's leadership. In a city that strives to have happy citizens and be among the best countries in the world, teacher's well-being is essential for schools to succeed and achieve a first-rate education and fulfill the country's vision and educational agenda.

## 1.5 Structure of the Dissertation

This study consists of five main chapters. This chapter, the introduction, has provided a brief about teacher's well-being and appreciative leadership. It also includes the significance of the study, its purpose, its context, and the main questions investigated. The second chapter presents the conceptual analysis, the literature review and the theoretical framework which explains what have been said and found about well-being and appreciative leadership.

Chapter three outlines the methodology used including both the qualitative and quantitative approaches used to collect the data. Furthermore, this chapter presents the instruments, population, sampling, Appreciative Inquiry Summit, reliability, validity, role of the researcher and ethical consideration. Data and results are analyzed and discussed in Chapter four. Finally, chapter five provides recommendations, acknowledge the limitations, and ends by drawing a conclusion and sharing some personal reflections of the researcher.

# Chapter 2: Conceptual Analysis, Theoretical Framework and Literature Review

## 2.1 Chapter Overview

This chapter provides a comprehensive literature review that illustrates and examines appreciative leadership, well-being of teachers at school, and the relationship between them. The theoretical rationale of this research is mainly based on the concept of appreciative leadership which emphasizes the relational aspect of leadership and its role in promoting staff well-being. The framework illustrates the central role of an appreciative leader and its importance in promoting teacher's well-being at school. The literature review illustrates the main strategies for appreciative leadership used to enhance teacher's well-being at school. This chapter of the research study presents a review of different literature related to well-being at the workplace, appreciative leadership, and similar studies. A special focus is paid to highlight the relationship between appreciative leadership and teachers' well-being.

## 2.2 Conceptual Analysis

The conceptual framework for this study is based on the relationship between Appreciative Leadership and teacher's subjective well-being. Teacher's subjective well-being is affected by various variables and school leadership is considered as one. High teacher's subjective well-being increases the performance and effectiveness of schools by increasing student's academic attainment and psychological well-being.

Appreciative Leadership is characterized by five strategies that generate a relational school environment. This leadership style highlights the strengths and turn the potential in individuals and systems into positive power. Therefore, it can be assumed that such outcomes support teacher's well-being and enhance it. Figure 1 highlights the framework for the conceptual analysis used in this study.
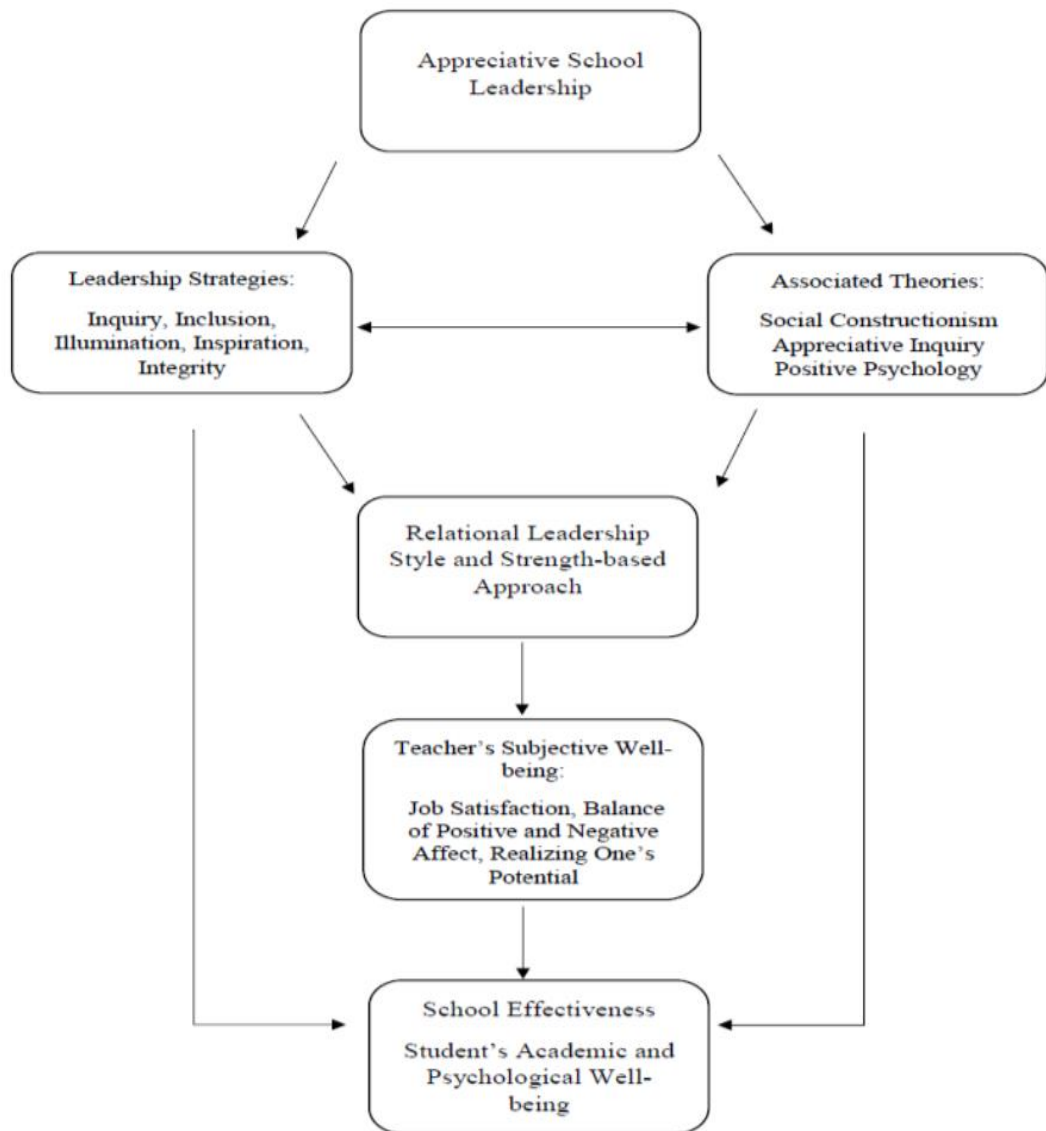


Figure 1: Conceptual Framework

Appreciative Leadership is grounded in generative theories and emphasizes a strength-based approach. The positive leadership approach builds a relational environment that promotes teacher's subjective well-being.

## 2.3 Theoretical Framework and Literature Review

### 2.3.1 The Appreciative Leadership

Appreciative leadership is established on the foundation of Appreciative Inquiry. Donaldson and Ko (2010) mentioned that the organization is observed as a relationship that needs to be developed and explored as a team with some definite practice and purpose with individual thoughts and motivations. Appreciative leadership mainly offers the favour to the generation of interdependence which gives openness to multiple realities with a promotion of dialogue as well as the inquiry among the relevant people. It is achieved by developing creative and novel ideas with an engagement that help to foster the true desire to reconstruct or to co-create the future. Bloom *et al.* (2013) referred that the main concept that explains or underpin the appreciative leadership is the alignment of the core business, related to the customer organization, to deliver excellent care in the school or centres in a compassionate way.

Appreciative leadership can be termed as a modern version of the leadership practices that is particularly based on the concept of Appreciative Inquiry. Appreciative leaders normally collaborate with others and share their ideas and beliefs which is the opposite of being an authoritarian (Mills, Fleck & Kozikowski 2013). Here, the success of the organization is mainly

based on the strength that arises from everyone's involvement. Appreciative leadership is a "relational capacity which helps to mobilize the creative potential and turn it into positive powers" (Whitney, Trosten-Bloom & Rader 2010, p. 3) which helps to boost confidence. It also helps to raise energy, confidence, performance and enthusiasm of an organisation which can offer a positive difference in the surrounding environment. Appreciative leadership involves a relational practice and process, by the help of its people, to make things happen eventually and collaboratively. It is a positive philosophy and worldview that is normally based on the belief that every person or team offers a positive potential which needs to be a catalyst to enhance performance in an organization. Appreciative leaders recognize potential which seeks to turn the positive powers into life-affirming results. It creates or offers waves of positivity with rippling outward change.

## 2.3.2 Importance of Appreciative Leadership

An appreciative leader must possess integrity, trustworthiness and honesty to offer benefits to an organization. Keefe and Pesut (2004) point out that appreciative leaders help fill the mind with positivity. They can influence others easily thus termed as transactional leaders. Effective leadership accomplish things not by the actions but with the help of influencing or through spreading positivity to the individuals who follow them. Here, the leader is always ready to modify or to offer a plan to serve a positive purpose. The leaders inspire the teams by sharing a positive vision. This helps to foster efforts through collaboration.

An appreciative leader offers improvement in the internal and external communication of an organization. They create trust among team members and staff while building high performing

teams able to facilitate the changes in an organization. It also helps to raise energy, confidence, performance and enthusiasm of an organization which can offer a positive difference in the surrounding environment. Appreciative Leadership helps create a common strategy, mission and vision for the organisation which helps to accelerate the organizational learning by encouraging innovation.

### 2.3.3 Strategies of Appreciative Leadership

Bushe (2005) emphasizes that the first transformation an appreciative leader would do is the intentional change of people "mindsets" to develop an appreciative one. Changing people's mindset is not an easy task that can happen in a short period of time, but rather a lifetime process that focuses on the right things happening rather than the wrong things.

Appreciative Leadership does not only transform the mindset of people but also transforms the potential into positive power. Research on appreciative leadership highlights five strategies that are used as tools to transform the potential into positive power. Figure 2 below highlights the five relational strategies used by appreciative leaders to drive positive change.

Figure 2: Five Core Strategies of Appreciative Leadership (Whitney, Trosten-Bloom
& Rader 2010, p. 1)

1. The Wisdom of Inquiry. The most powerful tool for appreciative leaders would be inquiry. Inquiry opens the door to a plethora of ideas, experiences, and information. The wisdom of inquiry is all about asking positive questions and diverting from the negative. Whitney, Trosten-Bloom and Rader (2010, p. 28) suggest that these positive questions "are compelling vehicles for empowerment, for fostering risk taking, and for guiding value-based performance". Positive inquiry becomes a daily habit for appreciative leaders with which they seek to relate to people and their best practices.

Appreciative leaders select the topics of positive questions carefully as they define what the organization will learn. The purpose of these question is to highlight our best practices and self. Appreciative leaders are experts at the "Flip" method through "turning negative issues into positive questions" (Whitney, Trosten-Bloom & Rader 2010, p.35). The "Flip" is powered by

the Appreciative Intelligence of those leaders who see the good in the bad and the positive in the negative.

| THE FLIP | |
|---|---|
| **Habitual Problems** | **Possible Affirmative Topics** |
| *Employee turnover* | Employee retention |
| | Magnetic work environment |
| *Low test scores* | Successful Learning |
| | Good study habits |
| *Too little time* | When saying "no" is the answer |
| | Working in the flow |
| *Work group silos* | Productive collaboration |
| | Teamwork across lines |
| *Technology breakdowns* | Technology that serves |
| | Users as designers |

Table 1: The Flip (Whitney, Trosten-Bloom & Rader 2010, p.38)

To master the art of the "Flip", appreciative leaders need to ask: What do we really want? What is the change that we want to see? What do we want the people to do? How do we want the people to behave? Asking positive questions is the best method for engagement to drive positive change in organizations. It encourages storytelling as in Appreciative Inquiry. Table 1 provides examples of how leaders can use The Flip to develop positive questions.

2.  The Art of Illumination. Appreciative leaders love to share success stories to pave the way to a culture that celebrates high performance and strengths. This strategy "requires the willingness and the ability to see what works rather than what doesn't" (Whitney, Trosten-Bloom & Rader 2010, p.59).

Appreciative leaders usually attempt to find the "Best" of people, experiences, and institutions. They analyse these success stories to highlight what works. The art of illumination becomes a daily practice for these leaders that they become experts "strength spotters". Appreciative leaders acknowledge people and their best practices by sharing and spreading their success stories. This creates an environment of learning, collaboration and high expectations. To optimize the organization potential and performance, leaders align and apply strengths to targets, projects and goals.

Research suggests that people who can connect between their strengths and organizational goals feel more inspired to perform. This creates a powerful positive energy that drives positive change in an organization.

3.  The Genius of Inclusion. Authoritarian leadership is no longer accepted by people. People are interested in leadership that welcomes different people along with their different emotions and backgrounds. People are interested in leadership that facilitate cooperation and collaboration.

Appreciative leaders include all stakeholders to participate in shaping and creating the future of the organization. This inclusion is usually two-dimensional in an organization: the wide and

the deep. The wide dimension is about reaching out to all stakeholders to include and involve them by different ways according to their strengths. This will enhance the organizational reservoir of data, strengths, abilities and experiences. The second dimension is the deepening practice. This practice focuses on improving and strengthening the quality of the relationships.

Inclusion can happen on different levels and tiers. It starts with the personal level by allowing oneself to welcome a diversity of thoughts and feelings. This expands to an interpersonal level by inviting people to participate and collaborate. To build up a strong capacity for this practice, people need to feel safe to participate into the conversation. This collaboration among people can happen one-to-one, as a team, and as a whole organization through an appreciative inquiry summit.

4. The Courage of Inspiration. Appreciative leaders are not only good listeners and strength spotters, but also pay attention to what inspires people and motivate them to move forward. They set high expectations and develop inspirational vision for their organization.

Having a vision allows people to hope for a better future. However, what is more important is not only to have a vision but to share the path of how to move forward with this vision. Showing people how to become their best creates a positive transformation within the organization. This visionary liveliness excites people to be their best and do their best up to the highest expectations.

Whitney, Trosten-Bloom, and Radar (2010) clarify five criteria for the vision to be inspirational and motivating for the members of an organization. This inspirational vision should be an

inclusive shared vision in harmony with what people want for their future. It should be an achievable one that challenges them beyond status quo. Moreover, it requires the collaboration, creativity and innovation of all. Getting members of an organization on board with the inspirational vision creates excitement, joy, and a sense of purpose. The sense of purpose constructs confidence unleashes energy and creates positive transformation.

5. The Path of Integrity. Appreciative leadership is all about integrity. Integrity assists organizations and members to metamorphoses towards wholeness. It applies holistic approaches to address the expression of wholeness.

An appreciative leader serves the wholeness of the organization through integrity that furthers and flourishes the well-being of all. Integrity is a relational approach that encompass a lot of points as "honesty, transparency, moral and ethical conduct, speaking truth to power, making and keeping commitments, open communication, congruity of words and deeds, reconciliation, forgiveness, and authenticity" (Whitney & Trosten-Bloom 2011, p. 43).

The decisions and the performance of appreciative leaders should be consistent and aligned to these values. Appreciative leaders engage in high performance by defining the principles of success and what is acceptable and unacceptable within an organization. They walk the talk in an organization which leads to enforcing these performance principles as shared ones. These principles lay the foundation to successful collaboration for positive change.

# Getting Results with Appreciative Leadership
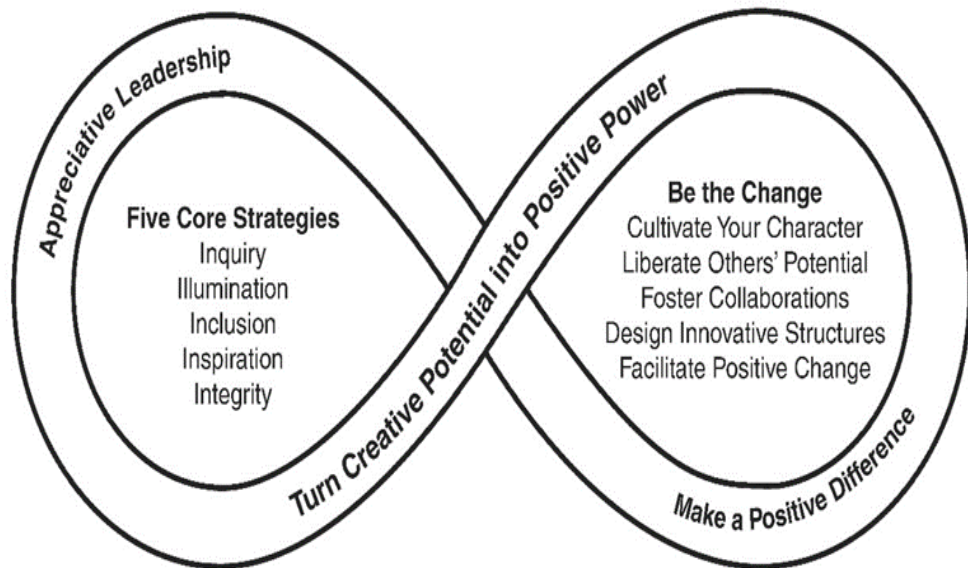


Figure 3: Getting Results with Appreciative Leadership

(Whitney, Trosten-Bloom & Rader 2010, p. 197)

Figure 3 shows the relationship between Appreciative Leadership and the positive power or results. Leaders can become better leaders with the strategies of Appreciative Leadership by being their best. Every leader has a positive seed to be realized and put into action. Leaders personal development is about cultivating their own character through identifying and using their strengths, expanding their inner dialogue and participating in conscious decision making.

Appreciative Leaders can make another positive difference by cultivating others and liberating their positive potential. This requires another strength-based inquiry, transparent

communication, increasing their confidence, and building on their strengths and hopes. Collaboration across divided lines is a third positive difference by appreciative leaders. Collaboration anchors the relational aspect of an organization. Appreciative Leadership, as figure 3 represents, designs innovative policies, services, programs and structures that assist in designing positive communities. By practicing Appreciative Leadership, leaders can facilitate positive change and make a positive difference for building the communities within the organizations.

### 2.3.4 Appreciative Leadership in Education

The educational system is generally characterized by the problem-based approach that focuses on finding faults and failures within the system. It emphasizes addressing these problems and finding solutions by re-inventing the wheel causing a deficit-based-thinking that drives the school back to status quo. These responses are short-termed and shallow that they don't solve the actual pedagogical factors (Cuban & Usdan 2003). The surges of intense responses to problems breeds stress within the educational system causing burnout, resentment and negativity.

A different strength-based approach that highlights strengths and best practices is more productive within school settings. Daly & Chrispeels (2005) clarify that such an approach builds organizational trust which subsequently promotes positivity and increase school effectiveness.

Research on trust in educational organizations highlights its positive effect. It is correlated and linked to "increased collaboration, engagement in organizational citizenship behaviors, promotion of risk-tolerant climate, and links to improvement in academic productivity" (Daly & Chrispeels 2005, p. 14). Fullan (2003) adds that organizational trust encourages organizational learning and shared knowledge. This is developed through collaboration which increases collective and individual efficacy. The sense of self-efficacy for teachers allows them to overcome obstacles and challenges while developing collaborative innovation and consistency throughout the school system. Bandura in 1997 (cited in Daly & Chrispeels 2005, p.15) states that "the stronger the staff members' shared beliefs in their instructional efficacy, the better the schools performed academically".

Appreciative leadership encourages the strength-based approach and refrains from the traditional problem-centered model. This paradigm shift in leadership identifies strengths, develops emotional, social and intellectual capital, and supports innovation within schools. Orr & Cleveland-Innes (2015, p.239) highlight the potential of appreciative leadership at schools as it helps "restore the morale of its members and liberate their considerable strengths and innovative capacities in the service of future generations".

### 2.3.5 Appreciative Leadership and Other Theories

Appreciative leadership is grounded in other theories as social constructionism, Appreciative Inquiry and positive psychology. It is worth noting that these theories are interconnected with each other. Appreciative Leadership is defined as a "relational capacity to mobilize creative potential and turn it into positive power-to set in motion positive ripples of confidence, energy,

enthusiasm, and performance – to make positive difference" (Whitney, Trosten-Bloom & Rader 2010, p.3). The three theories of social constructionism, positive psychology and Appreciative Inquiry are embedded in this definition.

Appreciative Leadership is based on the foundation of Appreciative Inquiry. It sees the organization as a relationship ready to be developed through conversation, positive inquiry, collaboration and engagement (Tierney-Moore & MacNeill 2014). Appreciative Inquiry, on the other hand is grounded in social constructionism and positive psychology. The below insight of Appreciative Inquiry illustrates how these two theories form two principles of Appreciative Inquiry. The connection of Appreciative Leadership to the previously mentioned theories will be discussed below. Appreciative Inquiry is discussed in depth as it is used as a method of research as well as organizational development tool.

### 2.3.5.1 Social Constructionism

Social constructionism highlights the construction of knowledge through the interaction of individuals in the social realm. Thus, Appreciative Leadership is grounded in social constructionism as they both emphasize the relational process of knowledge construction and sharing. Berger and Luckmann (1991) suggest that socialization of individuals bring meaning into their reality and identity. Socialization is done through conversations and language. Anderson et al. (2008, p.86) define social constructionism as a "theoretical framework that stresses the importance of communities of people engaging in interaction to provide meaning, value and a sense of reality to ongoing activities and events". This framework is embedded in Appreciative Leadership, being a relational view of leadership, through conversation and

collaboration. Collaboration builds up the relational capacity of a community or an organization in contrary to the individualistic view of leadership.

### 2.3.5.2 Positive Psychology

Positive psychology is a "scientific study of what goes right in life" (Peterson 2009, p.3). Seligman and Csikszaentmihalyi laid the foundation of positive psychology in an attempt to prove that psychology has a lot to offer humanity than its negative narrow focus on mental illness, pain and trauma. It does not intend to replace the usual psychology but to correct its focus on problems (Ackerman & Pennock 2018).

Positive psychology holds great benefits and potential for humans. It enables us to grow our mindset and change our perspective of life by focusing on positive experiences, character strengths and talents, positive relationships, and positive organizations. Through this approach positive psychology is embedded in Appreciative Leadership. Appreciative Leadership emphasizes positive questions as key to initiating knowledge and change (Whitney, Trosten-Bloom & Rader 2010).

Positive questions enable leaders to highlight the experiences and strengths of individuals to build knowledge through transforming the potential into positive power. Positive questions for appreciative leaders are used to instil values and direct people's thinking to what they really want.

### 2.3.5.3 Appreciative Inquiry

Appreciative Inquiry (AI) is a radical approach of comprehending social reality and a revolutionary change in the organizational paradigm and development. AI is an approach developed by Dr. David Cooperrider and focuses on "what gives life to organizations when they are most alive" (Grieten et al. 2017 p. 101) and when performing at their best. It challenges that what an organization studies and focuses upon directs its change and development. Appreciative inquiry encourages organizational habits that nurture trust, hope, appreciation, and collaboration.

Appreciative Inquiry is based on a 4-D model or framework for positive change. This model unleashes the energies of the positive core to obtain a transformational and sustainable success. The 4-D process includes an affirmative topic. It emphasises the discovery of what gives life to an organization or a system which is termed as the best way to provide appreciation. It helps to identify the organizational process that will be suitable to enhance the positive cores. Being a collaborative effort, it offers appreciative crafting through questions and appreciative guidelines.

# 4-D Model of Appreciative Inquiry

**Discovery**
Appreciate
"What is"

**Delivery**
Create
"What will be"

AFFIRMATIVE
TOPIC CHOICE

**Dream**
Imagine
"What might be"

**Design**
Determine
"What should be"
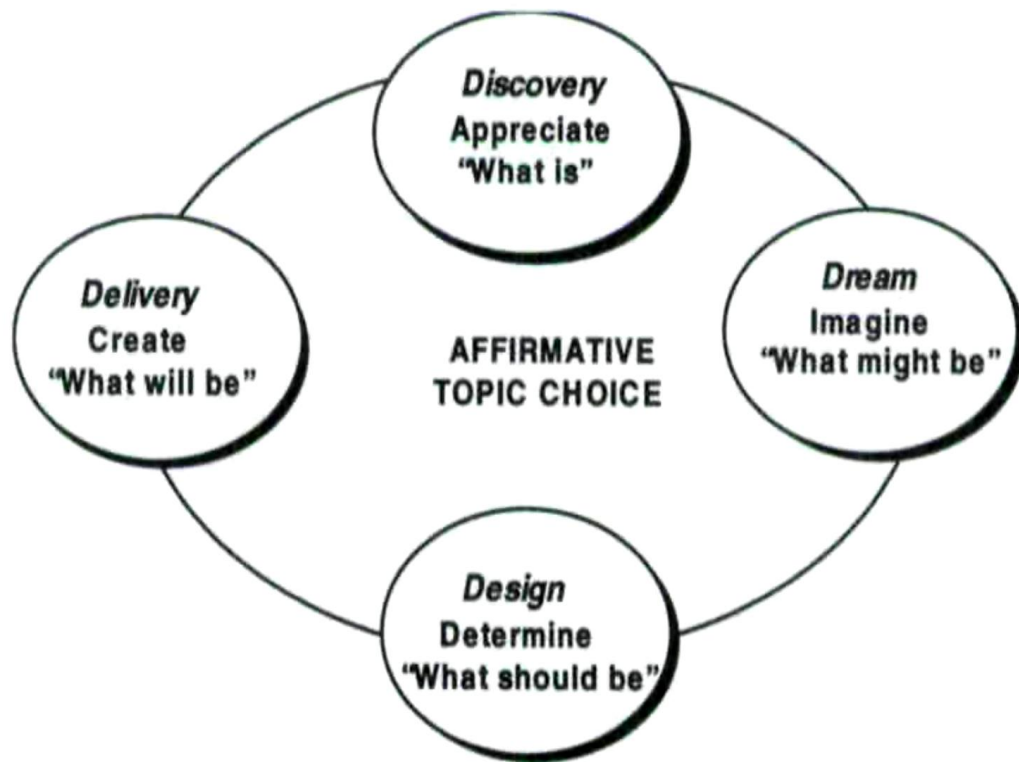
Figure 4: 4-D Model of Appreciative Inquiry (Whitney & Schau 1998, p.12)

In the 4-D process, the "Discovery" phase identifies what works within an organization instead of what does not work. It sheds light on positive successful topics rather than selecting ones that talk about our mistakes and failure. "Dream" refers to the envisioning of the process that would work well for the future, it includes thoughts and creations that are termed as outside the box. It helps to think big as well as help to offer synergy. "Design" phase focuses on the ideas of co-construction. The design process offers commitment approach to each participant to provide the opportunity to articulate offers and positive thoughts. It involves a collaborative effort from all stakeholders to co-create the future of the organization through making choices to utilize the positive data collected in the Define and Dream phases. The "Delivery" or

"Destiny" phase focuses specifically on the organizational and personal commitments to lead the path forward which help to maintain sustainability. It processes the structure and the relationships from the design phase which are then put into an action. Figure 4 is an illustration of the 4-D model or framework in AI.

Appreciative Inquiry as an approach to change that is based on the assumptions of values, hopes, strength, success and dreams (Keefe & Pesut, 2004). It helps to create an appreciative culture by offering positive core values. Appreciative Inquiry is used for research, organizational development, leadership, intelligence, and education. In an educational context, Fifield (2013, p.4) list few areas where appreciative inquiry is being used as "strategic planning, school improvement efforts and transformative interventions with schools". It offers a positive model to help people, organization, team and societies to develop a positive change and well-being. It helps to identify the organizational process that will be suitable to enhance the positive core and helps to understand the best form of the change.

Appreciative Inquiry offers five principles that help to deliver positive core values. These principles are the constructionist principle, the poetic principle, the principle of simultaneity, the anticipatory principle, and the positive principle. Keefe and Pesut (2004) mention that Appreciative Inquiry principles are all about the changing practices, attitudes and behaviour to achieve appreciative relationships. The appreciative inquiry principles can help the team to create a better future.

**Constructionist Principle**: Here the leaders construct realities that are based on the previous experiences, so the knowledge and destiny of the organizational system can be interwoven. In

the constructionist principle, the organizations are stated as the human construction that is truly affected by the ways of the changed approaches. The constructionist principle is subjective and can be socially created through language, interaction or by using conversations which offer a faithful way (Bushe & Paranjpey 2014). Bushe (2013, p.2) suggests that "what we believe to be true determines what we do, and thought and action emerge out of relationships".

Social constructionism enriches AI through this principle which emphasizes the social knowledge and its effect in co-authoring the future of the organization. Appreciative leaders can facilitate social knowledge by becoming the change themselves and overcoming the conventional mindset. With their relational leadership, they can unleash the creativity of the individuals in the community or organization.

**Positive principle**: The positive principle offers an image of the reality to enhance a positive beginning action. It helps to align the positive images for the system benefits. The positive principle can offer improvement in the capabilities by raising the level of positive affect as hope, joy, excitement and inspiration. It is a strategic approach to absorb the quick information to recover more quickly from the setbacks.

Positive psychology focuses on positive issue like happiness, well-being, confidence, hope, and character strengths. This is exactly applied with AI through the affirmative positive core and positive questioning. Asking positive questions does not only directs where the organization is heading but also facilitate during this process positive behavior of participants. Appreciative Inquiry focus on discovering the positive potential within every individual, community and organization.

### 2.3.6 Can We Define Well-Being?

Although there has been an increased interest in the study of well-being recently, there has been no consensus over its definition. Well-being is defined as "the state of being happy, healthy, or prosperous" in the Marriam Webster and as "the state of being comfortable, happy and healthy" in Oxford dictionary. On the other hand, well-being is an integral word of the World Health Organization (WHO) definition of health as being "a state of complete physical, mental, and social well-being and not only the absence of disease or infirmity" (World Health Organization 2006).

Conceptualizing well-being is essential for the process of properly measuring it. Throughout history, there has been ongoing attempts to conceptualize well-being, and research argues that the lack of agreement on an understanding of it continues until today (Jayawickreme, Forgeard & Seligman 2012). Cooke, Melcherte and Conner (2016) define four general approaches or models of well-being in a study to identify the available instruments for measuring it. The Hedonic approach to well-being focuses on happiness and positive feelings and emotions. On the other hand, the eudemonic approach focuses on the psychological aspect of individuals by "fulfilling one's potential, functioning at an optimal level, or realizing one's true nature" (Lent 2004, cited in Cooke, Melcherte & Conner 2016, p.4). A third category of approaches is the quality of life (QoL) which is a broader approach to well-being including psychological, physical and social dimensions. The WHO defines the QoL as being "affected in a complex way by the persons' physical health, psychological state, level of independence, social relationships and their relationship to salient features of their environment" (WHOQOL Group

1998, cited in Cooke, Melcherte & Conner 2016). The fourth and last conceptualization to well-being is known as wellness and is used interchangeably with well-being in literature.

Furthermore, Cooke, Melcherte and Conner (2016) preview different instruments used to measure the four broad conceptualizations of well-being. They identified forty-two instruments used to assess different aspects of well-being whether psychological, psychosocial, or psycho-physical.

Subjective well-being is the most distinct model of the Hedonic approach concerned with "an individual's cognitive and affective evaluation of the extent to which he or she experiences pleasant emotions, negative mood, and life satisfaction" (Diener et al. 2005, cited in Wang, Yang, & Xue 2017, p.1111). It consists of the emotional well-being and the positive functioning. The emotional well-being is concerned with the individual "perceptions of happiness, satisfaction with life and the balance of positive to negative affect" (Russell 2008). Positive functioning is a multidimensional theory focusing on the psychological well-being at the individual level, in relation with others, and society.

### 2.3.7 Subjective Well-Being at workplace

People spend at least 8-hours at work daily which is almost a quarter of their day. Their experiences at their workplace affect their physical, mental and social well-being in that context. The well-being of individuals at their workplace affects their job satisfaction, emotions, organizational commitment, innovation, performance and engagement. Employees

with high level of well-being are better performers characterized with resilience, grit, creativity, growth mindset, sense of belonging and engagement.

Subjective well-being is an instrument that measures how people think of their lives and their experiences. The Report of the Commission on the Measurement of Economic Performance and Social Progress recommends using the data of subjective well-being in research as it covers areas of cognitive life evaluation as well as positive and negative affect or emotions (Stiglitz et al. 2009, cited in OECD 2013).

Although the general definition of subjective well-being encompasses the previously mentioned aspects, the framework used in this study is recommended by the Organization of Economic Cooperation and Development (OECD) and includes life evaluation, positive and negative affect, in addition to Eudemonia. Researchers link subjective well-being to areas of well-being at workplace as job satisfaction, work performance and outcomes, productivity, engagement, fulfillment, commitment, and civic responsibility (Russell 2008). Pavot and Diener (2012, p.685) link subjective well-being (SWB) to positive successful workplace as "happy workers are productive, satisfied workers, and their positive affect is associated with good citizenship, good relations with co-workers, and improved conflict resolution".

Employees with high subjective well-being will experience higher levels of satisfaction and positive emotions. Positive emotions facilitate knowledge sharing within organizations. Research demonstrates that knowledge sharing, which creates an environment of collaboration and innovation, positively correlates with subjective well-being (Wang, Yang, & Xue 2017).

Fullan (2000) points out that knowledge sharing is essential for generating and creating ideas within an organization.

Teacher's wellbeing at school is vital for achieving educational goals and supporting student's well-being. The well-being of teachers and students are interconnected with each other. Enhancing teacher's well-being has various positive outcomes on teachers, students, and the whole educational process. Teachers with low well-being will be less productive, more prone to be absent from work, contribute less to the organization, and possibly leave the profession (Price & Hooijberg 1992).

The education industry ranked second for having the highest rates of work-related stress, depression or anxiety from 2014-2017 in Great Britain (HSE 2017). Stressed and overburdened teachers will not be mentally available to care and support their students whether academically or emotionally.

Waters and White (2015) mention that well-being needs to be maintained to raise the academic performance of schools. Schiller, Holland and Riley (2011) stated that well-being is important as healthy students have more attention and engagement which results in better academic attainment and progress as well as building their character strengths. High subjective well-being can help to increase the academic well-being. It helps build self-awareness as well as creativity, trust, equality and happiness among all stakeholders. Greenberg and Jennings in 2009 (cited in Brooks 2015, p.22) suggest that "high well-being reduces stress, sickness, absence and improves teacher performance".

**2.4 Results of Previous Studies**

The search for the successful leadership and the most effective was always a priority for organizational and educational research. Previous research attempted to find a relationship or identify the impact of leadership on employee well-being in organizations as well as in the education industry. Most of this research is concerned with the negative aspect of leadership and its effect on stress, negativity and burnout. These studies might not have focused solely on Appreciative Leadership as this research. However, we can identify similar behaviour or characteristics between the previously investigated leadership and Appreciative Leadership.

Stocker et al. (2014) examine the relationship between appreciative leadership and employee well-being. The study investigates appreciative behavior and not the strategies of Appreciative Leadership discussed in this study. It measures daily experiences of appreciation and its effect on employee well-being. The researchers conclude that appreciative behavior especially praise, recognition and gratitude have the most effect on employee's well-being.

In a cross-sectional study of nurses who care for people with developmental disabilities, appreciative management was found to be positively correlated with the promotion of well-being at work (Astala et al. 2017). Higher well-being increased nurses' engagement and retention in this field.

Brooks (2015) examines how to promote teacher's well-being using Appreciative Inquiry. Brooks couldn't determine the effect of Appreciative Inquiry (AI) on teacher's well-being. However, he noted that AI did facilitate positive change by improved communication between

teachers and the leadership team. Appreciative Inquiry was an opportunity of collaboration between teachers and leaders. Brooks (2015, p.113) suggests that these changes are "the consequences of the creation of an appreciative culture".

Gilbreath and Benson (2004) designed a study to measure the extent that considerate supervisors behavior is associated with employee well-being. Throughout their study, they review different studies in which inconsiderate behavior of supervisors resulted in staff burnout and low well-being (Duxbury et al. 1984; Seltzer & Numerof 1988; Tepper 2000, cited in Gilbreath & Benson 2004). However, this study doesn't clarify what is this considerate behavior to relate it to other leadership studies.

In a Chinese Study, Liu, Siu and Shi (2009) emphasize that management and leadership style is one of the main psychological issues affecting well-being and occupational health. The study examines transformational leadership, being a positive leadership, especially the role of trust in the leader and confirm that it is significantly related to three aspects of employee well-being. Verbraak (2014) demonstrates that transformational leadership is positively correlated with physical and psychological well-being. In comparison to the Chinese study above, the role of trust in the leader positively correlated with the social well-being but not to psychological or physical well-being of employees.

Well-being of employees improves the organizational capacity and effectiveness. Teacher's well-being is essential to fulfil students' needs and allow them to flourish psychologically as well as academically by increasing teacher retention and decreasing their stress and burnout. This current study aims to contribute to this growing area of research by confirming the results

of previous studies on the important role leadership plays in employee well-being. It also fills in the gap concerning the role of Appreciative Leadership especially in education. It is expected that Appreciative Leadership, through its five strategies, will have an impact on teacher's subjective well-being. Appreciative Inquiry is assumed to provide interventions that are able to promote teacher's well-being.

# Chapter 3: Methodology

## 3.1 Chapter Overview

This research study investigates the role of appreciative leadership in promoting teacher's well-being. It also sheds light on the importance of teacher's subjective well-being and its relation to student's academic and emotional well-being. This chapter demonstrates the approach used, the sampling, population, questionnaire formation, Appreciative Inquiry Summit, ethical consideration, and role of the researcher.

## 3.2 Study Approach

The methodological approach taken in this study is a mixed methodology to collect data from quantitative and qualitative data collection techniques. Using both data collection techniques in a research can be referred to as "synthesis", "integrating", "multimethod", and recently with the term "mixed methods" (Bryman 2006; Tashakkori & Teddlie 2010, cited in Creswell 2014). Appreciative Inquiry was used as qualitative research tool through focus groups to collect data and provide interventions and recommendations on how to promote teacher's well-being. Quantitative data collection through questionnaire instrument is used to collect the data.

This approach emerged when researchers showed interest in more than one method of research in the 1950s (Fraenkel, Wallen & Hyun 2015). Different researchers use more than one research method to measure and triangulate the data collected to seek answers for the same research question. Qualitative and quantitative research methods investigate the same problem

differently, as they both have different assumptions and beliefs about the research process and the nature of reality.

Quantitative approach is a scientific method that depends on empirical data to produce effective results and knowledge (Creswell 2002). Auguste Comte developed this method in the nineteenth century to collect data in a scientific method through closed-ended questions. The data collected from these questions are analyzed to produce generalizations or inferences about the population (Creswell 2014).

Unlike the quantitative approach that relies on empirical data, the qualitative approach relies on texts, conversations, behavior and images. This method uses a variety of data collection tools as observations, interviews, qualitative documents, audio and visual material. Using quantitative or qualitative approach depends upon the researcher and the purpose of the research. They can be used separately in a research or in combination (Creswell 2014). Previously, researchers used to view the two research methods as opposing to each other.

However, now they are regarded as complimentary to each other allowing to deepen the understanding of the research problems. The data collected from both research approaches is triangulated or combined to minimize the bias and downfalls of a single method approach. The data of the mixed method complement and validate each other. Creswell (2014) suggests that the researcher needs to be familiar and knowledgeable in both data collection methods to perform a mixed-method research.

Clark (2017) recommends using the mixed method approach in psychology as it can provide positive psychology researchers with unique opportunities for gaining richer insights and stronger conclusions about optimal human functioning. Having access to both approaches, provide the researcher with a better understanding of the results based on the personal perspective of the participants in the qualitative research method. Combining the two methods together assists the researcher balancing the weaknesses of each method and closing any gap in research (Fraenkel, Wallen & Hyun 2015). The data obtained from one method can validate the other, complete the investigation of the research question, and deepen the understanding of the same topic.

The rational for using a mixed method approach in this research is to study in depth the relationship between appreciative leadership and teacher's well-being. The quantitative approach and the qualitative approach complement each other and complete the understanding of the research questions. Researchers recommend using Appreciative Inquiry as the sole research method. It is advised to acknowledge using Appreciative Inquiry in combination with other research methods as in this research (Shuayb et al. 2009). Using a mixed method approach requires an extensive effort and time for data collection and analyzation (Creswell 2014).

In this research, the researcher "collects both quantitative and qualitative data, analyzes them separately, and then compares the results" in what is known as a convergent parallel mixed method design (Creswell 2014 p. 219). The quantitative data is collected through a questionnaire. The qualitative data builds on the output of the Appreciative Inquiry focus groups. Participants are encouraged to share their positive experiences through storytelling. A strength-based approach is used to identify key themes to use to complete the Appreciative

Inquiry framework known as the AI 4-D cycle. The researcher uses the quantitative data collected from the questionnaire to identify the relationship between appreciative leadership and teacher's well-being based on the strategies of appreciative leadership. The qualitative data collected in the Appreciative Inquiry focus group complements the quantitative data and provides an extension to the research by identifying strengths, generating possible statements, designing an action plan for interventions, and turning the dream into a reality.

**3.3 Sampling, Site and Population**

The population for this study is selected through a non-random sampling method. As this study is a mixed study research, it was common to use more than one kind of sample, size, scope, and type (Cohen, Manion, & Morrison 2011). The samples in this study are selected in a parallel mixed methods sampling. Both methods used are identified as being non-probability strategy or method. The demographic data such as gender, age, marital status, highest obtained degree, role at school, and KHDA school rating are obtained by the questionnaire. Both samples were taken from four private schools in Dubai; one follows the National Curriculum for England and three follows the American Curriculum.

The first sample is a convenience or opportunity sample. Such a sample is obtained from those who the researcher has easy access to. This sample included instructional and non-instructional staff who work in the same school as the researcher. The instructional staff included homeroom teachers, different subject teachers, and academic assistants. While the non-instructional staff included supervisors and support staff. A total of 85 questionnaires were distributed across the first sample population, and 44 questionnaires were returned to the researcher.

The second sample is a snowball sampling. Snowball sampling is considered useful for an outside researcher who face difficulty in gaining access to organizations to conduct the research. It depends on personal contacts but also on reputational contacts which in this case can be powerful for the research (Cohen, Manion, & Morrison 2011). Snowball sampling can be used by itself as the major sampling method or as an "auxiliary method of gaining access to people for further, in depth data collection and exploration of issues" (Cohen, Manion, & Morrison 2011, p.160).

The researcher identified three individuals working at three different schools with three different KHDA ratings. Due to time limitations, each individual was only given 25-30 questionnaire. A total of 66 completed questionnaires are returned to the researcher. Figure 5 below shows the process of the snowball sampling used for this research study:
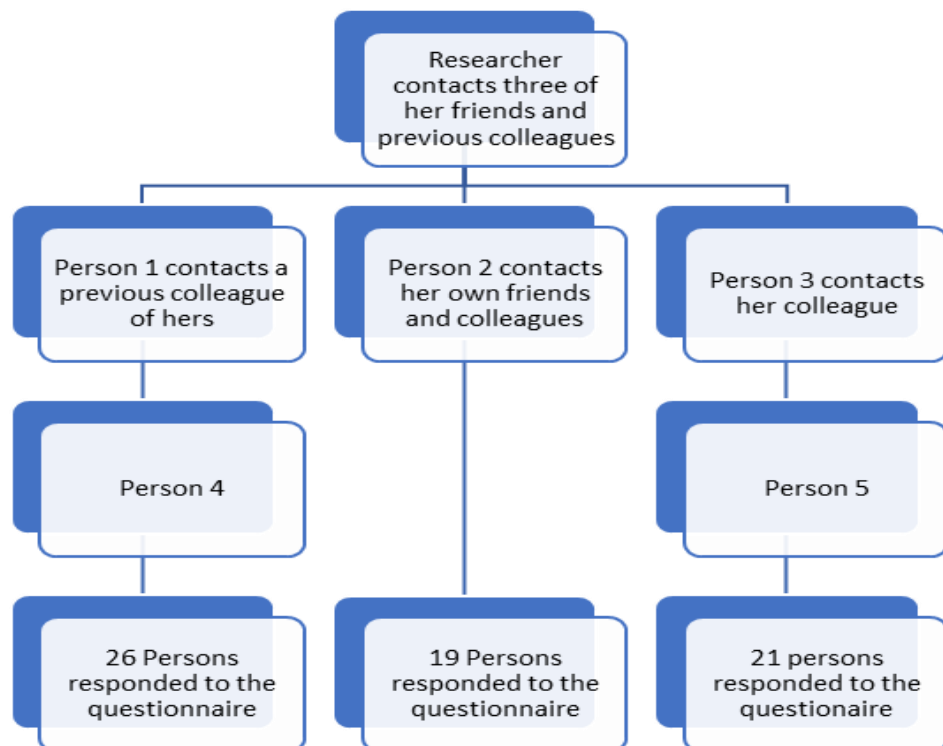


Figure 5: Snowball Sampling

Of the initial 170 questionnaires distributed in two sampling methods (convenience sampling & snowball sampling), 110 questionnaires were answered and returned to the researcher. However, 16 samples were eliminated from the data analysis as the respondents tend to choose the same answers throughout the questionnaire. This shows that the respondents didn't take the questionnaire seriously leaving 94 questionnaires to be considered in the data analysis.

## 3.4 Instrumentation

This research study uses two mixed instrumentations; one is quantitative and the other one is qualitative. The quantitative data is collected through a questionnaire. On the other hand, the qualitative data is collected through Appreciative Inquiry 4-D cycle.

### 3.4.1 Quantitative Questionnaire

The instrument used for the quantitative data collection is in the form of close ended questionnaire. This instrument is adapted based on the appreciative leadership strategies (Whitney, Trosten-Bloom & Rader 2010) and the subjective well-being instrument developed by the OECD Better Life Initiative (OECD 2013). The questionnaire groups the questions into three clusters or areas. The demographic cluster gathers data on participant's gender, role at school whether instructional or non-instructional, the highest degree held by the participant, age, marital status, and the school rating by the Knowledge and Human Development Authority (KHDA) (see appendix 1).

The second cluster uses the Likert scale to measure participants' perception of the relationship between the different strategies of appreciative leadership and the chosen elements of subjective well-being. Teachers use a five-point Likert scale ranging from 0 (doesn't affect at all), to 2 (don't know), and to 4 (completely affect). The areas of subjective well-being measured in this questionnaire in relation to the appreciative leadership strategies are: level of satisfaction with work, positive affect, negative affect, and realizing one's potential.

There are four questions measuring the affect in relation to each appreciative leadership strategy. As per the recommendation of the OECD, affect is multi-dimensional and cannot be measured through a single question. Russell (1980) divide affect initially into two groups on the Circumplex Model of Affect (Figure 6). This is the horizontal dimension for pleasure-displeasure known also as positive-negative. The other dimension is vertical representing arousal-sleep known also as high arousal-low arousal.
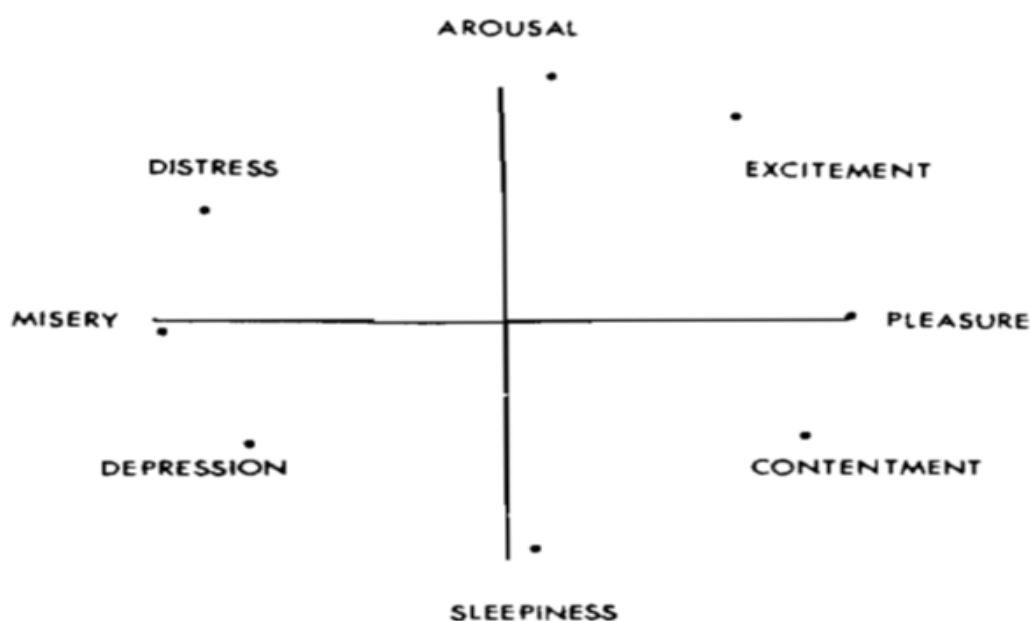


Figure 6: The Circumplex Model of Affect (Russell 1980, p. 1164)

The affect questions in this questionnaire covered an affect in each quadrant of the Circumplex Model of Affect. The quadrants and the affects measured are: happy for positive high arousal, confident for positive low arousal, worried for negative low arousal, and frustrated for negative high arousal. Figure 7 represents the quadrant of affect measured in the questionnaire.

High Arousal

|  |  |
|---|---|
| **Frustrated**<br>(High Negative Arousal) | **Happy**<br>(High Positive Arousal) |
| **Worried**<br>(Low Negative Arousal) | **Confident**<br>(Low Positive Arousal) |

Negative/ Unpleasant (left)   Positive/ Pleasant (right)

Low Arousal
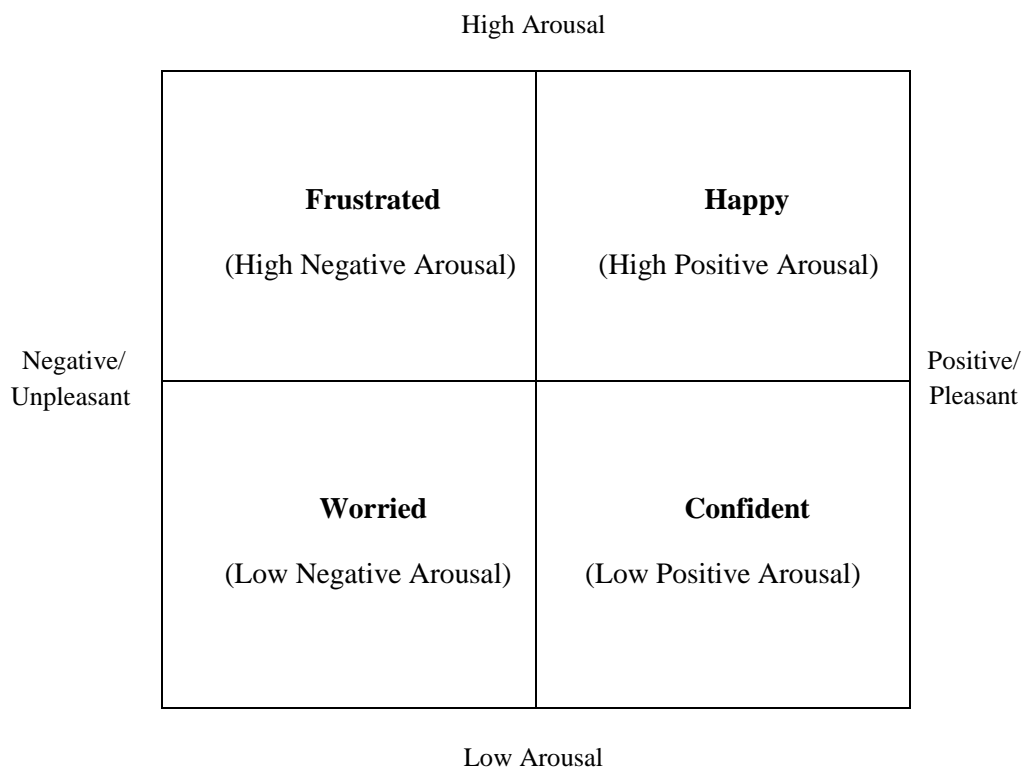
Figure 7: The Quadrant of Affect Measured in Questionnaire

In the third cluster, participants are asked to rank the five strategies used by appreciative leaders in relation to their high subjective well-being at work (satisfaction at work, feeling happy, feeling confident, not being worried, not being frustrated, and realization of one's potential). They order their views by assigning a number to each strategy with 1 as the highest importance, 2 the second highest importance, and so one.

### 3.4.2 Pilot Study

The questionnaire is piloted and tested by asking 10 teachers (instructional and non-instructional) as well as 3 leaders from outside the education industry. The pilot study or the pre-test is important for guaranteeing the reliability and validity of the instrument used in the questionnaire (Creswell 2014). Moreover, it assists in improving the wording of the questions and eliminating any ambiguities in phrasing used in the questionnaire (Cohen, Manion & Morrison 2011).

The researcher obtains more evidence on the reliability of the questionnaire after administrating this pre-test. Consequently, the researcher revised, deleted and reworded few questions in the questionnaire. Some of these questions were wordy and repetitive, while others did not answer any of the research questions.

The reliability level of the final questionnaire was measured by SPSS Software, and the measured Cronbach's Alpha = $0.867 > 0.7$ indicates a high level of reliability for this questionnaire with a total of 41 quantitative questions. Using a mixed method approach with different instruments increases the validity of the research (Johnson & Onwuegbuzie 2004).

### 3.4.3 Appreciative Inquiry Summit

The qualitative data collection for this research study was designed in the form of a focus group as part of an Appreciative Inquiry (AI) Summit. Cooperrider, Whitney and Stavros (2008)

suggest that Appreciative Inquiry is a flexible method used for organizational change and accordingly there is no specific length for running an AI Summit. Bushe (2011) suggests that Appreciative Inquiry can be done in different ways, and that researchers cannot judge the accuracy of one way or another.

The Appreciative Inquiry Summit was conducted over two days with a period of one week separating the two sessions from each other. The focus group participants were selected to include members of the senior leadership team, non-instructional staff member, and teachers. Including staff members of different positions in the focus groups helps close the gap between the perspective of leaders and that of teachers concerning the well-being of teachers at school. Bushe (2011, p.4) argues that "engaging the right people, especially powerful sponsors" is vital for the success of any AI Summit. Initially, various participants were invited to participate in this summit. After agreeing to volunteer in the AI Summit, an invitation is sent to all participants via email (see Appendix 2).

All the participants of the Appreciative Inquiry Summit participated in the two focus groups over two days. Since AI is flexible as mentioned above, participants were given the option to meet at different times to meet their schedule and commitments for the completion of the first focus group. All participants work in the same school as the summit facilitator/moderator. The two focus sessions are conducted at school after the end of the school day.

The first focus session ran for 20 minutes only to avoid exhausting the participants during the month of Ramadan. No food or refreshments were served during this session out of respect for

the fasting participants. However, they were available during the second session to create a relational environment that encourages positive storytelling.

Both focus groups were digitally audio recorded and transcribed fully. Since transcribing the data is time consuming, some researchers opt to "write the analysis of the data directly from the video or audio recording, selecting out the important materials directly from the original source" (Cohen, Manion & Morrison 2011, p.537). The researcher in this study opts to transcribe the data to increase its reliability. While transcribing the data for the AI Summit, the researcher gave each participant a "pseudonym" and a list is kept separately to identify each participant. The researcher takes into consideration several issues while transcribing the data as recording hesitations and pauses, non-verbal behaviors, and noise to name a few.

**Session 1:** Appreciative Inquiry is based on a 4-D model for organizational change. However, this model is usually modified into a 5-D model to accommodate the needs of the participants. Participants' prior knowledge of AI is not confirmed for the facilitator and accordingly a fifth stage is added to the 4-D model to introduce and define the concept of AI and how it is different from the common problem-solving research methods. Some researchers and institutes as the Clergy Leadership Institute uses the 5-D AI model starting with "Define", while some researcher as Cooperrider uses the 4-D model with the "affirmative topic" as the core of the model (Bushe 2011). McQuaid (2018) suggests in her 100th podcast interview that although the 4-D AI model is the foundation of any AI cycle, extra Ds can be added to it as the "Define" at the beginning and the "Drum" at the end.

The first focus session represents the initial stage of the 5-D cycle of Appreciative Inquiry. This stage is referred to as the "Define" stage. The "Define" is important to define the topic but also gather the identified participants who will collaborate during the 4-D cycle. Two handouts are distributed to the participants throughout the first session (see appendices 3 & 4). The first handout includes a general introduction to Appreciative Inquiry and its 4-D model. The adjustments made resulting in a 5-D model are justified to the participants. At the end of the session, the facilitator applied the AI 4-D model on a real-life situation. The positive experience is used to explain how to derive themes and strengths that are later used to develop a vision statement, improvise an action plan and implement it.

The second handout for the first session outlines the rules and guidelines of the second session. Each participant has a specific time to share a positive story or experience that involves a school leader. This story results in the participant experiencing high subjective well-being at work (feeling satisfied, feeling happy, feeling confident, and/or realizing one's potential).

**Session 2:** The participants take part in positive storytelling and collaboration during the second session of the AI Summit. During this session, participants take turns in the storytelling of positive experiences. Reflections on these experiences assist in discovering themes and generating strengths. Each participant votes at the end of the discovery stage to the top three themes he/she believes affect teachers' well-being the most.

Each two participants work together afterwards to dream of a possible positive vision statement for the specific theme(s). Participants move to the third stage of the 4-D model by designing an action plan, with specific roles, and a defined time frame to turn the dream statement into

an actual reality in the "Destiny" stage. Participants commit themselves for the application of this statement and how it will look like at the end of the Destiny phase. (See appendix 7 for products of the second session).

Credibility is a main area to ensure the trustworthiness of qualitative data in research (Shenton 2004). To ensure the credibility of the data in this research, both groups were audio recorded and transcribed. Participants were given pseudonyms to ensure their privacy. A trustworthy member of the AI Summit checked both the transcription of the 2nd focus group and the generation and categorization of codes.

### 3.4.4 Content Analysis of AI Summit Content

Cohen, Manion and Morrison (2011) suggest that the researcher's agenda and aim dictates the methodology to be used for the qualitative data analysis. The researcher uses context analysis for the AI Summit qualitative data to identify codes and categorize them. Ezzy (2002, cited in Cohen, Manion & Morrison 2011) clarifies that in content analysis the researcher begins with the text to be analyzed, decides on the units of analysis and categories, codes the text while reading, categorizes the codes, and at the end creates logs for the repetition of codes and categories.

Some scholars and researchers mix between thematic analysis and content analysis as they are similar in certain stages and hold thin differences in other stages. One advantage for content analysis is that it can be quantified by "counting concepts, words or occurrences in documents

and reporting them in tabular form" (Cohen, Manion, & Morrison 2011, p. 564). This can be done to provide a quantitative analysis to the qualitative data.

During the preparation phase, the researcher reads and rereads the texts to get familiarized to any interesting patterns or themes. In the second phase, coding takes place. Coding is an important feature of qualitative data analysis. It is simply defined as "a name or label that the researcher gives to a piece of text that contains an idea or a piece of information" (Cohen, Manion & Morrison 2011, p.559). Researchers can write codes as words or as abbreviations which resembles the meaning but not as a number. The AI Summit text and the identified codes were reviewed by one of the participants in the focus group to ensure the consistency of the coding process and results.

Developing main groupings of construct in the analysis process is referred to as constructing "domain analysis". During the process of categorization, the researcher tends to cluster codes together and find links between them. The categories in which the codes were grouped afterwards in this analysis were pre-ordinate. This is done intentionally to answer the research questions and avoid any deviation from the research topic.

## 3.5 Ethical Considerations

Creswell (2014) highlights that researchers have to offer protection to their participants by ensuring their confidentiality and building an environment of trust and integrity while conducting the research. The researcher addresses these considerations while conducting the

research. Table 2 below summarizes how ethical considerations were addressed throughout the study:

| | Ethical Consideration | How is was addressed in this research |
|---|---|---|
| 1 | Gain permission from schools and participants | Permission letter was issued from the university to support researcher in the data collection process. |
| 2 | Purpose of the study | The purpose was fully disclosed for the participants and they were fully informed. |
| 3 | Signing consent forms | Signing the consent form for participation was not required by the participants. |
| 4 | Respect for the organization participating in the research | - Minimum disruption was stressed throughout the research. <br> - AI Summit was held after school hours. <br> - Questionnaires were distributed after students left school. Participants were asked to fill it outside their working hours. <br> - Build a relational environment for participants during the AI Summit. |
| 5 | Participants' privacy | Assign fictitious names for participants in the AI Summit. |
| 6 | Accuracy of data collection | Audio recordings of the AI Summit are available |
| 7 | Researcher as an insider | A research diary was kept reflecting on readings |

Table 2: Handling ethical considerations throughout the research

The researcher provided four schools from which data was collected with a permission letter from the university to facilitate data collection. Only one school signed the permission letter, while the other three schools' management accepted to distribute the questionnaire without declaring their participation (see appendix 8). Participants in this research were aware that they

are participating in a study designed to gather information about the role of appreciative leadership in promoting subjective well-being among teachers. They were able to withdraw from the research at any time as their participation is totally voluntary whether in the questionnaire or in the AI Summit. Participants were not asked to sign the consent forms for their participation.

During the AI Summit, meetings of the focus groups took place after school day in the administration meeting room. Fictious names were assigned for the participants in the focus group. To guarantee the accuracy of the data, both focus group sessions were digitally recorded and afterwards the data was transcribed to ensure the reliability of the data. A random sample of the transcribed data is available in Appendix 11.

## 3.6 Role of the Researcher

During the qualitative data collection phase, the researcher took over the role of a facilitator during the first focus group. The role changed to a moderator during the second focus group to oversee the communication activity among participants. The researcher made sure all participants were engaged, took turns, and stayed positive while sharing the positive core. The researcher properly timed the different phases of Appreciative Inquiry 4-D cycle. Creating "a safe, appreciative space to enable a positive disruption to take place" (McQuaid & Cooperrider 2018, p.104) is fundamental to provide psychological safety for participants. Researchers suggest that this is possible through choosing a champion who is passionate about the cause and AI (McQuaid & Cooperrider 2018). In this research, the researcher took over this role. The researcher interviewed the participants initially to guarantee their willingness to participate.

The focus groups were set in a welcoming environment with the availability of lunch and refreshments during the second focus group to create a relational setting for the participants to feel at ease. The researcher was also responsible for transcribing the recordings, analyzing the data and administrating the questionnaire with the convenience sample used in this study.

# Chapter 4: Results, Analysis and Discussion

## 4.1 Chapter Overview

The aim of this research is to investigate the effect of Appreciative Leadership on promoting teacher's well-being at school by measuring teacher's attitude and perception of the different Appreciative Leadership strategies. This chapter presents the findings of both quantitative and qualitative data obtained for this research. The findings of the research are analyzed thoroughly and compared to results of previous and similar studies. A set of interventions are developed through the Appreciative Inquiry 4-D cycle.

## 4.2 Demographic Information

Table 3 below represents the demographic data from the first section of the questionnaire. Data reveals that almost two-thirds of the participants are females (68%) and one-third are males (32%). Moreover, 86% of the participants hold instructional roles while 14% are non-instructional.

| Gender | Number | Percentage |
|---|---|---|
| Male | 30 | 32% |
| Female | 64 | 68% |
| Role | Number | Percentage |
| Instructional | 81 | 86% |
| Non-instructional | 13 | 14% |
| Degree hold | Number | Percentage |
| High School | 2 | 2% |
| BA/BS | 52 | 55% |
| Higher Diploma | 9 | 10% |
| MA/MS | 31 | 33% |
| PhD | 0 | 0% |
| Age | Number | Percentage |
| >25 | 3 | 3% |
| 25 – 29 | 20 | 21% |
| 30 – 34 | 31 | 33% |
| 35 – 39 | 22 | 23% |
| 40 – 44 | 10 | 11% |
| 45 – 49 | 5 | 5% |
| < 50 | 3 | 3% |
| Status | Number | Percentage |
| Single | 25 | 27% |
| Married | 55 | 59% |
| Separated | 6 | 6% |
| Divorced | 7 | 7% |
| Widowed | 1 | 1% |
| KHDA | Number | Percentage |
| Outstanding | 14 | 15% |
| Very Good | 0 | 0% |
| Good | 19 | 20% |
| Acceptable | 61 | 65% |
| Weak | 0 | 0% |

Table 3: The demographic data of questionnaire participants

The table also indicates that most of the participants (55%) have a bachelor's degree from the university while 33% have their master's degree completed. 65% of the participants are from acceptable schools as per the KHDA rating, 20% from a good school, and 15% from an outstanding school.

**4.3 Appreciative Leadership and Teacher's Subjective Well-being**

The second part of the questionnaire is divided into 5 sub-sections. Each section measures the teacher's perception of the relationship between the domains of their subjective well-being and one of the strategies of Appreciative Leadership. The similar domains in each sub-section are added up and averaged to measure teacher's perception of the overall effect of Appreciative Leadership on the different domains of their subjective well-being (see appendix 12 for the distribution of answers).

To measure the overall domain of satisfaction at work, responses for questions 7, 13, 19, 25, and 31 were totaled and averaged. Table 4 below shows the crosstabulation between the overall "Satisfaction" domain and the gender of the participants:

**Gender * Satisfaction Crosstabulation (SPSS Output)**

| | | | Satisfaction | | | | |
|---|---|---|---|---|---|---|---|
| | | | doesn't affect at all | partially doesn't affect | don't know | partially affect | completely affect | Total |
| Gender | M | Count | 0 | 0 | 2 | 12 | 16 | 30 |
| | | % within Gender | 0.0% | 0.0% | 6.7% | 40.0% | 53.3% | 100.0% |
| | | % within Satisfaction | 0.0% | 0.0% | 66.7% | 31.6% | 31.4% | 31.9% |
| | | % of Total | 0.0% | 0.0% | 2.1% | 12.8% | 17.0% | 31.9% |
| | F | Count | 1 | 1 | 1 | 26 | 35 | 64 |
| | | % within Gender | 1.6% | 1.6% | 1.6% | 40.6% | 54.7% | 100.0% |
| | | % within Satisfaction | 100.0% | 100.0% | 33.3% | 68.4% | 68.6% | 68.1% |
| | | % of Total | 1.1% | 1.1% | 1.1% | 27.7% | 37.2% | 68.1% |
| Total | | Count | 1 | 1 | 3 | 38 | 51 | 94 |
| | | % within Gender | 1.1% | 1.1% | 3.2% | 40.4% | 54.3% | 100.0% |
| | | % within Satisfaction | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| | | % of Total | 1.1% | 1.1% | 3.2% | 40.4% | 54.3% | 100.0% |

Table 4: Crosstabulation of Overall Satisfaction at Work with Gender

The above table shows that 54.3% (n=51) of the total 94 respondents thought that the five different strategies of Appreciative Leadership "completely affected" their satisfaction at work. 31.4% (n=17) of these respondents are males, while 68.6% (n=35) are females. 40.4% (n=38) of the total respondents thought that the different strategies "partially affect" their satisfaction at work.

On the other hand, Table 5 demonstrates the crosstabulation between the overall "Satisfaction" domain and the role of the participants whether instructional or non-instructional.

## Role * Satisfaction Crosstabulation (SPSS Output)

| | | | doesn't affect at all | partially doesn't affect | don't know | partially affect | completely affect | Total |
|---|---|---|---|---|---|---|---|---|
| | | | | | Satisfaction | | | |
| **Role** | Instructional | Count | 1 | 1 | 2 | 34 | 43 | 81 |
| | | % within role | 1.2% | 1.2% | 2.5% | 42.0% | 53.1% | 100.0% |
| | | % within Satisfaction | 100.0% | 100.0% | 66.7% | 89.5% | 84.3% | 86.2% |
| | | % of Total | 1.1% | 1.1% | 2.1% | 36.2% | 45.7% | 86.2% |
| | non-instructional | Count | 0 | 0 | 1 | 4 | 8 | 13 |
| | | % within role | 0.0% | 0.0% | 7.7% | 30.8% | 61.5% | 100.0% |
| | | % within Satisfaction | 0.0% | 0.0% | 33.3% | 10.5% | 15.7% | 13.8% |
| | | % of Total | 0.0% | 0.0% | 1.1% | 4.3% | 8.5% | 13.8% |
| **Total** | | Count | 1 | 1 | 3 | 38 | 51 | 94 |
| | | % within role | 1.1% | 1.1% | 3.2% | 40.4% | 54.3% | 100.0% |
| | | % within Satisfaction | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| | | % of Total | 1.1% | 1.1% | 3.2% | 40.4% | 54.3% | 100.0% |

Table 5: Crosstabulation of Overall Satisfaction at Work with Role

The results show that 84.3% (n=43) of the respondents are instructional staff while 15.7% (n=8) are non-instructional. Of the 40.4% who thought that the different strategies "partially affect" their satisfaction at work, 89.5% (n=34) of the respondents were instructional staff while 10.5% were non-instructional staff. Responses for questions 8, 14, 20, 26, and 32 were averaged to measure the overall domain of feeling happy at work. Table 6 below represents the crosstabulation between the overall "Happy" domain and the gender of the participants:

**Gender * Happy Crosstabulation (SPSS Output)**

| | | | Happy | | | |
| | | | partially doesn't affect | don't know | partially affect | completely affect | Total |
|---|---|---|---|---|---|---|---|
| Gender | M | Count | 0 | 2 | 10 | 18 | 30 |
| | | % within Gender | 0.0% | 6.7% | 33.3% | 60.0% | 100.0% |
| | | % within Happy | 0.0% | 50.0% | 38.5% | 29.0% | 31.9% |
| | | % of Total | 0.0% | 2.1% | 10.6% | 19.1% | 31.9% |
| | F | Count | 2 | 2 | 16 | 44 | 64 |
| | | % within Gender | 3.1% | 3.1% | 25.0% | 68.8% | 100.0% |
| | | % within Happy | 100.0% | 50.0% | 61.5% | 71.0% | 68.1% |
| | | % of Total | 2.1% | 2.1% | 17.0% | 46.8% | 68.1% |
| Total | | Count | 2 | 4 | 26 | 62 | 94 |
| | | % within Gender | 2.1% | 4.3% | 27.7% | 66.0% | 100.0% |
| | | % within Happy | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| | | % of Total | 2.1% | 4.3% | 27.7% | 66.0% | 100.0% |

Table 6: Crosstabulation of Overall Feeling Happy at Work with Gender

It shows that 66% (n=62) of the total 94 respondents thought that the five different strategies of Appreciative Leadership "completely affected" them feeling happy at work. 29% of these respondents (n=18) are males, while 71% (n=44) are females. None of the respondents thought the different leadership strategies "doesn't affect at all" their happiness at work. Accordingly, this scale measurement was deleted from the crosstabulation table.

On the other hand, Table 7 represents the crosstabulation between the overall "Happy" domain and the role of the participants:

**Role * Happy Crosstabulation (SPSS Output)**

| | | | Happy | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | | partially doesn't affect | don't know | partially affect | completely affect | Total |
| Role | Instructional | Count | 2 | 3 | 23 | 53 | 81 |
| | | % within role | 2.5% | 3.7% | 28.4% | 65.4% | 100.0% |
| | | % within Happy | 100.0% | 75.0% | 88.5% | 85.5% | 86.2% |
| | | % of Total | 2.1% | 3.2% | 24.5% | 56.4% | 86.2% |
| | Non-instructional | Count | 0 | 1 | 3 | 9 | 13 |
| | | % within role | 0.0% | 7.7% | 23.1% | 69.2% | 100.0% |
| | | % within Happy | 0.0% | 25.0% | 11.5% | 14.5% | 13.8% |
| | | % of Total | 0.0% | 1.1% | 3.2% | 9.6% | 13.8% |
| Total | | Count | 2 | 4 | 26 | 62 | 94 |
| | | % within role | 2.1% | 4.3% | 27.7% | 66.0% | 100.0% |
| | | % within Happy | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| | | % of Total | 2.1% | 4.3% | 27.7% | 66.0% | 100.0% |

Table 7: Crosstabulation of Overall Feeling Happy at Work with Role

It shows that only 2.1% (n=2) thought it "doesn't affect" and 27% (n=26) thought it "partially affect" their happiness at work. Table 7 shows that the 66% of respondents who thought Appreciative Leadership "completely affect" their happiness at work, 85.5% (n=53) are instructional staff while 14.5% (n=9) are non-instructional.

Responses for questions 9, 15, 21, 27, and 33 were averaged to measure the overall domain of feeling confident at work in relation to the different Appreciative Leadership strategies. The

crosstabulation between the overall "Confident" domain and the gender of the participants is represented in Table 8.

## Gender * Confident Crosstabulation

| | | | partially doesn't affect | don't know | partially affect | completely affect | Total |
|---|---|---|---|---|---|---|---|
| Gender | M | Count | 0 | 4 | 10 | 16 | 30 |
| | | % within Gender | 0.0% | 13.3% | 33.3% | 53.3% | 100.0% |
| | | % within Confident | 0.0% | 50.0% | 37.0% | 27.6% | 31.9% |
| | | % of Total | 0.0% | 4.3% | 10.6% | 17.0% | 31.9% |
| | F | Count | 1 | 4 | 17 | 42 | 64 |
| | | % within Gender | 1.6% | 6.3% | 26.6% | 65.6% | 100.0% |
| | | % within Confident | 100.0% | 50.0% | 63.0% | 72.4% | 68.1% |
| | | % of Total | 1.1% | 4.3% | 18.1% | 44.7% | 68.1% |
| Total | | Count | 1 | 8 | 27 | 58 | 94 |
| | | % within Gender | 1.1% | 8.5% | 28.7% | 61.7% | 100.0% |
| | | % within Confident | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| | | % of Total | 1.1% | 8.5% | 28.7% | 61.7% | 100.0% |

Table 8: Crosstabulation of Overall Feeling Confident at Work with Gender

This crosstabulation indicates that 61.7% (n=58) of the total 94 respondents felt that the strategies of Appreciative Leadership "completely affect" how confident they feel at work. Out of this percentage, 27.6% (n=16) are males and 72.4% (n=42) are female. 28.7% (n=27) of the

total respondents thought it "partially affect" while 8.5% (n=8) only were uncertain of its effect

on their confidence.

Table 9 below represents the crosstabulation between the overall "Confident" domain and the

gender of the participants. It shows that 84.5% (n=49) are instructional staff while 15.5% (n=9)

are non-instructional.

### Role * Confident Crosstabulation

| | | | Confident | | | | |
|---|---|---|---|---|---|---|---|
| | | | partially doesn't affect | don't know | partially affect | completely affect | Total |
| Role | Instructional | Count | 1 | 7 | 24 | 49 | 81 |
| | | % within role | 1.2% | 8.6% | 29.6% | 60.5% | 100.0% |
| | | % within Confident | 100.0% | 87.5% | 88.9% | 84.5% | 86.2% |
| | | % of Total | 1.1% | 7.4% | 25.5% | 52.1% | 86.2% |
| | Non-instructional | Count | 0 | 1 | 3 | 9 | 13 |
| | | % within role | 0.0% | 7.7% | 23.1% | 69.2% | 100.0% |
| | | % within Confident | 0.0% | 12.5% | 11.1% | 15.5% | 13.8% |
| | | % of Total | 0.0% | 1.1% | 3.2% | 9.6% | 13.8% |
| Total | | Count | 1 | 8 | 27 | 58 | 94 |
| | | % within role | 1.1% | 8.5% | 28.7% | 61.7% | 100.0% |
| | | % within Confident | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| | | % of Total | 1.1% | 8.5% | 28.7% | 61.7% | 100.0% |

Table 9: Crosstabulation of Overall Feeling Confident at Work with Role

60.5% of the 81 instructional staff feel the strategies of Appreciative Leadership "completely affect" their confidence at work. Almost similarly, 69.2% of the 13 non-instructional staff participating in the questionnaire think the same.

To measure the negative affect of feeling worried at work, responses for questions 10, 16, 22, 28, and 34 were averaged to measure the overall domain. The results of the crosstabulation between the overall "feeling worried" domain and the gender of the participants are shown in Table 10 below.

### Gender * Worried Crosstabulation

| | | | Worried | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | doesn't affect at all | partially doesn't affect | don't know | partially affect | completely affect | Total |
| Gender | M | Count | 1 | 14 | 9 | 6 | 0 | 30 |
| | | % within Gender | 3.3% | 46.7% | 30.0% | 20.0% | 0.0% | 100.0% |
| | | % within Worried | 33.3% | 34.1% | 30.0% | 35.3% | 0.0% | 31.9% |
| | | % of Total | 1.1% | 14.9% | 9.6% | 6.4% | 0.0% | 31.9% |
| | F | Count | 2 | 27 | 21 | 11 | 3 | 64 |
| | | % within Gender | 3.1% | 42.2% | 32.8% | 17.2% | 4.7% | 100.0% |
| | | % within Worried | 66.7% | 65.9% | 70.0% | 64.7% | 100.0% | 68.1% |
| | | % of Total | 2.1% | 28.7% | 22.3% | 11.7% | 3.2% | 68.1% |
| Total | | Count | 3 | 41 | 30 | 17 | 3 | 94 |
| | | % within Gender | 3.2% | 43.6% | 31.9% | 18.1% | 3.2% | 100.0% |
| | | % within Worried | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| | | % of Total | 3.2% | 43.6% | 31.9% | 18.1% | 3.2% | 100.0% |

Table 10: Crosstabulation of Overall Feeling Worried at Work with Gender

31.9% (n=30) of the respondents didn't know whether Appreciative Leadership strategies affected their worry at school while 43.6% (n=41) felt that it doesn't. Within the last percentage as shown in Table 10, 34.1% (n=14) are males, while 65.9% (n=27) are females.

Crosstabulation of "Worry" with the participant's role at school is represented below in Table 11 below:

## Role * Worried Crosstabulation

| | | | Worried | | | | |
|---|---|---|---|---|---|---|---|
| | | | doesn't affect at all | partially doesn't affect | don't know | partially affect | completely affect | Total |
| Role | Instructional | Count | 3 | 37 | 24 | 15 | 2 | 81 |
| | | % within role | 3.7% | 45.7% | 29.6% | 18.5% | 2.5% | 100.0% |
| | | % within Worried | 100.0% | 90.2% | 80.0% | 88.2% | 66.7% | 86.2% |
| | | % of Total | 3.2% | 39.4% | 25.5% | 16.0% | 2.1% | 86.2% |
| | Non-instructional | Count | 0 | 4 | 6 | 2 | 1 | 13 |
| | | % within role | 0.0% | 30.8% | 46.2% | 15.4% | 7.7% | 100.0% |
| | | % within Worried | 0.0% | 9.8% | 20.0% | 11.8% | 33.3% | 13.8% |
| | | % of Total | 0.0% | 4.3% | 6.4% | 2.1% | 1.1% | 13.8% |
| Total | | Count | 3 | 41 | 30 | 17 | 3 | 94 |
| | | % within role | 3.2% | 43.6% | 31.9% | 18.1% | 3.2% | 100.0% |
| | | % within Worried | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| | | % of Total | 3.2% | 43.6% | 31.9% | 18.1% | 3.2% | 100.0% |

Table 11: Crosstabulation of Overall Feeling Worried at Work with Role

It indicates that 90.2% (n=37) who have an instructional role feel that Appreciative Leadership strategies "partially doesn't affect" their negative affect "Worry". On the other hand, 46.2% (n=6) of the non-instructional staff didn't know whether it had an effect or no.

Responses for questions 11, 17, 23, 29, and 35 were averaged to measure the overall negative affect domain of feeling frustrated at work in relation to the different Appreciative Leadership strategies.

### Gender * Frustrated Crosstabulation

| | | | Frustrated | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | doesn't affect at all | partially doesn't affect | don't know | partially affect | completely affect | Total |
| Gender | M | Count | 0 | 11 | 12 | 7 | 0 | 30 |
| | | % within Gender | 0.0% | 36.7% | 40.0% | 23.3% | 0.0% | 100.0% |
| | | % within Frustrated | 0.0% | 29.7% | 38.7% | 36.8% | 0.0% | 31.9% |
| | | % of Total | 0.0% | 11.7% | 12.8% | 7.4% | 0.0% | 31.9% |
| | F | Count | 2 | 26 | 19 | 12 | 5 | 64 |
| | | % within Gender | 3.1% | 40.6% | 29.7% | 18.8% | 7.8% | 100.0% |
| | | % within Frustrated | 100.0% | 70.3% | 61.3% | 63.2% | 100.0% | 68.1% |
| | | % of Total | 2.1% | 27.7% | 20.2% | 12.8% | 5.3% | 68.1% |
| Total | | Count | 2 | 37 | 31 | 19 | 5 | 94 |
| | | % within Gender | 2.1% | 39.4% | 33.0% | 20.2% | 5.3% | 100.0% |
| | | % within Frustrated | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| | | % of Total | 2.1% | 39.4% | 33.0% | 20.2% | 5.3% | 100.0% |

Table 12: Crosstabulation of Overall Feeling Frustrated at Work with Gender

In the crosstabulation of feeling "Frustrated" at work and gender, 39.4% (n=37) of the total respondents felt that Appreciative Leadership "partially doesn't affect" being frustrated at work, while 33% (n=31) didn't know if there was any effect for the leadership strategies on their frustration level as shown in Table 12.

To measure the overall domain of "Realizing One's Potential" at work, responses for questions 12, 18, 24, 30, and 36 were totaled and averaged. Table 13 below shows the crosstabulation between the overall "Realizing One's Potential" domain and the gender of the participants.

| | | | Realizing One's Potential | | | | |
|---|---|---|---|---|---|---|---|
| | | doesn't affect at all | partially doesn't affect | don't know | partially affect | completely affect | Total |
| **Gender** | **M** | Count | 0 | 0 | 4 | 16 | 10 | 30 |
| | | % within Gender | 0.0% | 0.0% | 13.3% | 53.3% | 33.3% | 100.0% |
| | | % within Realizing | 0.0% | 0.0% | 40.0% | 31.4% | 33.3% | 31.9% |
| | | % of Total | 0.0% | 0.0% | 4.3% | 17.0% | 10.6% | 31.9% |
| | **F** | Count | 2 | 1 | 6 | 35 | 20 | 64 |
| | | % within Gender | 3.1% | 1.6% | 9.4% | 54.7% | 31.3% | 100.0% |
| | | % within Realizing | 100.0% | 100.0% | 60.0% | 68.6% | 66.7% | 68.1% |
| | | % of Total | 2.1% | 1.1% | 6.4% | 37.2% | 21.3% | 68.1% |
| **Total** | | Count | 2 | 1 | 10 | 51 | 30 | 94 |
| | | % within Gender | 2.1% | 1.1% | 10.6% | 54.3% | 31.9% | 100.0% |
| | | % within Realizing | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| | | % of Total | 2.1% | 1.1% | 10.6% | 54.3% | 31.9% | 100.0% |

*Gender * Realization of One's Potential Crosstabulation*

Table 13: Crosstabulation of Overall Realizing One's Potential at Work with Gender

Most of the respondents, 54.3% (n=51), felt that Appreciative Leadership strategies "partially affect" the realization of one's potential, while 31.9% (n=30) felt it "completely affect". Out of the 31.9%, 31.4% (n=16) are males and 68.6% (n=35) are females. Table 13 also shows that almost all the respondents for the questionnaire 86.2% (n=81) felt that Appreciative Leadership either "partially affect" or "completely affect" the realization of one's potential.

Table 14 below shows the descriptive statistics for the data collected through the questionnaire for each domain of subjective well-being in relation to the Appreciative Leadership strategies. It includes information as the mean, median, and range of the answers.

| Descriptive Statistics | Satisfaction | Happy | Confident | Worried | Frustrated | Realizing One's Potential |
|---|---|---|---|---|---|---|
| Mean | 4.11 | 4.13 | 4.14 | 2.40 | 2.46 | 3.76 |
| Median | 4.2 | 4.4 | 4.2 | 2.2 | 2.2 | 3.8 |
| Minimum | 1 | 1.4 | 2 | 1 | 1 | 1 |
| Maximum | 5 | 5 | 5 | 4.6 | 4.8 | 5 |
| Range | 4 | 3.6 | 3 | 3.6 | 3.8 | 4 |

Table 14: Descriptive Statistics

The last section of the questionnaire investigates which strategies of Appreciative Leadership affect teacher's well-being the most. Teachers are asked to rank the five different strategies according to their importance in promoting their subjective well-being at school. Table 15 shows the distribution of responses 1 being the highest importance, 2 the second importance, and 5 the least importance.

| Question | Highest importance | | Second importance | | Third importance | | Fourth importance | | Least importance | |
|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % |
| Ranking | | | | | | | | | | |
| Q 37 | 35 | 37.2% | 47 | 50% | 9 | 9.6% | 1 | 1.1% | 2 | 2.1% |
| Q 38 | 9 | 9.6% | 9 | 9.6% | 38 | 40.4% | 16 | 17% | 22 | 23.4% |
| Q 39 | 9 | 9.6% | 10 | 10.6% | 17 | 18.1% | 46 | 48.9% | 12 | 12.8% |
| Q 40 | 32 | 34% | 20 | 21.3% | 22 | 23.4% | 19 | 20.2% | 1 | 1.1% |
| Q 41 | 9 | 9.6% | 8 | 8.5% | 8 | 8.5% | 12 | 12.8% | 57 | 60.2% |
| Total | 94 | 20.00% | 94 | 20.00% | 94 | 20.00% | 94 | 20.00% | 94 | 20.00% |

Table 15: Distribution of Teachers' Answers for the Ranking Question

Table 16 below represents the tabulation of the strategies of Appreciative Leadership and their ranking based on teachers' responses. This tabulation is based on the distribution of teachers' answers for the ranking question presented in the previous table.

| Tabulation of Strategy Vs. Rank | | | | | |
|---|---|---|---|---|---|
| | Rank 1 | Rank 2 | Rank 3 | Rank 4 | Rank 5 |
| Integrity | 35 | 47 | 9 | 1 | 2 |
| Inquiry | 9 | 9 | 38 | 16 | 22 |
| Inclusion | 9 | 10 | 17 | 46 | 12 |
| Inspiration | 32 | 20 | 22 | 19 | 1 |
| Illumination | 9 | 8 | 8 | 12 | 57 |

Table 16: Teachers Responses to ranking of AL strategies

The ranking of the importance of Appreciative Leadership strategies is clear in Chart 1. "Integrity" is ranked first, "Inquiry" comes second, "Inspiration" comes third, and in the fourth rank "Inclusion" and "Illumination" ranked with a tie.



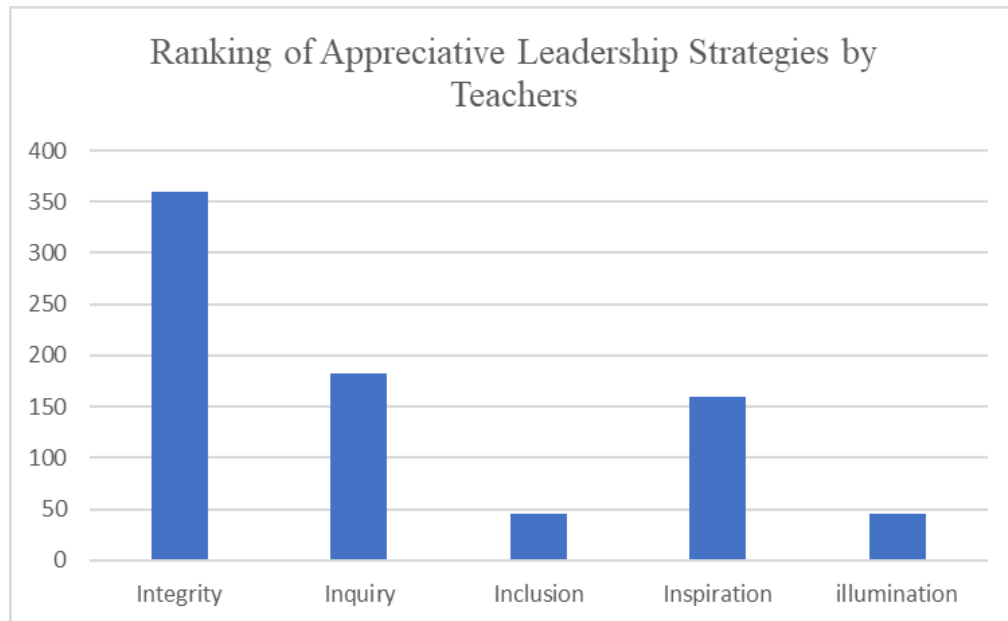Chart 1: Ranking of Appreciative Leadership strategies by teachers

## 4.4 Responses to AI Summit

The data collected throughout the focus groups of the AI Summit is a qualitative data in the form of stories, conversations, and discussions. The focus groups were voice recorded and the content was transcribed to ensure the validity of the data and analysis. The names of the participants were replaced by fictitious names.

Content analysis was used to analyze the AI data through the process explained in chapter 3. After identifying codes from the transcribed data, five categories were created; each represents a strategy for appreciative leadership. Each category is examined through reading books and articles related to the leadership style being studied. Identification of key themes, actions and approaches for appreciative leaders was developed during the examination of texts (see appendix 9).

After coding and categorizing of the transcribed data, the researcher establishes a relationship between the different domains, look for a pattern, and conclude on the inferences from the focus group text. The frequencies and occurrences of codes are compared by the ranking of the appreciative leadership strategies obtained through the quantitative questionnaire.

This process generated 28 different themes and strategies used by leaders within the school that held the AI summit. These strategies are related to teachers experiencing high subjective well-being at work. The researcher clustered and grouped the different 28 themes within six major leadership strategies. The six major groups represent the five strategies for Appreciative Leadership and a miscellaneous group that includes leadership strategies that cannot be classified or identified as relating to the Appreciative leadership.

Table 17 represents the tabulation of the general themes generated from the AI Summit, frequencies, percentages, and the leadership strategy they fall under. The researcher used the context within which these themes were generated to identify the suitable leadership strategy as some of them may relate to more than one strategy.

| Frequencies and Percentages Log for Leadership Strategies Repeated during the AI Summit | | | |
|---|---|---|---|
| **Strategy** | **Themes within Strategies** | | **Frequency** | **Percentage** |
| Integrity | Trust | 14 | 19 | 21% |
| | Responsibility | 3 | | |
| | Communication | 1 | | |
| | Ownership of Mistakes | 1 | | |
| Inquiry | Skill Identification | 5 | 6 | 7% |
| | Positive Inquiry | 1 | | |
| Inclusion | Sense of Belonging | 3 | 24 | 26% |
| | Having a Voice/Heard | 3 | | |
| | Empowerment | 6 | | |
| | Delegation | 2 | | |
| | Collaboration | 6 | | |
| | Relational | 1 | | |
| | Acceptance | 2 | | |
| | Feeling Safe | 1 | | |
| Inspiration | Teacher Development | 5 | 20 | 22% |
| | Motivation | 2 | | |
| | Gratitude | 2 | | |
| | Setting Goals | 8 | | |
| | Transformation | 2 | | |
| | Confidence | 1 | | |
| Illumination | Recognition/Appreciation | 6 | 11 | 12% |
| | Excitement | 1 | | |
| | Best Practices | 3 | | |
| | Using Skills | 1 | | |
| Miscellaneous | Intrinsic motivation | 5 | 11 | 12% |
| | Ownership | 1 | | |
| | Autonomy | 4 | | |
| | Innovation | 1 | | |
| Total | | | 91 | 100% |

Table 17: Frequencies and Percentages for Leadership Strategies Repeated during the AI

Summit

Content Analysis allows the researcher to take into consideration the calculation of the frequencies of the codes and themes generated during the analysis. Chart 2 below represents the frequencies of the generated leadership strategies. The strategy of "Inclusion" is the most recurrent strategy whether in the positive core shared by participants or through the products of the AI cycle. It was repeated 24 times throughout different codes and themes, while the "Inquiry" strategy was repeated the least among the participants.



**FREQUENCIES FOR LEADERSHIP STRATEGIES REPEATED DURING THE AI SUMMIT**
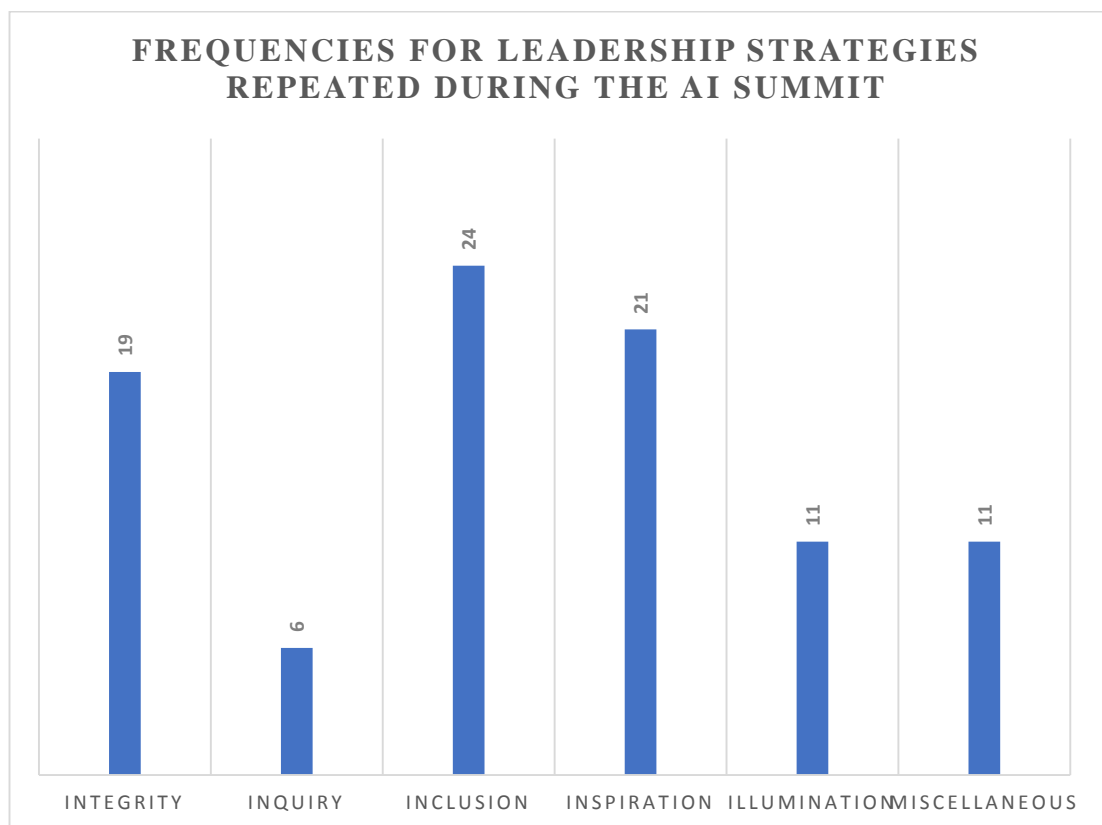
Chart 2: Frequencies for the leadership strategies repeated during the AI Summit

Chart 3 represents the frequencies of the codes generated while analyzing the content of the AI Summit (see appendix 6). In chart 3, the code of "Trust" is the most recurrent code being repeated 14 times during content analysis, followed by "Setting Goals" which is repeated 8

times, and in the third place repeated 6 times each the codes of "Collaboration", "Empowerment", and "Appreciation/Recognition".



Chart 3: Frequencies of repeated codes of Appreciative Leadership strategies

throughout AI Summit

The repetition of a code or a strategy more than the other in the focus group sessions doesn't mean it's the most important or the most influential regarding teacher's well-being. Simply, it was the most repeated during storytelling at the time of the focus group sessions. Different positive core in different setting may generate different frequencies.

**4.5 Research Question 1: How does appreciative leadership affect teacher's well-being?**

Studies of employee's well-being have increased recently and there is a lot of evidence to support the fact it is affected by the organization's leadership (Kelloway & Barling 2010). Most research focuses on the negative influence of poor leadership on the well-being of employees without highlighting the positive influence or benefits that the leadership has on it (Kelloway et al. 2012). Van Dierendonck et al. (2004) mention that several studies emphasize the presence of a relationship or link between employee's well-being and the different styles and strategies of leadership.

The available studies measure different aspects of well-being as the purpose of life, health, physical well-being, social well-being, and the psychological domain. This study sheds light on the subjective well-being and to what extent it is related to and affected by Appreciative Leadership. It also sheds light on the different strategies and which of these strategies affect teacher's subjective well-being the most. The domains of subjective well-being covered in this study are defined by the OECD Guidelines on Measuring Subjective well-being. It covers the Hedonic domain including life evaluation, positive and negative affect, in addition to Eudemonia.

Several studies investigated transformational leadership in relation to promoting employee's well-being. Transformational Leadership resembles Appreciative Leadership in that both are linked to positive leadership. Some of the strategies of Transformational Leadership that are found to influence employee's well-being positively (Verbraak 2014; Kelloway et al. 2012; Kelloway & Barling 2010) overlaps with Appreciative Leadership. Gilbreath and Benson

(2004) mention that research has found positive relationship between positive strategies of leadership in general, such as acknowledgement, empathy, consideration, appreciation and motivation of employees, and high psychological well-being as happiness.

Transformational Leadership is characterized with four strategies or behavior: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. Verbraak (2014) claims that the Transformational Leadership strategy of "Intellectual Stimulation" leaves employees feeling inspired through having a high sense of purpose, vision and goals. This places employees in a positive mood. Moreover "Inspirational Motivation" focuses on inspiring employees become their best resulting in increasing their confidence. Confidence encourage employees to achieve more than what was once thought possible resulting in building strengths, innovation, and resilience (Bass & Avolio 1994). Feeling confident is a positive affect in the framework of subjective well-being. These two strategies resemble the strategy of "Inspiration" for appreciative leaders. "Inspiration" generates "great ideas, strengths, capabilities, and skills- by inspiring creativity, confidence, and hope for the future" (Whitney, Trosten-Bloom & Rader 2010, p.124).

Being in a better mood, having hope for the future, and more confidence are all characteristics of high well-being. Questions 25, 26, 27, 28, and 30 measure teacher's perception of the effect of "Inspiration" on the domains of subjective well-being. Leaders who inspire employees through sharing visions for the future, and setting goals for employees to achieve this vision are perceived to affect teachers in this study as follow:

1. In question 25, 42.6% (n=40) of respondents believe "Inspiration" partially affect their satisfaction at work.

2. In question 26, 50% (n=47) of respondents believe "Inspiration" partially affect them feeling happy at work.

3. 44.7 (n=43) of respondents in the questionnaire believe that "Inspiration" of appreciative leaders partially affects their confidence at school.

4. When school leaders use "Inspiration" strategy, teachers respond they feel less worried and frustrated as it partially doesn't affect these two domains (45.7% n=43 and 33% n=31 respectively in questions 28 and 29).

5. In question 30, 48.9% (n=46) of respondents believe leadership "Inspiration" completely affect the realization of their own potential.

The strategy of "Illumination" for appreciative leaders builds on "success breeds success". This is achieved through different practices as highlighting the best of employees, sharing their best practices by giving credit and acknowledgement to the concerned members, recognizing that simple praise or appreciation can open doors and create worlds, and align the skills and strengths to exciting tasks within an organization (Whitney, Trosten-Bloom & Rader 2010). Questions 31, 32, 33, 34, 35, and 36 measure teacher's perception of the effect of "Illumination" and highlighting best practices by school leadership on the domains of subjective well-being. The percentages below demonstrate how teachers view this strategy affect the different domains of their subjective well-being:

1. In question 31, 83% of the respondents answered that highlighting best practices both completely affect (n=39) and partially (n=39) affect their satisfaction at work.

2. Most of the respondents (89.3%) felt that this strategy affects their happiness at school either completely (n=38) or partially (n=45).

3. In question 33, 47.9% of the respondents (n=45) feel that "Illumination" partially affect their confidence at school, while 48.3% (n=46) reported the same effect on the realization of their own potential.

4. Respondents feel that highlighting best practices at school partially doesn't affect being worried or frustrated at work domains (38.3% n=36 and 44.7% n=42 respectively in questions 34 and 35).

Highlighting best practices within an organization includes acknowledging positive performance, praising, and appreciating employees. Stocker et al. (2014) reported in a study on appreciative leadership and employee's well-being that simple praise was the most frequent appreciative behavior whether from a colleague or a leader. The study concluded that praise, recognition and appreciation are important for promoting wellness and well-being at work. Appreciation affects job satisfaction of employees (Diener et al. 1999; in Stocker et al. 2014). Measurement of job satisfaction is considered an indicator of well-being. Several studies find a positive link between appreciation/ recognition of employees by leaders and their level of satisfaction at work and well-being (Yukl, Gordon & Taber 2002; Kuoppal et al. 2008, cited in Stocker et al. 2014). Employees who are being recognized and appreciated by leaders at work will identify more with their organization, experience an increased sense of belongingness and become more engaged and satisfied (Zhu, Avolio & Walumbwa, 2009; cited in Verbraak 2014).

Other studies have investigated the effect of appreciation by other leadership styles on employee well-being. Franke and Felfe (2011; cited in Stocker et al. 2014) suggest that "Individualized consideration" and "Idealized Influence" of transformative leaders positively affect well-being of employees in organizations. Transformative leaders pay attention to the needs of the employees and their achievements. This creates an environment of empathy, compassion, and support for employees (Kelloway et al. 2012).

With these dimensions of Transformational Leadership, leaders establish high positive relationships with employees resulting in developing and generating trust in the leader. Appreciative Leadership is also characterized by being a relational leadership that builds on communication and trust.

The strategies of "Illumination" and "Integrity" for Appreciative Leadership" can have the same effect on employee well-being as the transformational "Individualized consideration", "Idealized Influence" and the mediating role of trust. Leaders who are identified by their employees to be honest, caring, competent, and fair create an environment of trust where employees feel comfortable, confident, and safe (Verbraak 2014). Kelloway et al. (2012) suggest that trust affects positively the psychological well-being of employees by making them feel less vulnerable, safer, and more confident. Trust affects the social well-being of employees by creating a bond and positive relationship with leaders (Pillai, Schriesheim &Williams 1999; cited in Verbraak 2014). Appreciative Leadership being relational in its nature emphasize the role of trust as a foundation for its strategies.

Illumination facilitates the sense of belongingness and acceptance in an organization boosting the employee social esteem (Sedikides & Strube 1997; cited in Stocker et al 2014). It enhances social esteem which is vital for enhancing self-esteem. Self-esteem is linked with well-being and health (Orth, Robins & Widaman 2012; Pierce & Gardener 2004, cited in Stocker et al. 2014) and is often related to happiness and confidence. Basch and Fisher (2000, cited in Stocker et al. 20014) observe positive feelings as "pleasure, happiness, pride, enthusiasm, and affection" after experiencing and receiving recognition and appreciation. It is obvious whether from theorizing about the relationship or from actual research that "Illumination" and "Integrity" as Appreciative Leadership strategies have a positive link to employee's well-being.

In the questionnaire, respondents feel that "Integrity" being symbolized in honesty and transparency of leaders partially affect different domains of their well-being (59.6% for satisfaction, 61.7% for feeling happy at work, 52.1% for being confident, and 45.7% for realizing their own potential). On the other hand, they felt it partially doesn't affect feeling worried at school (48.9% n=46) or being frustrated (28.7% n=27).

"Inquiry" and positive questioning when the leader asks about what works rather than finding fault and asking about what doesn't work is also found to relate to well-being. Employees feel safe and not threatened by the leadership which boost their own confidence and trust in their leader. The highest percentage for respondents felt it affects the most their satisfaction at work (52.1% n=49), their confidence at work (52% n=49), and the realization of their own potential (53.2% n=50).

"Inclusion", the fifth strategy of Appreciative Leadership, is manifested in collaboration among all stakeholders. Inclusion empowers employees by inviting all stakeholders to co-author the future of the organization. It fosters a community of collaboration, acceptance, innovation, and belongingness. Respondents feel that this strategy affect the most their satisfaction at work (53.4% n=50). However, 26.6% (n=25) reports they feel "Inclusion" being represented by collaboration among stakeholders completely doesn't affect their realization of their own potential.

Research has investigated the role of leadership in promoting employee well-being. Leadership has a strong influence on employee's well-being. Yukl (2013, cited in Stocker et al. 2014) states that leaders can affect well-being of employees as they have the power to decide about the punishment or reward within an organization. Employees are sensitive to acceptance or rejection at their workplace (Wong et al. 2013, cited in Stocker et al. 2014). Since weak relationship increase stress (Tepper 2000, cited in Stocker et al. 2014), flourished relationships would be assumed to have the opposite effect and thus promote well-being.

A large and growing body of these studies focus on transformational leaders and characteristics of transformational Leadership. Transformational leaders stimulate through their actions positive emotions which promotes well-being (Kelloway & Barling 2010). Appreciation of employees is found to influence and promote well-being of employees the most. Appreciation, as explained earlier, influences self-esteem by enhancing the confidence of employees and their sense of belonging and relating to better performance. Open communication also has a positive effect on the social well-being of employees (Gillespre & Mann, 2004, cited in Verbraak 2014).

Taking into consideration previous studies into leadership behavior and well-being and the answers of respondents in this research, there is an association between Appreciative Leadership strategies and teacher's subjective well-being at school. The five different strategies create a relational leadership style that can affect the subjective well-being of employees.

**4.6 Research Question 2: What are the strategies of appreciative leadership that affect teacher's well-being the most?**

The last section of the questionnaire is concerned with how respondents rank the different strategies as they perceive their importance and effect on their subjective well-being. Appendix 10 represents the distribution of teachers' answers regarding the ranking of the five different strategies of Appreciative Leadership. Meanwhile, Chart 1 shows the final ranking of Appreciative Leadership strategies.

Respondents of the questionnaire ranked "Integrity" as the most important strategy affecting their subjective well-being at school. Although "Integrity" ranked third based on the frequencies of the repeated strategies throughout the AI Summit, the code/theme of trust was the most recurrent in the shared positive experiences. This supports the results of previous studies about the importance of trust in leader in promoting well-being. Leaders who develop a collective identity with employees and foster a culture of trust, credibility and integrity increase the psychological well-being of employees. Trust have a significant effect on the occupational safety and positive organizational psychology. For example, Kelloway et al. (2012, p.45) report in their study that "employees' trust in leadership mediated the relationship between transformational leadership and employee psychological well-being".

"Inquiry" was ranked second in the questionnaire while it was the last in the frequencies of the AI Summit. Ranking second is more realistic as "Inquiry" is considered the most powerful tool for appreciative leaders for "positive questions are keys to treasure troves of best practices, success stories, and creativity" (Whitney, Trosten-Bloom & Rader 2010, p. 28). Positive questions lay the foundation for a relational community where people feel safe to share how things function when they are at their best. Positive questions determine the direction the organization is heading as supported by social constructionism (McQuaid & Cooperrider 2018).

"Inclusion" and "Illumination" ranked both in the fourth place as the least important strategies affecting teacher's subjective well-being. This is contrary to the results of the AI Summit, where "Inclusion" had the most frequencies of reoccurrence throughout the shared experiences and discussions. "Illumination" which is basically all about highlighting best practices, recognition and appreciation was also identified in different studies as fostering a range of positive emotions (Basch & Fisher 2000, cited in Stocker 2014), and as being important for enhancing self-esteem which is associated with promoting psychological well-being (Orth, Robins & Widaman 2012; Pierce & Gardner 2004, cited in Stocker et al. 2014).

Moreover, Stocker et al. (2014) suggest that appreciation and praise provoke serenity which is categorized in Russel emotional circumplex as a positive low-arousal affect within well-being. Regardless of the ranking of the importance of AL strategies, the findings of this study confirm the association between the strategies of Appreciative Leadership and the subjective well-being of teachers.

**4.7 Research Question 3 & 4: Can Appreciative Inquiry promote teacher's well-being? And how can leaders promote teacher's well-being at school?**

Appreciative Inquiry has developed as an organizational development (OD) tool as well as a research method. Organizations have grown out of the one-way leadership that use deficit-finding approaches to manage change and development into an approach that highlights collaboration, communication and delegation (Reed 2007). While using Appreciative Inquiry for OD, the main concern should be the outcomes and the effect it will have within an organization.

During the Appreciative Inquiry Summit, the focus groups generated organization development plans and interventions to promote teacher's well-being at school. These plans were generated using the positive core shared during the second focus group. This positive core represents the positive stories and experiences shared by participants throughout the Summit. Studies show that AI drives positive change by its nature. The focus on positive questions and experiences sets the tone since the beginning. Reed (2007, p.23) mentions that different studies suggest that during AI cycles "people could be highly influenced by their expectations and those of others". This can facilitate a positive culture within the organization.

At the end of the AI Summit, participants were asked to fill out a reflection sheet that included 3 questions (see appendix 5). The last question asked the participants of their opinion of AI as an OD tool to enhance teacher's well-being. The AI summit participants gave several positive reflections. For example, participant stated in the reflection sheet:

*"This is my first time learning about Appreciative Inquiry. It is very effective and can be used to promote and enhance teacher's well-being. It takes on a positive approach rather than negative which creates a successful and efficient work climate"* (Reflection sheet 1, June 19, 2018).

Some other reflections are:

*"Definitely! Because it is a simple structure which is easy to follow in a set time-frame. It looks convenient to follow. It creates a lot of positivity during the summit and surely afterwards once implemented"* (Reflection sheet 2, June 19, 2018).

*"Yes! We can focus on What Works, take ownership and make it happen (positively)"* (Reflection sheet 3, June 19, 2018).

*"Yes, because it gives individuals a sense of belonging"* (Reflection sheet 4, June 19, 2018).

*"Yes, because people perform better when they feel they are appreciated and happy"* (Reflection sheet 5, June 19, 2018).

*"Yes, I believe Appreciative Inquiry can be used to create change and promote well-being at schools. I already feel happy. I feel confident and that I belong to the school. Sitting together as teachers and leaders to dream and design is unique"* (Reflection sheet 6, June 19, 2018).

*"Appreciative Inquiry has an easy cycle to follow, although it is difficult to stay positive at all times. However, it can be used to promote well-being at school"* (Reflection sheet 7, June 19, 2018).

### 4.7.1 AI Possible Well-being Intervention 1

**Discover:** Themes of professional learning/ self-development/ setting targets

**Dream: "**All teachers at school have the opportunity of developing short-term and long-term targets and goals within a specific time frame and in alignment with the school vision".

**Design:** Design elements developed by the group to achieve the "Dream" statement:

1. Peer observations
2. Training
3. Hands-on workshops
4. Frequent opportunities for reflections

**Destiny:** The commitment of all stakeholders to the task and process of the professional learning and development of teachers. All are committed to monitor and reflect upon their practices. Self-learning is encouraged and praised.

### 4.7.2 AI Possible Well-being Intervention 2

**Discover:** Themes of Empowerment and Autonomy

**Dream:** "Teachers feel valuable at work. Teachers are given opportunities to share and display best practices. Teachers are given decision-making opportunities at school and in the classrooms".

**Design:** Design elements developed by the group to achieve the "Dream" statement:

1. Skill identification/ Teachers' key skills

2. Personal development training and opportunities

3. Teacher's appraisal system

4. Award system

5. Reflection exercise and survey

6. Individualized development plans (IDP) for teachers

7. Mentoring system

**Destiny:** Involves the commitment of all stakeholders to the implementation of the above "Dream" statement and design plan. Once this is in place, we can notice change through the establishment of an effective teacher's body and an idea box. A system for surveys, teacher's appraisals and appreciation is in place.

### 4.7.3 AI Possible Well-being Intervention 3

**Discover:** Themes of Passion and intrinsic motivation

**Dream:** Aspire to "create an environment in which teachers' performance is driven by their intrinsic motivation and passion for excellence".

**Design:** Design elements developed by the group to achieve the "Dream" statement:

1. Happiness survey

2. Create a happiness baseline

3. Prioritize the factors

4. Individual goal setting plan IGP for happiness

5. Individual growth plan

6. Role models

7. Raise ownership feeling

**Destiny:** Manifests in the commitment of all stakeholders to the above "Dream" statement and action plans. This will result in an environment of high performance with more teachers volunteering at school. Communication channels between stakeholders are positive. There will be an increase in attendance rate and less tardiness.

# Chapter 5: Conclusion

## 5.1 Summary of the Study

This research examines the role of Appreciative Leadership in promoting teacher's subjective well-being. The study was conducted in four private schools in Dubai with 94 teachers participating in the questionnaire. Appreciative Inquiry was used as a qualitative research method to investigate the relationship between the two variables. AI was also used as an organizational development tool by designing interventions through the 4-D cycle to promote teacher's subjective well-being.

## 5.2 Key Findings

The findings of this research confirm the results observed in previous studies that leadership affect employee well-being. In this study, school leadership is found to influence teacher's subjective well-being. It was observed that the strategies of Appreciative Leadership influence the different domains of subjective well-being for teachers. The use of Appreciative Inquiry confirmed this positive relationship and generated a set of intervention to be adopted by school community and leaders to promote teacher's subjective well-being. The different strategies of Appreciative Leadership were ranked by teachers in the questionnaire and frequencies of codes and categories were calculated from the AI Summit content. "Integrity" ranked first as the most influential strategy affecting teacher's subjective well-being while the theme of trust was the most recurrent theme in the AI summit. Integrity and trust were found to influence employee's

well-being in different studies (Kelloway et al. 2012; Pillai, Schriesheim &Williams 1999, cited in Verbraak 2014).

## 5.3 Implications of the Study

The findings of the study support the purpose of the research and assist in answering the research questions. The findings of the study have several significant implications on Appreciative Leadership, teacher's subjective well-being and Appreciative Inquiry.

Worldwide, education is paving a parallel supportive path to academic attainment that focus on helping every student flourish and enjoy good well-being. The first implication of the study is to highlight the importance of teacher's subjective well-being for school effectiveness and student's well-being. The second implication is derived from the relational Appreciative Leadership and generative Appreciative Inquiry. They both have a fundamental role in promoting teacher's well-being and designing interventions for this purpose.

## 5.4. Strengths and Limitations

The use of Appreciative Inquiry as a research and organizational development tool is considered a strength for this research. This novel approach is gaining popularity in educational organizations and research. Appreciative Inquiry and Appreciative Leadership both hold positive potential for developing the human capital within schools and the educational sector. Raising the awareness for teacher's subjective well-being is another strength due to the important role teachers play in student's life and well-being. Furthermore, investigating the

effect of Appreciative Leadership five strategies on teacher's well-being adds to the strengths of this study as previous research investigated the effect of different positive behaviour only.

This study has some limitations too. The small sample size of 94 respondents is considered insufficient for measuring SWB (OECD 2013). However, this can be overlooked as the study did not aim to measure teacher's subjective well-being but more how teachers perceive the relationship between Appreciative Leadership and their subjective well-being.

OECD (2013) recommends measuring subjective well-being at workplace as it can be beneficial for decision and policy-makers. However, it recommends that the "data need to be collected with large and representative samples and in a consistent way across different population groups and over time" (OECD 2013, p.3).

Limiting the five strategies of Appreciative Leadership to few words or terms in the questionnaire is another limitation. Each strategy encompasses different themes and behavior. The researcher had to clarify the original terminology used for these strategies because the respondents were unfamiliar with this leadership style and its terminology.

Time is considered another limitation to this research. There wasn't enough time to measure the effect of the interventions produced by the Appreciative Inquiry 4-D cycle. A pre- and post-measurement of teacher's well-being could measure the effectiveness of the approach and support or contradict the interventions and findings of this study.

## 5.5 Recommendations for Future Studies

The findings of the current study raise few important recommendations for further research and practice. The field of Appreciative Leadership and subjective well-being would benefit from further studies that measures well-being as an outcome of Appreciative Leadership strategies.

Schools and governments need to focus more on teacher's well-being. This can be initiated by measuring teacher's well-being and moving forward from this point. Interventions and policies can be set through AI to assist teachers flourish at schools. This comes as the second recommendation and a fundamental one to develop the human capacity within schools and the human capital of any nation.

Raising the awareness of Appreciative Leadership at schools and organizations is as important as promoting well-being of teachers and comes as a third recommendation. Appreciative Leadership holds further benefits for the school community and effectiveness. Kelloway and Barling (2010) suggest that developing leaders with the intention of enhancing employee's well-being may result in promoting the well-being of leaders themselves. Appreciative leaders will find pride in their appreciative behavior and relational strategies that it might positively affect their own well-being.

The fourth recommendation is linked to Appreciative Leadership but through raising the awareness of the positive power of Appreciative Inquiry as an intervention and a tool for organizational development. Current research is occupied with demonstrating the relationship between leadership, whether appreciative or not, and teacher's well-being. The field of research

would benefit from a new approach to research that provides interventions that can be used to guide school leaders how to promote well-being of teachers and employees instead of framing a strategy or behaviour and investigating merely the relationship or correlation.

## 5.6 Personal Reflections

The use of Appreciative Inquiry to engage different members of the school community in a dialogue about teacher's well-being was extremely generative in this research. Furthermore, the participation of leaders from the school whether as the AI focus group moderator/facilitator or as participants empowered and supported the outcomes of the summit. Teachers felt enthusiastic and happy with this collaboration and participation. An evaluation phase after the "Delivery" of the interventions would be an asset to the research to measure the effect of AI after delivery. This evaluation is similar to the "Drum" phase introduced recently in the 6-D modified cycle of AI. It allows participant to provide feedback and gratitude (McQuaid & Cooperrider 2018).

The importance of Appreciative Leadership was personally confirmed through the positive core shared by participants during the "Discover" phase. Promoting teacher's well-being develop the human capital within the education industry and contribute to school effectiveness and student's well-being. Appreciative school Leadership can be one catalyst for teachers to flourish but other factors as workload and pay should be addressed as well to complete the whole picture.

**5.7 Concluding Note**

Research suggests that "organizational leadership is linked to a wide variety of employee outcomes, both positive and negative" (Kelloway & Barling 2010, p.260) and that positive leadership promotes the well-being of employees (Kelloway & Barling 2010; Van Dierendonck et al. 2004; Franke & Felfe 2011; Shakon et al. 2010, cited in Kelloway et al. 2012). Accordingly, the results of this study are consistent with the findings of other studies on the role of leadership in enhancing teacher's (employee) well-being.

However, this study approaches teacher's subjective well-being through the strategies of Appreciative Leadership aiming to enrich the literature where it falls short. Thus, it seeks to raise the awareness of this new approach of leadership that is full of potential through highlighting potential within organizations. Appreciative Leadership "is grounded in the field of Appreciative Inquiry" (Orr & Cleveland-Innes 2015, p.235). This means it comes with a positive stance searching for the strengths and the positive in individuals, systems, and organizations. AI was born to oppose the deficit-based approaches by creating relational human organizations. Thus, it holds a lot of potential for organizational development and for promoting well-being of teachers and school leaders as well.

This study has gone some way towards enhancing our understanding of the use of Appreciative Inquiry by appreciative leaders to define what works best at schools, to dream of what the future can be, to design a path and plan to implement the dream, and to commit ourselves to this positive change and deliver it for the well-being of teachers at our schools.

The current study confirms the results of previous studies. Appreciative Leadership as well as appreciative behavior, positive leadership and transformational leadership all influence employee's well-being. Teacher's well-being at schools resembles employee's well-being in any organization. It can be linked to great outcomes as retention, innovation, organizational citizenship and productivity. Furthermore, teacher's well-being highly affects student's academic and emotional well-being. Vision 2021 of UAE cannot find a better path to build the human capital, move forward with education and achieve a 1$^{st}$ rate educational system for the happiest nation than to enhance teacher's well-being.

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# Appendices

**Appendix 1: Research Questionnaire**



**Survey Questionnaire**

**Appreciative Leadership and Teacher's Well-being**

**Statement of Informed Consent**

You are being asked to participate as a volunteer in a research study designed to gather information about the role of appreciative leadership in promoting well-being among teachers. In this survey, teacher will refer to instructional teachers, assistant teachers, and support staff) participating in this study by completing this questionnaire.

1. Your participation in this project is voluntary; you will not be paid for your participation. You may withdraw from the study at any time without penalty or harm of any type. If you decline to participate in or choose to not complete the questionnaire, the researcher will not inform anyone of your decision, and no foreseeable negative consequences will result.

2. Completing the questionnaire will require approximately (6) minutes. There are no known risks associated with completing the questionnaire. If, however, you feel uncomfortable in any way during this process, you may decline to answer any question, or not complete the questionnaire.

3. The researcher will not identify you by name in any report using information obtained from your questionnaire; your confidentiality as a participant in this study will remain secure. Subsequent uses of data generated by this questionnaire will protect the anonymity of all individuals.

4. This research effort and this questionnaire have been reviewed and approved by Professor Solomon David.

**NOTE:** By completing and submitting this questionnaire, you are indicating that you understand the statements above, and consent to participate in this study. **Do not put your name on the questionnaire**; your signature acknowledging that you understand the information presented above is not required.

## A. Demographic Information

| | | |
|---|---|---|
| 1. | Please indicate your gender. | Male ☐    Female ☐ |
| 2. | Please indicate your role at school | Instructional ☐    Non-instructional ☐ |
| 3. | What is the highest degree you hold? | High School ☐    BA/BS ☐    Higher Diploma ☐    MA/MS ☐  PhD ☐ |
| 4. | How old are you? | <25 ☐    25-29 ☐    30-34 ☐    35-39 ☐    40-44 ☐    45-49 ☐    >50 ☐ |
| 5. | What is your marital status? | Single ☐    Married ☐    Separated ☐    Divorced ☐    Widowed ☐ |
| 6. | What is your school rating by KHDA? | Outstanding ☐    Very Good ☐    Good ☐    Acceptable ☐    Weak ☐ |

**B. On a scale from 0-4, please mark the box with your appropriate response for the following statements. Zero means "doesn't affect at all", 2 means you "don't know" and 4 means "completely affect".**

**a. Overall, to what extent does the honesty and transparency of school leadership affect the following:**

| No. | Statement | Response 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|
| 7. | How satisfied you feel at work | ☐ | ☐ | ☐ | ☐ | ☐ |
| 8. | How happy you feel at work | ☐ | ☐ | ☐ | ☐ | ☐ |
| 9. | How confident you feel at work | ☐ | ☐ | ☐ | ☐ | ☐ |
| 10. | How worried you feel at work | ☐ | ☐ | ☐ | ☐ | ☐ |
| 11. | How frustrated you feel at work | ☐ | ☐ | ☐ | ☐ | ☐ |
| 12. | Realizing one's potential | ☐ | ☐ | ☐ | ☐ | ☐ |

**b. Overall, to what extent does leadership asking about what works rather than what does not work affect the following:**

| No. | Statement | Response 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|
| 13. | How satisfied you feel at work | ☐ | ☐ | ☐ | ☐ | ☐ |
| 14. | How happy you feel at work | ☐ | ☐ | ☐ | ☐ | ☐ |
| 15. | How confident you feel at work | ☐ | ☐ | ☐ | ☐ | ☐ |
| 16. | How worried you feel at work | ☐ | ☐ | ☐ | ☐ | ☐ |
| 17. | How frustrated you feel at work | ☐ | ☐ | ☐ | ☐ | ☐ |
| 18. | Realizing one's potential | ☐ | ☐ | ☐ | ☐ | ☐ |

**c. Overall, to what extent does collaboration between leaders and teachers affect the following:**

| No. | Statement | Response | | | | |
|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 |
| 19. | How satisfied you feel at work | ☐ | ☐ | ☐ | ☐ | ☐ |
| 20. | How happy you feel at work | ☐ | ☐ | ☐ | ☐ | ☐ |
| 21. | How confident you feel at work | ☐ | ☐ | ☐ | ☐ | ☐ |
| 22. | How worried you feel at work | ☐ | ☐ | ☐ | ☐ | ☐ |
| 23. | How frustrated you feel at work | ☐ | ☐ | ☐ | ☐ | ☐ |
| 24. | Realizing one's potential | ☐ | ☐ | ☐ | ☐ | ☐ |

**d. Overall, to what extent does creating a vision and setting methods to achieve it by school leadership affect the following:**

| No. | Statement | Response | | | | |
|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 |
| 25. | How satisfied you feel at work | ☐ | ☐ | ☐ | ☐ | ☐ |
| 26. | How happy you feel at work | ☐ | ☐ | ☐ | ☐ | ☐ |
| 27. | How confident you feel at work | ☐ | ☐ | ☐ | ☐ | ☐ |
| 28. | How worried you feel at work | ☐ | ☐ | ☐ | ☐ | ☐ |
| 29. | How frustrated you feel at work | ☐ | ☐ | ☐ | ☐ | ☐ |
| 30. | Realizing one's potential | ☐ | ☐ | ☐ | ☐ | ☐ |

**e. Overall, to what extent does highlighting best practices by school leadership affect the following:**

| No. | Statement | Response | | | | |
|---|---|---|---|---|---|---|
| | | 0 | 1 | 2 | 3 | 4 |
| 31. | How satisfied you feel at work | ☐ | ☐ | ☐ | ☐ | ☐ |
| 32. | How happy you feel at work | ☐ | ☐ | ☐ | ☐ | ☐ |
| 33. | How confident you feel at work | ☐ | ☐ | ☐ | ☐ | ☐ |
| 34. | How worried you feel at work | ☐ | ☐ | ☐ | ☐ | ☐ |
| 35. | How frustrated you feel at work | ☐ | ☐ | ☐ | ☐ | ☐ |
| 36. | Realizing one's potential | ☐ | ☐ | ☐ | ☐ | ☐ |

**C. Please indicate the importance of the following reasons to your high well-being at work (satisfaction at work, feeling happy, feeling confident, not being worried, not being frustrated, and realization of one's potential). Place numbers in the following boxes to indicate the ordering of your views 1= the highest importance, 2= the second highest, and so on.**

| No. | Appreciative Leadership Strategy | Ranking |
|-----|----------------------------------|---------|
| 37. | School leadership is honest and transparent. | |
| 38. | School leadership asks about what works rather than what does not work. | |
| 39. | School leadership collaborates with teachers. | |
| 40. | School leadership creates a vision and sets methods to achieve it. | |
| 41. | School leadership highlights teachers' best practices. | |

**Appendix 2: Invitation Email to the AI Summit Focus Groups & Appreciation Email**

## Suhair Bashaireh- AP- ES

Tue 6/12/2018 12:45 AM

Sent Items

Show all 8 recipients

To: ████████████████████████████

Dear all,

I would like to thank you for accepting my invitation to participate in an appreciative inquiry focus group as part of my research on the role of appreciative leadership in promoting teachers' well-being. Your participation in this focus group is voluntary.

The focus group will be divided into two sessions. The first session will be on Wednesday June 13th, 2018. The purpose of this session is to "Define" the concept of an appreciative inquiry interview and the protocol of the focus group. The session will start at 1:10 in the main administration meeting room and will last for 20 minutes maximum.

The second session will be the following week on June 19th, 2018. The purpose of the second session is to use appreciative inquiry to develop interventions that can be used to enhance teachers' well-being. The session will start at 2:00 and will last for 60-80 minutes including lunch at the end. It will also be held in the main administration meeting room.

Looking forward to work collaboratively together to enhance the research on teachers' well-being.

Kind regards,

## Suhair Bashaireh
Elementary Assistant Principal

**S**

## Suhair Bashaireh- AP- ES
Tue 6/19/2018 11:59 PM
Sent Items

**Show all 9 recipients**

**To:** ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓

Dear all,

I would like to thank you all for participating in our AI focus group today. This effort represents the collaboration of professional educators who strive to improve well-being at our school community. I feel honored to facilitate such an organizational initiative and change.

Kind regards,

Suhair Bashaireh
Elementary Assistant Principal

**Appendix 3: Appreciative Inquiry Summit Handout 1 (Introduction to Appreciative Inquiry)**

Handout 1: An Introduction to Appreciative Inquiry

Appreciative Inquiry (AI) is a cooperative search for the best in people, their organization and the world around them. It assumes that every organization has something that works well, and those strengths can be the building block for creating positive change.

Appreciative Inquiry is used both as a method of organizational change and as a research tool. AI is different from the common problem-solving research and managerial style. Throughout its 4-D cycle, it invites people to participate in positive conversations and share stories about their strengths, peak experiences, best practices and successes. By doing so, AI locates the positive power and take it through the different phases to transform the potential into positive power.

Appreciative Inquiry is an approach for discovering strengths and using these strengths to dream and design a better future for an organization. AI uses the below 4-D cycle, shown in the figure below, to build on experiences of individuals:
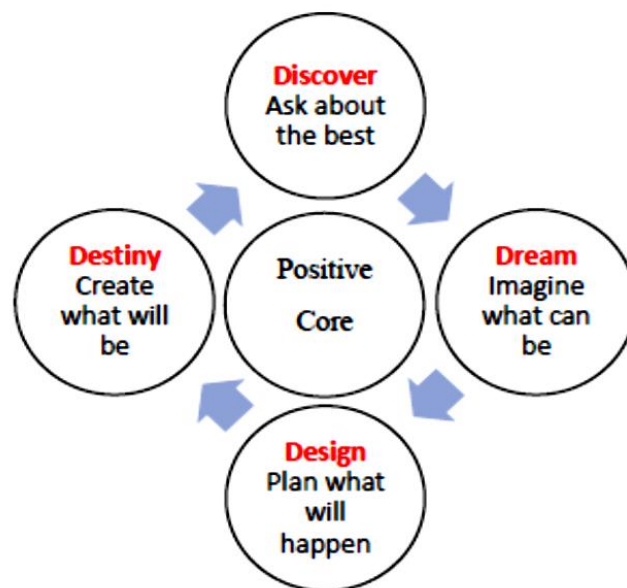


Figure 1: Appreciative Inquiry 4-D Cycle

Sometimes, Appreciative Inquiry is used in a 5-D cycle when the participants are new to the concept. The 5th phase is usually added at the beginning to introduce the participants to the concept of Appreciative, and this is the case with our research. This extra step is usually known as "Define".

Figure 2: Appreciative Inquiry 5-D Cycle
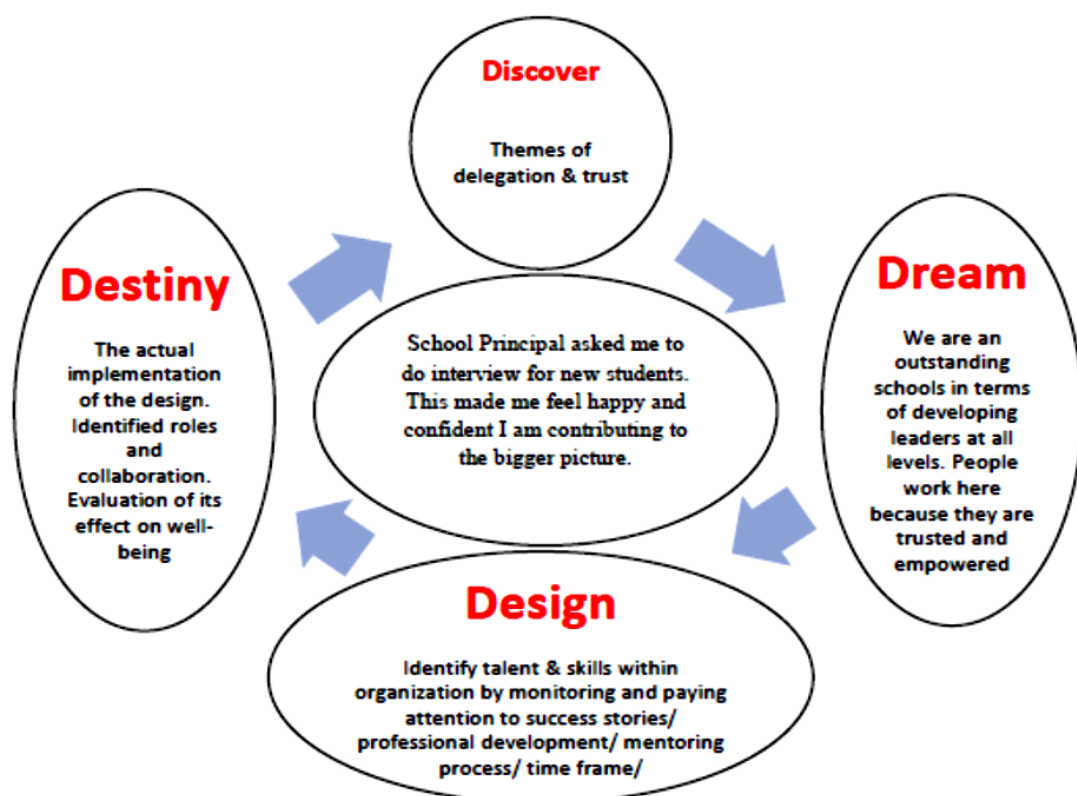


Figure 3: An Actual 4-D Cycle

**Appendix 4: Appreciative Inquiry Summit Handout 2 (Sessions Outline)**

<u>**Handout 2: Appreciative Inquiry Summit Outline**</u>

<u>The purpose of the "Define" Session is to:</u>

1. Introduce the focus group participants to Appreciative inquiry and its 4-D cycle.

2. Set rules and guidelines for the 2nd focus group:

- One person talks at a time holding the mobile to ensure clear recording.
- All answers are important.
- Share the positive and avoid the negatives.
- Try to share experiences that caused the following:
  - ✓ Feeling satisfied at work
  - ✓ Feeling happy at work
  - ✓ Feeling confident at work
  - ✓ Realizing one's potential at work
- Share stories that involve leaders.
- Positives stories shared during the focus group can be either yours or that of a colleague.

<u>The purpose of the AI 2nd focus group session is to:</u>

- Share positive stories of peak experiences, best practices and strengths that left you feeling well.
- Listen well while participants are sharing their stories to **discover** themes and concepts.
- Prioritize the identified themes to **dream** about what could be by creating possible vision statements.
- **Design** an action plan to what is needed for this dream to become a reality.
- Implement the action plan as it becomes the organization destiny and reality to set short term targets.
- Record your reflections in the "Focus Group Reflection Sheet".

**Appendix 5: Appreciative Inquiry Summit Handout 3 (Focus Group Reflection Sheet)**

## Appreciative Inquiry Handout 3: Focus Group Reflection Sheet

1. What is the most appreciative situation that you came across during the interview?

2. If you become an educational leader, what idea would you implement to promote teachers' well-being in schools across UAE?

3. Do you think Appreciative Inquiry can be used to initiate positive organizational change and enhance teachers's well-being? Why?

**Appendix 6: Themes Generated during the AI Summit**

Themes Generated and Identified during the AI Summit/ Focus Group 2

| Summary of Identified and Generated Themes | | |
|---|---|---|
| Transformation | Praise | Growth mindset |
| Excitement | Professional growth | Persistent |
| Personality | Delegation | Gratitude |
| Identify skills and Talent | Recognition | Passion |
| Visionary | Autonomy for teachers | Resilience |
| Pride | Critical eye | Responsibility |
| Ownership | Targets and goals | Innovative |
| Belief | Positivity | Care |
| Pro-active | Being heard | Collaboration |
| Trust | Empowerment | Professional learning |
| Self-confidence | Professional development | Sense of belonging |
| Being heard/ having a voice | Motivation | Intrinsic motivation |
| Personal growth | | |

Growth mindset        Acceptence
Persistant
Gratitude

- Passion       ✓
Resilance
Responsability
Innotive
Care
Pro-active
Being heard
Collaboration
*professional Learning ✓✓✓ //
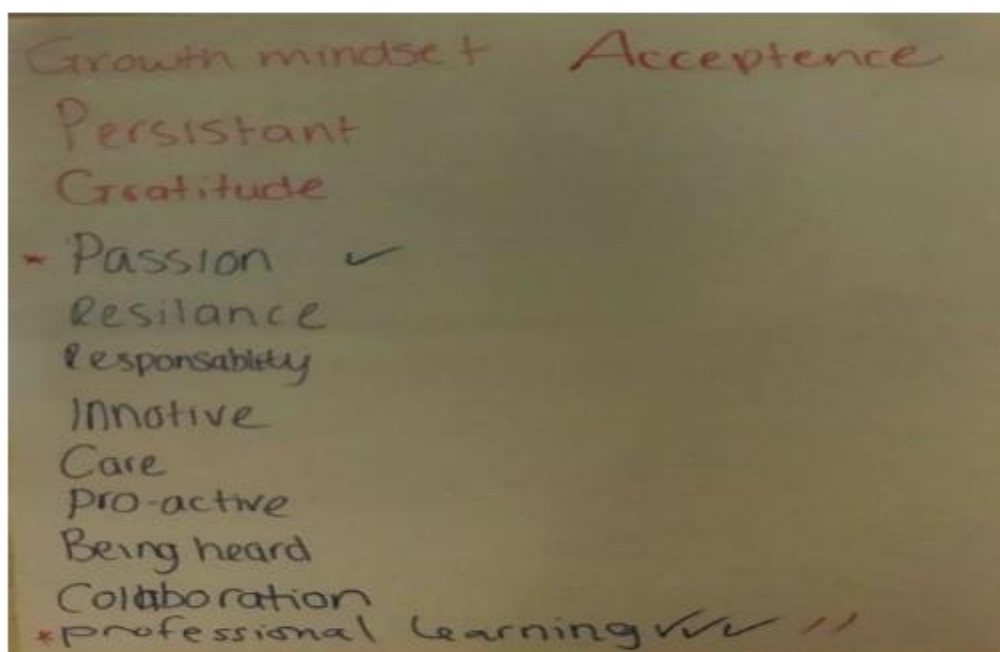
Trust ✓
*Empowerment ✓✓✓ //
Self-confidence
deligation
* Personal devlopment ✓✓ /
Sense of belonging
Being heard/voice
Motivation ✓
* Intrinsic motivation ✓
Personal growth

Transformation
excitement
Honourship
Personality
Identify Skill & Talent
*Autonny for teachers ✓ /
Visionary
Critical eye
Pride
Belief
Praise
Proffesional growth

Deligation
Recognition
Target/goal
Postivty

**Appendix 7: Positive Statements and Action Plans Developed in through the 4-D cycle**

Themes:
passion
intrinsic Motivation

**Dream**

Create an environment in which teachers performance is driven by their intrinsic motivation & passion for excellence.

**Destiny**

1. high performance
2. volunteering.
3. great attendance.
4. less tardiness.
5. innovation.
6. frequent positive communication with parents
7. ownership for failion.
8. More implementation of ideas.

**Design**

1. Survey (Happiness).
2. measure the happiness factors (base line).
3. pririt ize the factors.
4. implementation individual goal setting IBP for happiness.
5. Individual growth plan.
6. role model.
7. raise the ownership feeling.

**DESTINY**

- Credential Assessment
- Initial + Ongoing-Conclusive personalized goals / Surveys
- Yearly Onboarding
- Compulsory PLC/ Mentoring / Coaching/ Service
- TEACHER OF THE MONTH/ QUARTER / YEAR
- SIMPLE MONTHLY/QUARTERLY SURVEYS
- IDEA BOX
- CO-TEACHING/ TEACHER BUDDY

**DISCOVER**

EMPOWERMENT & AUTONOMY

**DESIGN**

- Skill Idenification / Teachers' Key Skills
- Personal / Development Training/Opportunities Professional
- TEACHER APPRAISAL SYSTEM AWARD SYSTEM
- REFLECTIVE EXERCISES & SURVEYS
- IDPs for teachers
- MENTORING

**DREAM**

- FEEL TEACHERS VALUABLE @ WORK
- TEACHERS ARE GIVEN opportunities to display BEST PRACTICES (WWW)
- TEACHERS ARE GIVEN DECISION MAKING OPPORTUNITIES

- Teachers should have short term and long term targets with a time frame in line with school vision.
- Appreciation and appraisals should be there.
- Opportunities to reflect for better

Appraisals

Observations

Destiny

Reflections
Monitor
Motivation
encouragement
Self learning
Praise
Discover
Theme = PL

Professional Learning

Design
Peer observations
Training
hands on workshops

Dream
Self development
Vision
Short/Long targets

---

Dream: Teachers
Should be given L/S targets
for their continuos proffesional
growth in line with school
vission.

Design: Trainings
Peer observation
Hands on workshops.

Destiny: Collaboration
Team work
Self-reflection
Success

**Appendix 8: Permission Letter to the School**

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الجامعة البريطانية في دبي
The British University in Dubai
www.buid.ac.ae

5/27/2018

<u>**To whom it may concern**</u>

This is to certify that Ms.Suhair Ahmad Bashaireh with Student ID number 2016101136 is a registered part-time student in the Master of Education offered by The British University in Dubai since September 2016.

Ms. Bashaireh is currently collecting data for her research (The Role of Appreciative Leadership in Promoting Teacher's Well-Being ).

She is required to gather data through conducting surveys, interviews and research diary that will help her in writing the final research. Your permission to conduct her research in your organisation is hereby requested. Further support provided to her in this regard will be highly appreciated.

Any information given will be used solely for academic purposes.

This letter is issued on Ms.Bashaireh's request.

Yours sincerely,

Dr. Amer Alaya
**Head of Academic and Student Administration**

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**Appendix 9: Embedded themes in Appreciative Leadership Strategies Based on Readings**

| Integrity | Inclusion | Illumination | Inspiration | Inquiry |
|---|---|---|---|---|
| Leaders here are honest and transparent. They encourage everyone to be the same by creating a safe relational environment. They walk the talk and admit their mistakes and flaws. | Leaders invite all stakeholders to share their ideas and co-design the future of the organization whether by say or do. This step is done after skill identification to align skills, strengths and tasks. | Leaders highlighting best practices and build on what is being done well instead of re-inventing the wheel. They praise who work well and spread good practices. | Boosting the moral on the employees by sharing a smart vision and setting goals to achieve and targets to meet. This creates a positive environment of hope and potential. | Listening more that talking. Asking positive questions about what works for us rather than what does not work. Moving the organization in the direction of positive questioning. |
| Open Communication | Communication Variety | Communication | Confidence | Communication |
| Honesty | Co-creating | What works | Hope | What do you want? |
| Transparency | Multiculturalism | Capacity | Creativity | Positive questions |
| Morals | Multitalented | Discovering strengths | Personal transformation | Break the mould |
| Ethical conduct | Multigenerational | Best practices | Collective transformation | Challenge status quo |
| Speaking truth to power | Diversity | Aligning strengths | Excitement | Empowerment |
| Commitments | Inviting ideas | Valuing people | Enthusiasm | Foster risk taking |
| Autonomy | Recognition | Valuing skills | High energy | Strength finder |
| Congruity of words and deeds | Welcoming | Walk the talk | Synergy | Conversation |
| Reconciliation | Accepting | Strength spotter | Collective wisdom | The Flip |
| Forgiveness | Social construction | Feeling positive | Appreciation | Listening to people |
| Authenticity | Co-authoring | Observe | Recognition | Confidence |
| Walk the talk | Collaborative activities | Analyse | Compliments | Responsibility |
| Spiritual resonance | Relationships | Recognition | Gratitude | Engagement |
| Align with values | Conversations | Relationships | Visionary liveliness | Energizes |
| Consistency | Social interaction | Appreciation | Positive possibility | Directed questions |
| Reflection | Stakeholders | High performance | Way to reach the vision | Relationships |

| Conscious decision making | Make it safe | Passion | Future | Cross-learning |
|---|---|---|---|---|
| Performance | Full-voice participation | Highlight best practice | Way power | Innovate |
| Promises | Engagement | | Will power | Potential |
| Relational | Empowering | | Motivation | Skill Identification |
| Self-awareness | Innovation | | Lead with love | Positive Questions |
| Respect | Creativity | | Giving Back | |
| Emotional intelligence | Enhancing | | Vision and Goals | |
| Apologies | Compassion | | | |
| Responsible | Feeling of belonging | | | |
| Recognize excellence | Accommodations | | | |
| Admitting mistakes | Collaboration | | | |
| | Community | | | |

**Appendix 10: Distribution of Answers for the Ranking Question in the Questionnaire**

| Distribution of Answers for the Ranking Question | | | | | |
|:---:|:---:|:---:|:---:|:---:|:---:|
|  | Rank 1 | Rank 2 | Rank 3 | Rank 4 | Rank 5 |
| **Integrity** | 35 | 47 | 9 | 1 | 2 |
| **Inquiry** | 9 | 9 | 38 | 16 | 22 |
| **Inclusion** | 9 | 10 | 17 | 46 | 12 |
| **Inspiration** | 32 | 20 | 22 | 19 | 1 |
| **Illumination** | 9 | 8 | 8 | 12 | 57 |

**Appendix 11: Random Sample from AI Summit/ Focus Group Session 2**

23    HRSH: Mmm. So one positive memory that I have and I always reflect on is that I was

24    approached by a middle manager to do admission interview. When I reflect upon what happened

25    I feel happy because I feel as part of a team and it is a great opportunity to interview a potential

26    grade 1 student for next year. I felt that my opinion mattered, and that I was a trusted member of

27    the team. It really made me happy as I was not given this opportunity before so it is an

28    opportunity that I can develop further on. It also helped me with my self-confidence as I have

29    never done one before. I really enjoyed it.

30    Moderator: Thank you HRSH. So listening to HRSH's lovely experience, what positive themes

31    do you think can be generated from this story.

32    HRSJ: Trust and motivation

33    HRSG: I found self-confidence and responsibility as possible generative themes.

34    AAIA: It is not only about trust, but also being heard and having a voice.

35    VPRA: Mmmm, also empowering. I find that there is some kind of empowerment

36    Moderator: Empowering Ok let's write the themes on the chart paper. Maybe the story teller can

37    also write the themes generated from their own stories. Trust, empowerment, self-confidence,

38    delegation as HRSH said. Thank you and now we will move on to another story with the

39    following participant.

40    HRSJ: Thank you. I would like to share my experience where I was being chosen in the absence

41    of my team leader where she had to take her maternity leave and I was approached by my

42    assistant principal if I want to act as the lead teacher for grade 1. From that day onwards, I felt

43    like as if my confidence level was boosted and I felt again trust that I was selected from among 6

44    team members when I was given this opportunity and I felt great. I took each day as a challenge

45    that I am not only responsible as a teacher for my class, but I am also responsible for all my

46    grade team members. Yes, I feel more responsible at work. I feel more happy at work. I feel

47    trusted at work that although everyone is a team member, but my communication skills have

48    improved a lot. It is definitely a big step towards my future goals. Now I feel that my potential

49    has been recognized by the school and in the future I can do much better. Ya, I look forward for

50    that.

51    Moderator: Thank you HRSJ for your positive contribution. What themes inspired you in her

52    story?

53    HRSH: Personal development and growth

54    Moderator: Personal development and growth.

55    VPRA: Again, I would say trust again.

56    Moderator: Ok trust as well. How about you AIA?

57    AAIA: It is about more involvement and feeling part of the community. Sense of belonging on a

58    larger structure.

59    Moderator: Sense of belonging aha. Very good. How about you HRSG?

60    HRSG: For me, I see the recurrent theme of trust and responsibility and self-confidence. Cause

61    as she said, she felt more confident coming and she felt as if people are depending on her. So all

62    this time getting this responsibility as VPRA said giving her this responsibility made her feel

63    more confident.

64    Moderator: Ok. Ok. Very good. Now it is VPRA's turn. Are you ready VPRA to share a positive

65    story with us?

66    VPRA: Yes.

67    Moderator: And VPRA although she is a leader, a senior leader but for sure she can share a

68    positive story about her and a leader.

69    VPRA: Well I would like to go three years back when I was a teacher and just recently became

70    the coordinator for the science department and I will not go and talk about the negative things

71    but I wana talk about the turning point where I moved from being a teacher to a head of

72    department again because of a leader another leader who believed in me. But I am not gona say

73    that that happened because that person came to me and asked me to do that. Unfortunately,

74    things do not happen easily with me. I am used to chase what I want to achieve. I went to her and

75    shared my dream with her. And this is something nice that I read once and would love to share it

76    with you. If you have a dream and you really want to achieve it, the best thing to achieve it is to

77    share it with those people who can help you achieve it, who have an impact in order to make it

78    happen for you. So by that time, I went to the principal and told her that yes I resigned from the

79    school but I still have a lot to give to the organization. And I was kind of aware that they wanted

80    a head of department in another school, our sister school, and I wanted that position. I went to

81    her and asked her for this, and again because she believed in me, she trusted me, she empowered

82    me, she saw in me what I can see in myself by that time. She gave me the position although I

83    don't have the experience and I have never been a head of department. And I proved to her

84    because she gave me that opportunity, it was like a challenge for me, that I want to prove for her

85    that she wasn't wrong and what she did was right, and I would not let you down because you

86    gave me this opportunity. So that was a turning point alhamdullilah and my career went up ever

87    since that moment and I am kind of asking for more year after year. Right AAIA, we were just

88    discussing this.

89    Laughter

90    Moderator: Yes, so VPRA you had this discussion with AAIA and you came prepared to the

91    focus group. So now the question to all of you, with her VPRA story what themes we can

92    generate and come up with?

93    HRSC: Trust and intrinsic motivation

94    Moderator: Intrinsic motivation! Ok I love that. We already have trust at the top and we just need

95    to add intrinsic motivation. I think previously we wrote motivation.

96    All: Yes

97    Moderator: Oh, we said it but it seems that we missed to write it down. Let's write it down

98    motivation and intrinsic motivation.

99    HRSH: Sorry what's that (responsible for writing on the chart paper).

100   Moderator: Intrinsic

101   HRSH: How do you spell it?

102   Moderator: I-N-T-R-I-N-S-I-C... No, it is wrong let me write it... Intrinsic. Ok what other

103   themes other than intrinsic motivation. Mmmm HRSG.

104   HRSG: Laugh... personal growth

105   Moderator: But I also see something else in the story

106   HRSG: Self-belief... mobility to move to another school.

107   Moderator: I see also a growth mindset because she didn't frame herself only as a teacher or in

108   one position.

109   HRSH: She never gave up.

110   Moderator: How about you AAIA?

111   AAIA: I think it is a mix of everything. It is a big focus on the ability to grow. It is not by

112   showing off yourself, it is by your actual work and dedication. It is sort of an appreciation for

113   people who believed in you. I see people believe and empower others.

114   VPRA: And I see also gratitude because part of the insistence to excel in her work is to show

115   gratitude for the principal. Giving back... Ya.... Giving back.

116   Moderator: AAIA, are you ready to share a story with us? Ya?

117   AAIA:Ya. Similar to the story of VPRA, I started as a teacher and for lower grades in an ICT

118   department and I had a concern about the students' wellbeing. We had a cleaner that wasn't there

119   for a week and I decided that I am going to clean the lab. I came in the evening and the CEO of

120   the organization came and she was like I was told that someone is in the lab. She asked: are you

121   using the equipment. I said no I am cleaning. I have my vacuum cleaner and I am cleaning. And

122   she was like seriously. The next day I was promoted to become the head of department, cause

123   she said it is about doing something extra and you are not asking for anything. I was just

| 124 | concerned about the wellbeing of the kids by providing a healthy environment. If you know this |
| 125 | as a teacher and you know there is a gap then just fill it and things will just happen for you. And |
| 126 | since then I have been given positions. After that I was in the same organization Al Ittihad and I |
| 127 | was doing a portfolio for the kids, and I believe that in order to teach kids you need to know your |
| 128 | kids. So individual portfolio for every single kid was created, I triangulated the data that I am |
| 129 | responsible for now as an academic advisor and for curriculum assessment. By doing these |
| 130 | modifications and by doing this for your own kids, you start getting recognized and you start |
| 131 | getting promoted and you start developing yourself. And one thing when I came here to this |
| 132 | school and I had the privilege of working with the vice principal, the moment I came here and |
| 133 | they were doing the self-evaluation and they were in their final stages but they listened to me and |
| 134 | she listened to me as a leader and she said what is your opinion about it. How can we develop? |
| 135 | And what can we do? And we had that workshop for CAT4 and we were trying to make sense of |
| 136 | the data that we have. I am a true believer that it all belong in the hands of the teacher. It is not |
| 137 | something you sit in the head office and you start saying oh our kids are these numbers. No, it is |
| 138 | about teachers using this data in an informative way of providing proper teaching for kids and |
| 139 | differentiating in a classroom. Not for labelling kids as weak students. If there is a gap, we |
| 140 | should support them. In a nutshell, whatever you provide more for your kids, you get recognized |
| 141 | more and promoted. |
| 142 | Moderator: Thank you AAIA. Who can share with us a positive theme that they generated form |
| 143 | AAIA's story. |
| 144 | HRSJ: Resilience |
| 145 | VPRA: I would say passion |
| 146 | HRSJ: I would say responsibility. Because he made himself more responsible for the children. So |
| 147 | day by day he felt that he is responsible of caring for them and encouraging them. So |
| 148 | responsibility. |
| 149 | Moderator: So, responsibility yes. |
| 150 | HRSG: It is more than just responsibility, it is more about taking initiative, and having a genuine |
| 151 | concern and care and also he was rewarded and promoted. |
| 152 | Moderator: So yes, care and being initiative. |
| 153 | HRSG: Being proactive and being heard also. |
| 154 | Moderator: Yes HRSC. |

155 HRSC: Hello everyone. It was indeed a pleasure for me to be chosen as a happiness ambassador
156 for elementary. It brightened my day at that moment when my assistant principal Ms. Suhair
157 approached me and said she didn't ask me but said HRSC I want you to be the Happiness
158 Ambassador. And I categorize this opportunity into three categories: trust, motivation and
159 transformation and acceptance. It impacted me before it impacted others. Just my presence I was
160 felt rather than heard and this is what I love. My presence was felt among students and teachers.
161 Transformation took place daily in the lived of teachers. I remember many days I would walk
162 into teacher's classroom, just a hug, just a smile, just gracing them with a smile changed that day
163 into a productive day. At the beginning it was not announced, many didn't know I was given that
164 responsibility but at the end now many people are coming to me. If I am looking sad: HRSC you
165 are the Happiness Ambassador why are you looking sad. They just come to my class just
166 wanting a hug and this extended from elementary into middle and high school. So this was
167 indeed a grand privilege for me and I do believe that my leader saw something in me to entrust
168 me with this responsibility. Because we need a happy environment to work in, we need to be
169 positive, and also my students were chosen as the happiness ambassadors. So not only it was my
170 responsibility, but they were also given this responsibility to actually show that we need to do
171 this and we need to be happy in order for us to learn and let me tell you this has impacted my
172 class 2A in a significant way with the extension of also the parents because when they realize
173 that their child has been selected to be a happiness ambassador. The word happiness ambassador
174 is very big and means a lot. So they too were very very excited and were very appreciative that
175 the assistant principal saw it in their child to be a happiness ambassador. What better position I
176 could have gotten? And this will not only stay in AlMaaref, but when I am walking down the
177 street, many people just my smile would tell me oh my God can you smile again (everyone
178 laughs). A lady I saw in the mall and I smiled to her in the elevator and she cried and hugged me
179 and said you made my day. I am proud that my leader saw this in me that I can allow people to
180 know they are acceptable. Feel accepted, the feeling of acceptance. This was a great privilege
181 and I thank you Ms. Suhair.
182 Moderator: Thank you HRSC. So who wants to start with generating positive themes from her
183 story.

184    AAIA: Well, I see personal development there, I see a lot and not just something that affected

185    her in the organization but something that affected her outside the organization. It is a life

186    changer. It has changed her life and the life of others.

187    Moderator: So personal development it is there. HRSG?

188    HRSG: Oh my God.

189    Moderator: What? Do you have a lot of points?

190    HRSG: First of all, trust, you trusted her with this big task and she did well. She felt accepted

191    and I felt that this broke a wall so she could give more and develop into the great person she is

192    now. She probably was great but didn't feel she was accepted before. So personal development

193    as AAIA said and acceptance and transformation. And excitement.

194    Moderator: And excitement. How about you HRSH?

195    HRSH: Ehh, like transformation. Me and HRSC started together at school only a month apart

196    and seeing her blossom is simply great. To be honest I am not a morning person but when I see

197    HRSC and her smile and give her a hug it does make a great difference. You have left a great

198    impact on a lot of teacher. So that is transformation ya.

199    HRSJ: Yes, I agree with HRSH and in the morning we see HRSC and we greet each other, and I

200    know HRSC developed her communication skills.

201    Moderator: How about your VPRA?

202    VPRA: I will add something to whatever my colleagues were just saying and something that I

203    can see it shouting out loud from her story is the ownership. She had the happiness skill and by

204    time happiness became a symbol for her after that moment. She owns that. It started to become

205    part of her personality that it will become a habit. After that it will become a turning point. So, it

206    really affected her in a way that it became part of her character and personality. When we reach

207    that point, this is becoming more of a habit. There is no turning point.  This is a great success

208    when you go through such an experience. A great success when you go through such an

209    experience and you own the skill the way you owned it this way. So ya I would say the

210    ownership.

211    Moderator: I would say also identifying the skills and talent. Skill identification. Being able to

212    see and identify what makes each teacher special. What do I do best and how can I employ it for

213    the benefit of the organization? And now we will move to HRSG and her positive story.

245    Moderator: So, autonomy and independent.

246    HRSH: I think the skills that I thought of is pretty much to what everyone has mentioned

247    already. But one thing particularly, when she believed in you your self-self or for someone

248    confidence and self-esteem developed because you believed in yourself and you knew you can

249    do it. It is what AAIA said you had passion, no matter what obstacles you will face you will try

250    your 110% to overcome it. So ya self-belief and being confident in yourself.

251    Moderator: Is there any theme that we mentioned, and you missed writing on the chart? And now

252    it is your turn DJD. Thank you for joining us. You were very excited to share a story with us.

253    Are you ready DJD to share your positive story with us?

254    DJD: Ya, I think so. Can you give me some guidelines though?

255    Moderator: Mmm, remember we need to stay positive and just share a story that made you feel

256    well whether happy, confident, satisfied at work, empowered.

257    DJD: For me or someone else because I was really wanting to share a story for someone else.

258    Moderator: It can be both, but whether for someone else or for self it has to have a link to

259    leadership and it has to have a link with wellbeing.

260    DJD: Ok, maybe this is what you are wanting but I am going to share a story that we had

261    recently with our executive committee and we were planning our school calendar and what was

262    really cool is that I saw the power of praise when you make people fell good is when you

263    actually were praising Huda the secretary in front of all of us about how wonderful she was and

264    what happened was and I see that as a leader when you empower and praise someone and show

265    that level of belief of someone not only did you say it but also we all agreed and then the

266    following day as a take-off from you, I met with her individually and said I want to reaffirm

267    what Suhair was actually saying. You really do things really really well and as a result of that I

268    would like to give you an assignment next year. The assignment is that I would love you to be

269    my secretary trainer for all of my office support staff. I want you to start to make sure everyone

270    is competent in word, excel, outlook, PowerPoint, typing skills, how to write a business letter

271    and all those sorts of things and her reaction was yes, I would love that. She was that I will go

272    home and do that and did an agenda. So, when you as a leader you praise and acknowledge you

273    give someone a desire to work harder and push me harder. So as leaders when we do that, we

274    push people to want to impress us more.

368  Moderator: What will teachers be doing if all these were in place? How will it look like?

369  HRSH: The most important thing we said is having reflections and self-learning, appraisals,
370  motivating new teachers.

371  Moderator: AAIA you were working with them. Would you like to add something to what they
372  just said?

373  AAIA: It is the same thing. Having the teachers have a long-term and short-term goals and plan,
374  and they know best what they need to develop. It is like a SWOT analysis of their strengths and
375  weaknesses, opportunities and threats and they kind of develop it as long as it is aligned with the
376  school vision. Then we design training courses and programs. The destiny is the implementation
377  of its success.

378  Moderator: So, you are saying the destiny is creating a culture of educators and professionals
379  who work together in the same organization. Thank you for this beautiful vision.

380  VPRA: I would live to add something here. I am very objective oriented. It is more of my life
381  approach I would say. What would be even nicer AAIA, I wana add to what you just mentioned
382  and that is developing a goal for a teacher in order to move in the educational path and that goes
383  with the school vision is something great because at the end you are working for the organization
384  and you want your goal to be aligned. But do you know what is even better? Do you know what
385  will even make the success doubled? It is when your own personal goal is aligned with the
386  school goal. That's when the success will be doubled. And this is what happened to me to be
387  honest. As a person who worked at Al Maaref, I have a personal goal and I want a success story
388  from AlMaaref and the school wants to reach the acceptable in the KHDA rating and I want to be
389  a vice principal or whatever. So try to align you own personal career goal with the organization
390  goal to make the success more wild and strong.

391  HRSH: For example, one of my targets is having awareness of each subject as English, Math,
392  and Science. For example, I am comfortable in teaching Math and English but not as much in
393  Science. I don't have a science background. My personal goal is to do self-learning and come
394  back next year more confident and prepared in teaching Science. So it is a school target and a
395  personal target.

396  Moderator: thank you for our first group. Moving on to the second group.

397  (Clapping)

429 DJD: Ok so basically our dream is that we will create an environment where teachers'
430 performance is driven by their intrinsic motivation and their passion for excellence. We know
431 that people do well when it is done internally. So we came up with a list of things to measure that
432 and get our baseline. The first thing was to do some kind of a survey to measure their happiness
433 and to measure what are the things that make people happy. After that we would prioritize those
434 things. I cannot give everyone a pay increase but I can give everyone time off or I can give you a
435 leadership role, or I can give you an opportunity to go to a PD or something like that, and then
436 have teachers set their individual goals for what is going to make you happy as well as the
437 growth plan providing role models and raising that ownership feeling.  So we want teachers to
438 feel that they are responsible even if they fail.
439 VPRA: And then when we were looking at the destiny part, how exactly we can measure the
440 effect of this on our teachers. They will have the intrinsic motivation and whenever we sense the
441 high performance, teachers are performing better. Whenever we see teachers are volunteering
442 and we see initiatives and proactive teachers trying to do new things. Great attendance and less
443 tardiness or innovative ideas are coming up. Frequent positive communication between teachers
444 and parents. Ownership whenever we fail or do mistakes. Ok we take ownership of that and more
445 implementation of ideas. Thank you
446 Moderator: Thank you all for completing the AI 4-D framework. I will distribute now a
447 reflection sheet that I would like you to fill it before we move to our lunch. They are simple three
448 questions that you can answer. What is the most important appreciative story or theme you came
449 across today? If you can become an educational leader for one day, what is the one thing you
450 will choose to do to promote teachers' wellbeing across UAE? If you get this chance, what will
451 you do. And the last question does you think Appreciative Inquiry can be used to initiate positive
452 organizational change and not only the wellbeing of teachers? If you think so, then please tell us
453 why.
454 VPRA: The first question is from the stories that we heard?
455 Moderator: Yes, it is. Thank you all. I really loved what we did today, and I look forward to do it
456 on a larger scale next year as a whole school AI summit.
457 HRSJ: Yes, we loved it too.
458 VPRA: Yes.
459 HRSH: Yes, we loved it.

## Appendix 12: Distribution of Teacher's Answers in the Questionnaire

| Question | Response 1 | | Response 2 | | Response 3 | | Response 4 | | Response 5 | |
|----------|-----|------|-----|------|-----|------|-----|------|-----|------|
| | # | % | # | % | # | % | # | % | # | % |
| **Satisfaction** | | | | | | | | | | |
| Q 7 | 1 | 1.1% | 3 | 3.2% | 8 | 8.5% | 56 | 59.6% | 26 | 27.7% |
| Q 13 | 2 | 2.1% | 3 | 3.2% | 14 | 14.9% | 49 | 52.1% | 26 | 27.7% |
| Q 19 | 2 | 2.1% | 1 | 1.1% | 7 | 7.4% | 50 | 53.2% | 34 | 36.2% |
| Q 25 | 4 | 4.3% | 3 | 3.2% | 9 | 9.6% | 40 | 42.6% | 38 | 40.4% |
| Q 31 | 5 | 5.3% | 1 | 1.1% | 10 | 10.6% | 39 | 41.5% | 39 | 41.5% |
| Total | 14 | 3.0% | 11 | 2.3% | 48 | 10.2% | 234 | 49.8% | 163 | 34.7% |
| **Happy** | | | | | | | | | | |
| Q 8 | 1 | 1.1% | 2 | 2.1% | 9 | 9.6% | 58 | 61.7% | 24 | 25.5% |
| Q 14 | 3 | 3.2% | 3 | 3.2% | 10 | 10.6% | 45 | 47.9% | 33 | 35.1% |
| Q 20 | 1 | 1.1% | 1 | 1.1% | 9 | 9.6% | 42 | 44.7% | 41 | 43.6% |
| Q 26 | 4 | 4.3% | 4 | 4.3% | 10 | 10.6% | 47 | 50% | 29 | 30.9% |
| Q 32 | 3 | 3.2% | 2 | 2.2% | 5 | 5.4% | 45 | 48.4% | 38 | 40.9% |
| Total | 12 | 2.6% | 12 | 2.6% | 43 | 9.2% | 237 | 50.5% | 165 | 35.2% |
| **Confident** | | | | | | | | | | |
| Q 9 | | | 2 | 2.1% | 6 | 6.4% | 49 | 52.1% | 37 | 39.4% |
| Q 15 | 1 | 1.1% | 4 | 4.3% | 11 | 11.7% | 49 | 52.1% | 29 | 30.9% |
| Q 21 | 1 | 1.1% | 1 | 1.1% | 13 | 13.8% | 48 | 51.1% | 31 | 33% |
| Q 27 | 2 | 2.1% | 3 | 3.2% | 13 | 13.8% | 42 | 44.7% | 34 | 36.2% |
| Q 33 | 3 | 3.2% | 4 | 4.3% | 7 | 7.4% | 45 | 47.9% | 35 | 37.2% |
| Total | 7 | 1.5% | 14 | 3.0% | 50 | 10.6% | 233 | 49.6% | 166 | 35.3% |
| **Worried** | | | | | | | | | | |
| Q 10 | 13 | 13.8% | 46 | 48.9% | 19 | 20.2% | 11 | 11.7% | 5 | 5.3% |
| Q 16 | 17 | 18.1% | 39 | 41.5% | 24 | 25.5% | 12 | 12.8% | 2 | 2.1% |
| Q 22 | 21 | 22.3% | 36 | 38.3% | 18 | 19.1% | 13 | 13.8% | 6 | 6.4% |
| Q 28 | 16 | 17% | 43 | 45.7% | 18 | 19.1% | 12 | 12.8% | 5 | 5.3% |
| Q 34 | 25 | 26.6% | 36 | 38.3% | 21 | 22.3% | 8 | 8.5% | 4 | 4.3% |
| Total | 92 | 19.6% | 200 | 42.6% | 100 | 21.3% | 56 | 11.9% | 22 | 4.7% |
| **Frustrated** | | | | | | | | | | |
| Q 11 | 22 | 23.4% | 27 | 28.7% | 25 | 26.6% | 14 | 14.9% | 6 | 6.4% |
| Q 17 | 18 | 19.1% | 31 | 33% | 26 | 27.7% | 12 | 12.8% | 7 | 7.4% |
| Q 23 | 22 | 23.4% | 31 | 33% | 20 | 21.3% | 11 | 11.7% | 10 | 10.6% |
| Q 29 | 25 | 26.6% | 31 | 33% | 23 | 24.5% | 13 | 13.8% | 2 | 2.1% |
| Q 35 | 19 | 20.2% | 42 | 44.7% | 17 | 18.1% | 11 | 11.7% | 5 | 5.3% |
| Total | 106 | 22.6% | 162 | 34.5% | 111 | 23.6% | 61 | 13.0% | 30 | 6.4% |
| **Realizing one's potential** | | | | | | | | | | |
| Q 12 | 5 | 5.3% | 5 | 5.3% | 18 | 19.1% | 43 | 45.7% | 23 | 24.5% |
| Q 18 | 2 | 2.1% | 6 | 6.4% | 19 | 20.2% | 50 | 53.2% | 17 | 18.1% |
| Q 24 | 4 | 4.3% | 4 | 4.3% | 19 | 20.2% | 42 | 44.7% | 25 | 26.6% |
| Q 30 | 6 | 6.4% | 7 | 7.4% | 16 | 17% | 46 | 48.9% | 19 | 20.2% |
| Q 36 | 8 | 8.5% | 4 | 4.3% | 17 | 18.1% | 46 | 48.9% | 19 | 20.2% |
| Total | 25 | 5.3% | 26 | 5.5% | 89 | 18.9% | 227 | 48.3% | 103 | 21.9% |
| Overall | 256 | 9.1% | 425 | 15.1% | 441 | 15.6% | 1048 | 37.2% | 649 | 23.0% |

# List of Figures

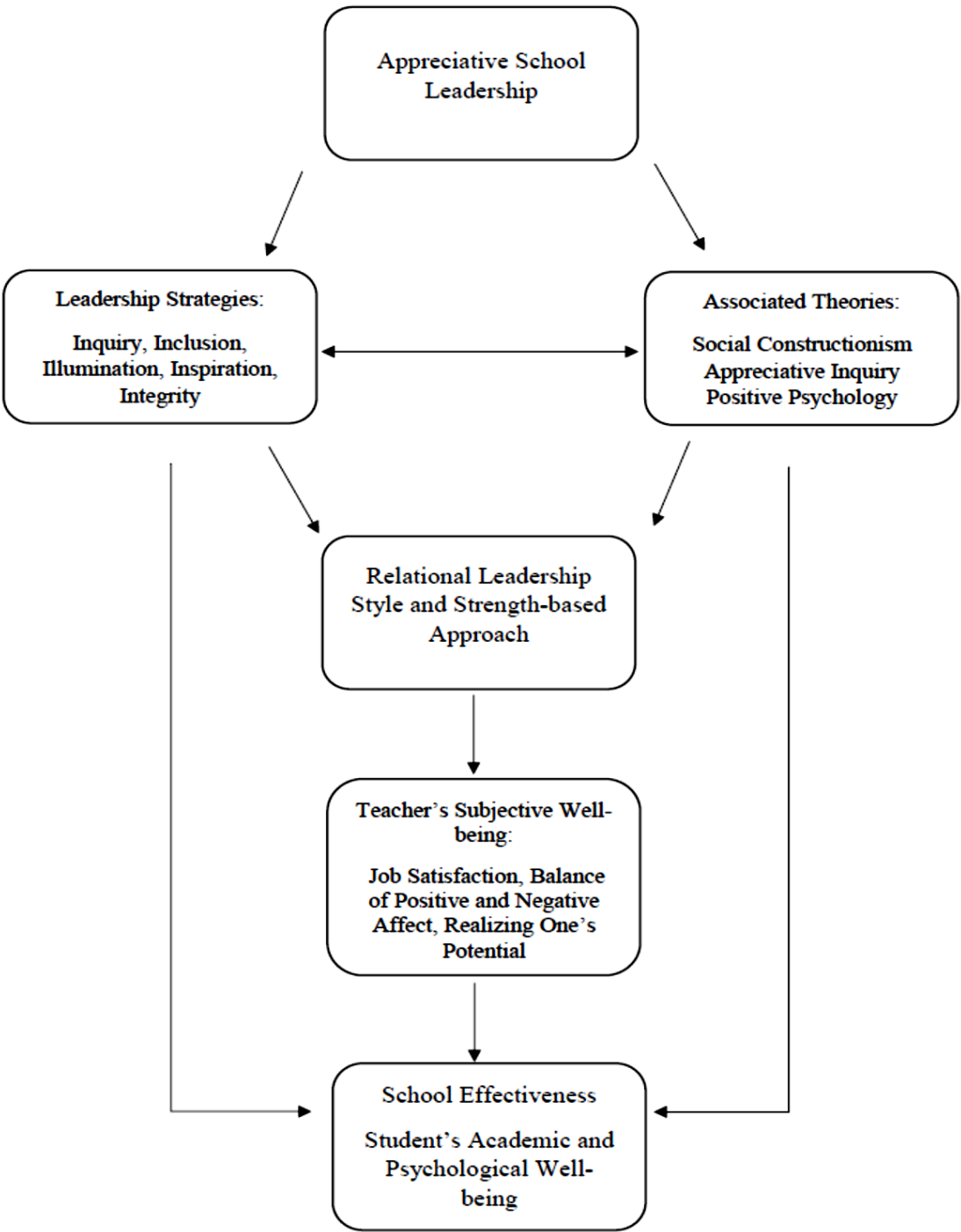**Figure 1: Conceptual Framework**

**Figure 2: Five Core Strategies of Appreciative Leadership**

**Figure 3: Getting Results with Appreciative Leadership**
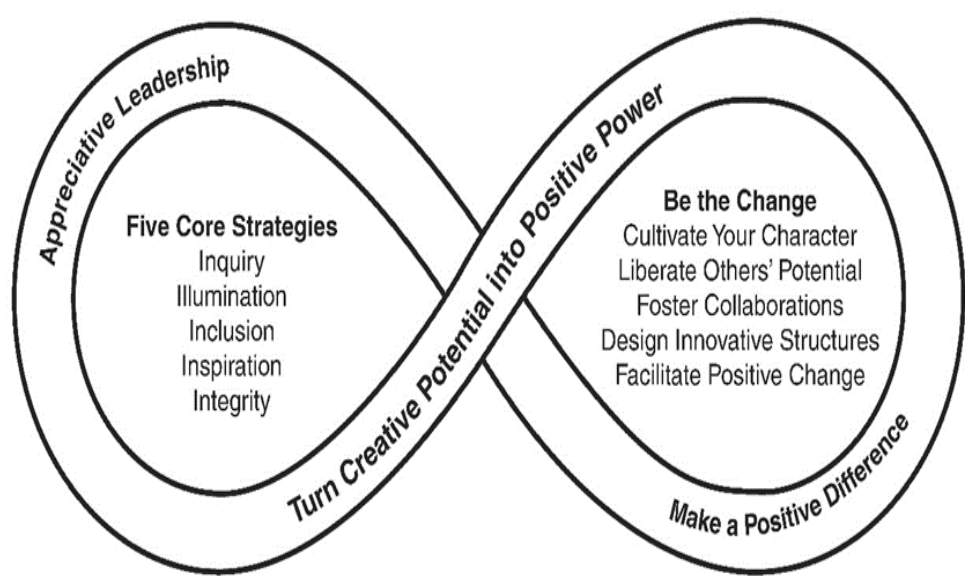


Getting Results with Appreciative Leadership

Appreciative Leadership

Turn Creative Potential into Positive Power

**Five Core Strategies**
Inquiry
Illumination
Inclusion
Inspiration
Integrity

**Be the Change**
Cultivate Your Character
Liberate Others' Potential
Foster Collaborations
Design Innovative Structures
Facilitate Positive Change

Make a Positive Difference

**Figure 4: 4-D Model of Appreciative Inquiry**



4-D Model of Appreciative Inquiry

Discovery
Appreciate
"What is"

Dream
Imagine
"What might be"

Delivery
Create
"What will be"

AFFIRMATIVE
TOPIC CHOICE
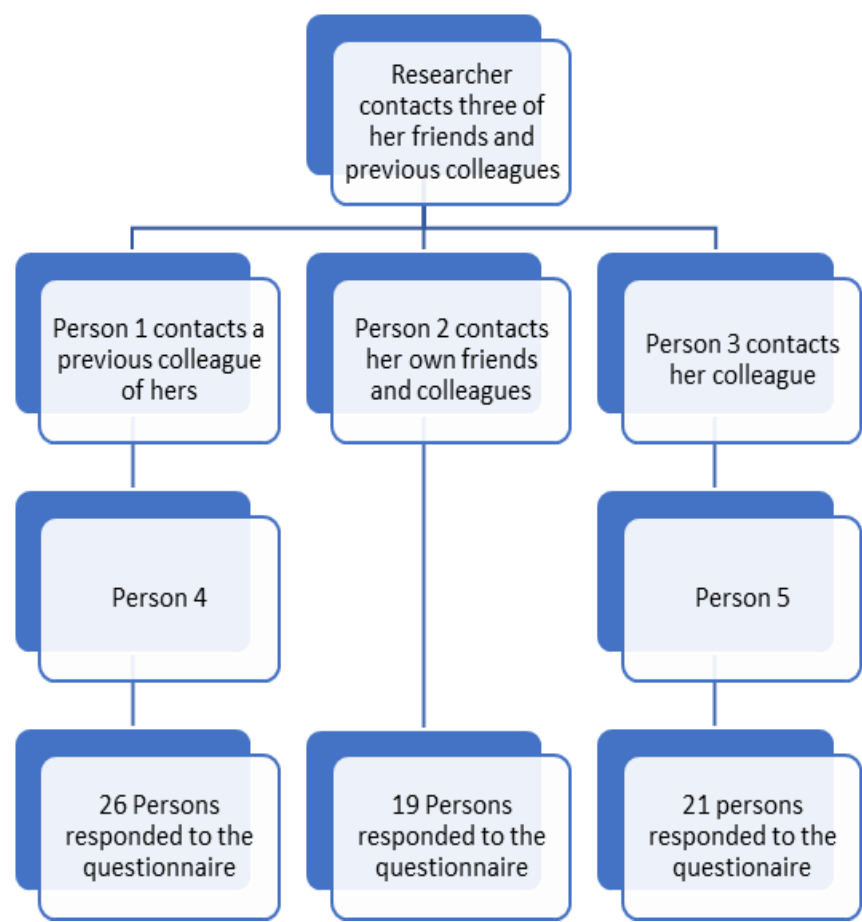
Design
Determine
"What should be"

**Figure 5: Snowball Sampling**

**Figure 6: The Circumplex Model of Affect (Russell, 1980)**

**Figure 7: The Quadrant of Affect Measured in Questionnaire**

High Arousal

| | |
|---|---|
| **Frustrated**<br><br>(High Negative Arousal) | **Happy**<br><br>(High Positive Arousal) |
| **Worried**<br><br>(Low Negative Arousal) | **Confident**<br><br>(Low Positive Arousal |

Negative/ Unpleasant

Positive/ Pleasant

Low Arousal
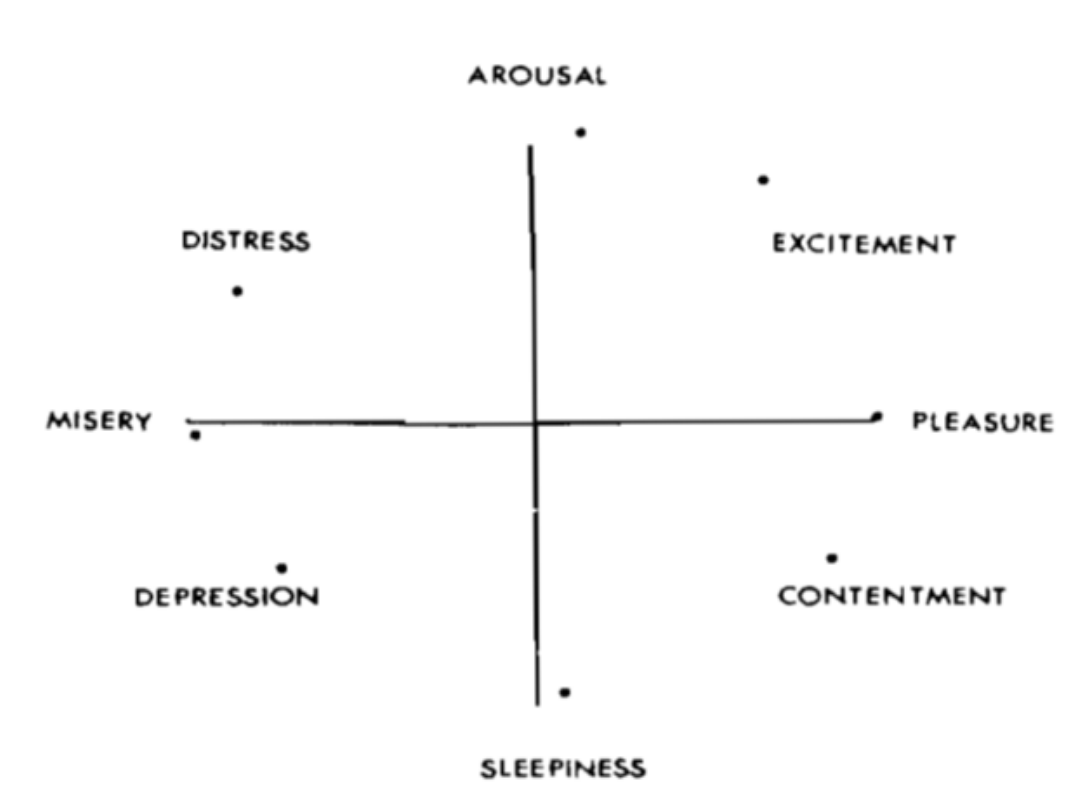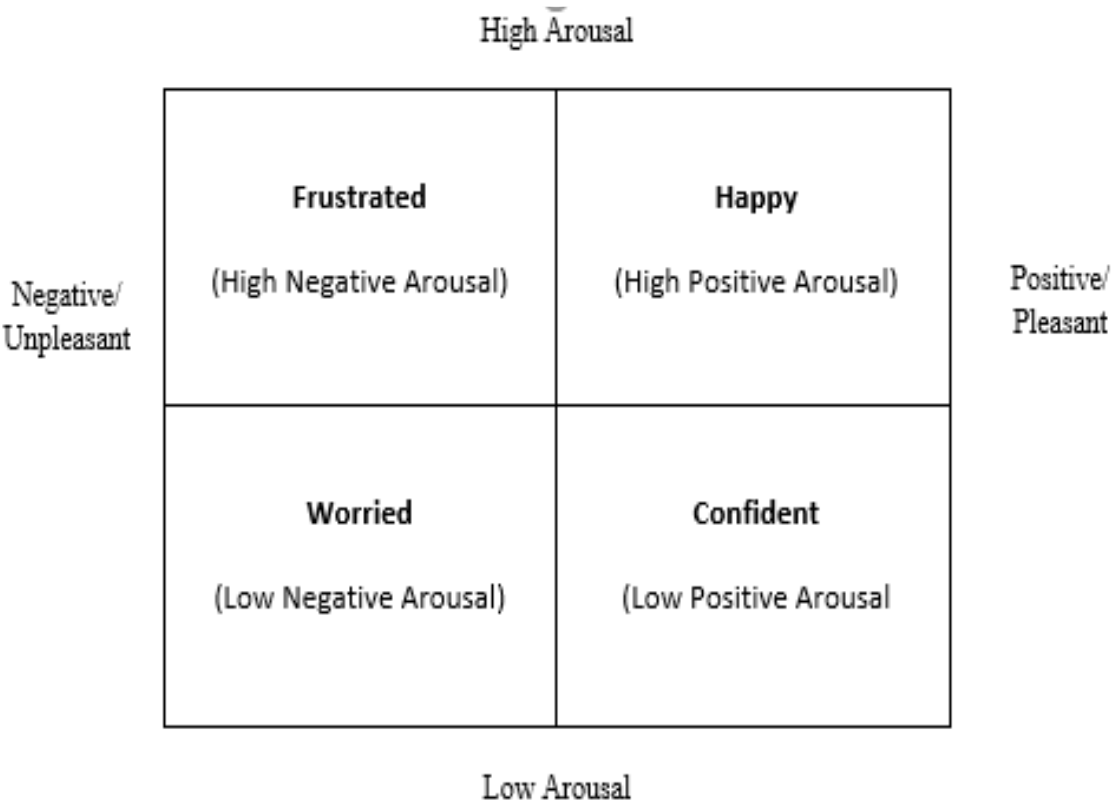
# List of Charts

**Chart 1: Ranking of Appreciative Inquiry strategies by teachers**
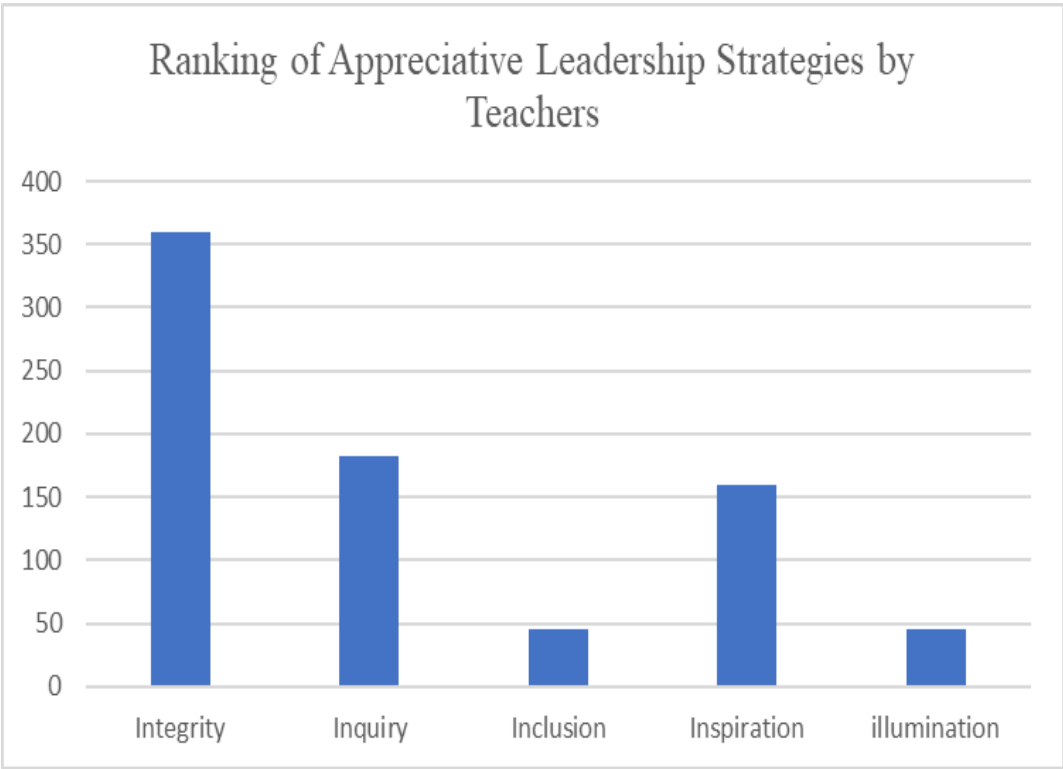
Ranking of Appreciative Leadership Strategies by Teachers

(Bar chart showing values for: Integrity ≈ 360, Inquiry ≈ 183, Inclusion ≈ 45, Inspiration ≈ 158, illumination ≈ 45)

**Chart 2: Frequencies for the leadership strategies repeated during the AI Summit**



FREQUENCIES FOR LEADERSHIP STRATEGIES
REPEATED DURING THE AI SUMMIT

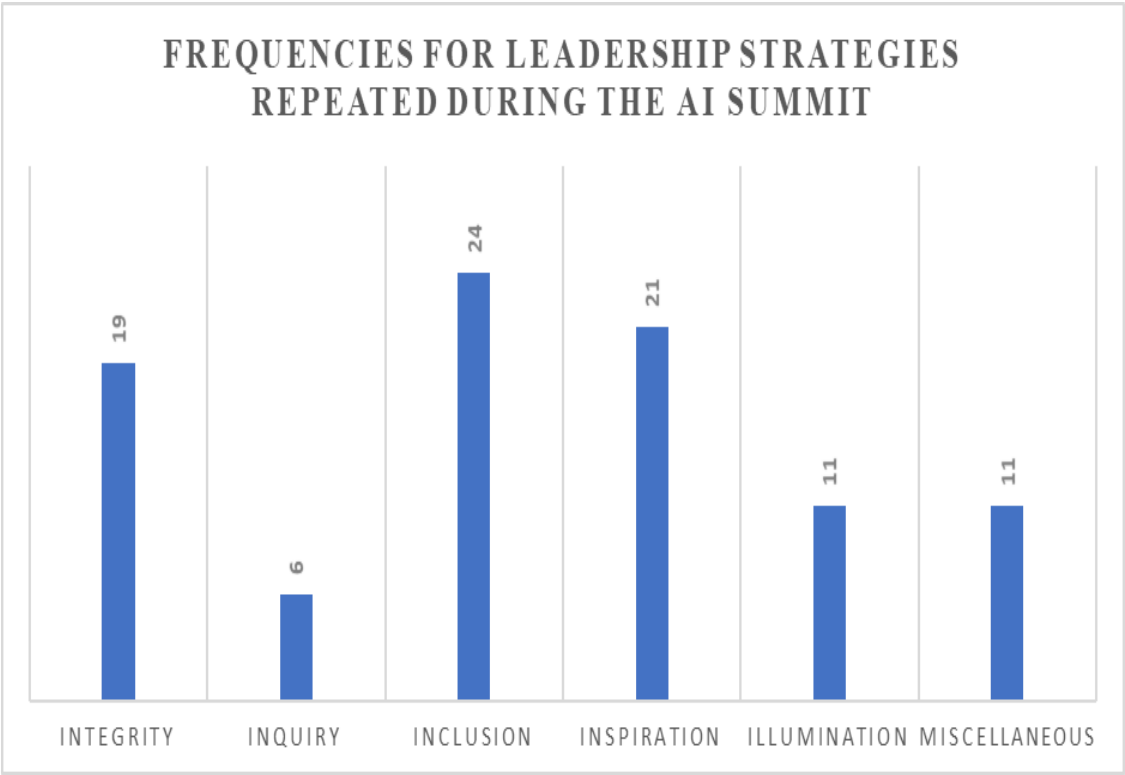| | INTEGRITY | INQUIRY | INCLUSION | INSPIRATION | ILLUMINATION | MISCELLANEOUS |
|---|---|---|---|---|---|---|
| | 19 | 6 | 24 | 21 | 11 | 11 |

**Chart 3: Frequencies for repeated codes for Appreciative Leadership strategies through AI Summit**



Repeated Themes for Appreciative Leadership Strategies through AI Summit