

**The Effectiveness of School Leaders' Professional Development Programs in Promoting the Components of Professional Learning Communities in Jordan Public Secondary Schools According to School Leaders' and Teachers' Perceptions and Practices**

فاعلية برامج التطوير المهني لقادة المدارس في نشر خصائص مجتمعات التعلم المهنية في المدارس الحكومية الأردنية حسب وجهات نظر وممارسات قادة المدارس والمعلمين

by

**RAMI HUSSEIN MOHAMMAD ABDALLAH**

A thesis submitted in fulfilment  
of the requirements for the degree of  
**DOCTOR OF PHILOSOPHY IN EDUCATION**  
at

**The British University in Dubai**

**July 2020**



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## **ABSTRACT IN ENGLISH**

This study primarily aims to investigate the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of Professional Learning Communities in Jordan public secondary schools, through collecting and understanding the School Leaders' (i.e., Principals', Vice Principals') and Teachers' Perceptions and Practices. Thus, this study included two research questions as follows: What are the school leaders' and teachers' perceptions and practice of the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of Professional Learning Communities at Jordanian public secondary schools? To what extent do demographic differences among participants account for the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of Professional Learning Communities at Jordanian public secondary schools? The perceptions of the school leaders about the effectiveness of school leaders' Professional Development Programs in supporting them to promote the characteristics of Professional Learning Communities at their schools showed that the designing process of needs improvement, the delivery of training was appropriate, weakness of evaluation procedures for professional development, the absence of follow up visits for the school leaders, the presence of logistics difficulties and support of the school leaders' Professional Development Programs related to Professional Learning Communities. Furthermore, the perceptions of the teachers about the extent of practicing the characteristics of Professional Learning Communities illustrated the nonexistence of clear common goals, vision, values and mission for all educators at the school related to the students' learning, disorganized collaboration among educators, the lack of collective inquiry, the absence of action orientation, teachers commitment to continuous improvement is weak, the randomness of results orientation within the public schools and the weakness of school's leadership role in

promoting some components of the professional learning community. In general, some results indicated to significant statistical differences related to the demographic differences among participants (regarding the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of Professional Learning Communities at Jordanian public secondary schools.

**Key words:** *Professional Learning Communities, Professional Development Programs.*

## ملخص

هدفت الدراسة إلى استقصاء وجهات نظر وممارسات قادة المدارس والمعلمين حول فاعلية برامج التطوير المهني لقادة المدارس في نشر خصائص مجتمعات التعلم المهنية في المدارس الحكومية الأردنية. وبناء على ذلك، تضمنت الدراسة سؤالين بحثيين كما يلي: ما هي وجهات نظر وممارسات قادة المدارس والمعلمين حول الأردنية؟ هل يوجد أية وجهات نظر مرتبطة بالفروقات الديموغرافية بين المشاركين (قادة المدارس والمعلمين) حول فاعلية برامج التطوير المهني لقادة المدارس في نشر خصائص مجتمعات التعلم المهنية في المدارس الحكومية الأردن؟ اشارت وجهات نظر قادة المدارس بأن عملية تصميم البرامج تحتاج إلى تحسين وأن عملية تنفيذ البرنامج كانت ملائمة ووجود ضعف في عملية تقييم البرامج التطوير المهني وعدم وجود زيارات المتابعة لقادة المدارس ووجود صعوبات متعلقة بتوفر الموارد اللوجستية ودعم برامج التطوير المهني لقادة المدارس حول مجتمعات التعلم المهنية. كما أشارت وجهات نظر المعلمين حول مدى ممارسة خصائص مجتمعات التعلم المهنية إلى عدم وجود أهداف ورؤية وقيم و رسالة مشتركة واضحة لكافة التربويين في المدرسة مرتبطة بتعلم الطلاب ووجود تعاون غير منظم بين التربويين ووجود نقص في الاستقصاء الجماعي وعدم وجود توجه إجرائي ووجود ضعف في التزام التربويين بالتحسين المستمر ووجود عشوائية في التركيز على النتائج وضعف دور القيادة المدرسية في نشر بعض خصائص مجتمعات التعلم المهنية. وبشكل عام، اشارت بعض النتائج الى وجود فروقات ذات دلالة احصائية مرتبطة بالفروقات الديموغرافية بين المشاركين حول فاعلية برامج التطوير المهني لقادة المدارس في نشر خصائص مجتمعات التعلم المهنية في المدارس الحكومية الأردن.

**الكلمات المفتاحية:** برامج التطوير المهني، مجتمعات التعلم المهنية.

## **DEDICATION**

To my father who taught me the importance of believing in my capabilities.

To my mother who motivated me to be committed to my dreams.

To my wife who supported me to defeat many hindrances with patience and perseverance.

To my sons who strengthened my determination with their smiles and innocence.

I dedicate this work.



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## **Acronyms and Abbreviations**

**PDP:** Professional Development Programs are a well- planned process aims to improve the outcomes of learners through delivering the adequate training for educators to enhance their skills and knowledge (Guskey, 2000). In this study the researcher refers to the Jordanian MOE programs.

**MOE:** The Jordanian Ministry of Education

**DETA:** The Directorate of Educational and Technical Affairs is a directorate within the Jordanian MOE, responsible for all Professional Development Programs.

**PLC:** Professional Learning Communities means the commitment of continuous collaboration between all educators from all disciplines, positions and levels, towards improving the students learning outcomes by implementing and practicing a group of characteristics and procedures.

**The Educational Directorate of Bani Kinanah:** it is the site of the current study. This directorate located in the northern part of the Hashemite kingdom of Jordan under the supervision of the Jordanian ministry.

**School Leaders:** Principals and vice principals in the Educational Directorate of Bani Kinanah.



# **CHAPTER 1: INTRODUCTION**

## **1.1 Background and Motivation to the Study**

Several schools of thought have emerged the significant role of schools' leaders in supporting and enhancing the educational process within the schools. In their capacity as school leaders, the Principal and the Vice Principal are expected to perform numerous activities and task in relation to students learning. For example, they have to ensure smooth operations, create a motivated instructional environment, and create a collaborative culture among educators.

The mission of the school leaders is very crucial as they support the educational environment and ensure the presence of all required educational factors for the educational process (DuFour & Marzano, 2015). However, the demands of current days lead to an increase in the difficulties for the school leaders' position due to many circumstances such as: the continuous change in the students' educational needs; the rapid development and implementation of educational technology; the calls of immediate educational reform and the associate increase of accountability to the school leaders' role (Geren, 2016).

To shoulder such responsibilities, many international studies point out the significance of the Professional Learning Communities' concept, because it facilitates the school leaders' mission through improving the school's culture; supporting the daily activities of teaching and learning; enhancing academic outcomes and the skills of students (Little, 2006). However, promoting the concept of Professional Learning Communities requires continuous improvement for vital leadership skills of the school leaders through well-designed Professional Development Programs in order to respond to the responsibilities and

dynamic challenges of their positions (Miller et al., 2016; Ng, 2017; Fatima, 2017; Stosich, Bocala & Forman, 2018). Consequently, understanding the definitions of Professional Learning Communities and effective Professional Development Programs within the educational field can draw a clear picture of their purposes and natures, and can support the effective delivery of professional development as related to the Professional Learning Communities.

Generally, school leaders need to be fully involved in on-going Professional Development Programs in order to acquire the essential competencies and skills for their prominent position. Coming to grips with the profound meaning of the professional development can establish a clear vision of its nature and its relation with operating the schools as Professional Learning Communities. As for the definition of professional development it refers to a well-planned procedure which aims to enhance the educator's required essential professional skills, knowledge and techniques for improving the outcomes of the students (Guskey, 2000). Besides, the process of covering the current professional requirements of school leaders needs to avoid traditional style of Professional Development Programs, because of their inability to deliver effective training (Doty et al., 2014). Conducting continuous and effective Professional Development Programs for school leaders became a trend within the educational field in many countries as a means to ensure the adequate preparation for school leaders, which positively impact the learning of students and foster educational reform (Ng & Szeto, 2016). According to Bredeson (2002), professional development is inevitable and crucial for those educators who want to enhance the learning results of their students and to push toward the intended educational reform through gaining the adequate strategies and methods. Moreover, many scholars confirmed that professional

development should be continuous, intensive and related to the actual practices of educators (Bambrick-Santoyo, 2012; Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009). In addition, all educators should act as learners, due to the nature and responsibility of their profession (Dufour, Dufour & Eaker, 2008).

As we shift from the traditional approach of school leadership, the responsibilities of school leaders have changed to include several tasks such as the supervision of the instructional methods of curriculum; observing all operations within schools and expanding the relationships between the school and the local community (Darling-Hammond, LaPointe, Meyerson, Orr, & Cohen, 2007). This new mission of school leaders emphasized the necessity of professional development as an essential component to support those leaders while executing their responsibilities (Lunenburg & Irby, 2005). For instance, Moranzo and McNulty (2005) mentions that developing the leadership skills of school leaders can increase the results of students' assessments up to 10%. Furthermore, the role of the school leader is undeniable in achieving the success of the school (DuFour & Marzano, 2015). In addition, professional development can create a productive environment where school leaders, who participate in these programs, can share their valuable experiences and distribute the culture of the change at the schools in the same school district (Cardon, 2005).

Moreover, Rebore (2010) mentions six elements that support the effectiveness measurement process for Professional Development Programs, because identifying the characteristics of effective Professional Development Programs for school leaders is fundamental. These elements include: (1) understanding the aims of the districts; (2) recognizing the educators' needs; (3) determining the learning expectations of educators;

(4) designing adequate training programs that are consistent with educators' needs; (5) ensuring the appropriate delivering and (6) evaluating of such programs.

Regarding the definition of Professional Learning Communities, it means the commitment of continuous collaboration between all educators from all disciplines, positions and levels, towards improving the students learning outcomes by implementing and practicing a group of characteristics and procedures (Dufour, Dufour & Eaker, 2008; Hord, 1997; Brookhart, 2009; Huffman & Jacobson, 2003).

Implementing the concept of Professional Learning Communities required a systematic method, which cannot perform without knowing Professional Learning Communities essential characteristics. Consequently, Hord (1997), outlined five dimensions with the following characteristics, in order to operate any school as Professional Learning Communities: (1) the leadership of the school must be shared and Supportive; (2) the educators of the school must have Shared Values and Vision; (3) all educators of the school must learn and apply their new knowledge collectively, (4) the educators of the school must have Shared Personal Practice and (5) the school must show Supportive Conditions and Relationships. Similarly, Dufour, Dufour, and Eaker (1998) pointed out six vital characteristics for Professional Learning Communities: (1) the existence of shared mission, vision, values, and goals at the school (2) practicing a culture of collaboration that focuses on students and teacher learning (3) understanding current reality and the opportunities of improvement for the school by using the collective inquiry, (4) all educators must be action- orientated, (5) all educators must be committed to the continuous improvement of their school, and (6) the planning process of school must be directed by results.

Studies referred to the correlation between operating the school as PLC and the improvement of the students learning and achievements. For instant, Hord (1997) mentioned the following benefits of Professional Learning Communities: achieving the required equity in learning between the students, reducing the rate of dropout and absenteeism of the students and leading to an obvious improvement in students' results in some subjects such as science, math and history. Furthermore, operating the school as a Professional Learning Communities one can promote a new productive culture and avoid any features of the traditional school that is characterized by teachers' isolation; the absence of clear and distributed vision or values; and nonexistence of planning and the randomness of the strategies (Eaker, DuFour & DuFour, 2002). Consequently, implementing the characteristics of Professional Learning Communities is recommended as an effective solution for the schools with low performance, since it can develop the teaching techniques of educators and enhance the outcomes of students learning (Little, 2002).

Moreover, studies showed that Professional Learning Communities can reinforce the process of creating a new culture and climate at schools, and shift the traditional school to become Professional Learning Communities. The most common characteristics of the traditional school are: (a) Lack of cooperation between teachers; (b) Vision is not distributed for all teachers; (c) Unclear values for the school; (d) Teaching is the main focus within the school; (e) Every teacher decides the content and the methods of teaching separately; (f) Absence of planning and (g) Random strategies. But, the Professional Learning Communities schools are characterized by following: (a) Group work; (b) All educators among the school are involved in developing the vision; (c) The cohesion

between the schools' values and vision; (d) Teaching is the main focus within the school; (e) Teachers decide the content and the methods of teaching collectively; (f) Continuous improvement planning process; and (g) Effective strategies (Eaker, DuFour & DuFour, 2002).

Regardless of the significant role of Professional Learning Communities as a catalyst for enhancing the students' outcomes by establishing the culture of collaboration among the school members, several studies highlighted some barriers that deter the effectiveness of Professional Learning Communities. Abdallah (2016) clarified that the obstacle of Professional Learning Communities resulted from the nature of interpersonal relationships, absence of teamwork culture and absence of the proper professional development. Hord and Hirsh (2009) conducted a comprehensive analysis for the most Professional Learning Communities frequent obstacles and suggested some solutions to confront these obstacles: (a) To tackle the obstacle of lack of time which prevents the participation of educators in the Professional Learning Communities meetings, the school's main schedule should include the timings for Professional Learning Communities meetings in advance. (b) To avoid the trust dilemma between teachers and administrators that prevents the effective communication, the administrators should regain the trust of teachers by conducting an honest and open conversation with them. (c) To support the teachers who are unable to access the data they need in students learning, the school should facilitate the data access for all teachers.

The Hashemite Kingdom of Jordan is one of the countries that consider educational reform as a necessity, since it can lead to a comprehensive development within all sectors and ensure a better life for the Jordanian people (Qablan, Jaradat, & Al-Momani, 2010). The

Jordanian Ministry of Education (MOE) as the central governmental body that supervises public and private education, adopted the development of school leaders as a part of the numerous efforts to achieve the desired educational reform within the country. In order to enhance the job performance of the public school leaders, the Jordanian MOE designs and delivers several Professional Development Programs, which includes training on operating schools as Professional Learning Communities, to increase the capabilities of school leaders to meet the challenges of their tasks through the Directorate of Educational and Technical Affairs (DETA). Thus, DETA prepares and supervises the training programs of educators in all regions and Educational Directorates of the Hashemite Kingdom of Jordan (MOE Jordan, 2010). However, the only DETA professional development related to concept of Professional Learning Communities are available within DETA's Educational Leadership Course. The Educational Leadership Course, which started in 2013, contains 160 training hours designed to develop the leadership skills for school leaders. Furthermore, this course is one of essential requirements for those who want to be promoted as principals or vice principals at public schools. Moreover, the DETA may occasionally conducts short training sessions about Professional Learning Communities according to the needs of school leaders (MOE Jordan, 2017).

## **1.2 Statement of the Problem**

The Hashemite Kingdom of Jordan realizes the significance of the educational reform in supplying skilled human resources; enhancing the socio-economic status for citizens and reinforcing the sustainable development. Studies indicated the undeniable role of school leaders in supporting the educational reform as they can utilize their knowledge and leadership skills in promoting a crucial improvement for the learning environment within

the schools (Chenoweth & Theokas, 2013; McCracken, 2017). Therefore, delivering effective Professional Development Programs on the characteristics of Professional Learning Communities for school leaders of all Educational Directorates is recommended, since it can positively impact their schools reform mission and enhance the student's results through reinforcing teachers collaboration and delivering the needed professional development for them (Cox, 2011). Conversely, Abdallah (2016) highlighted the existence of several obstacles and negative issues in relation to the quality of school leaders Professional Development Programs within the Educational Directorate of Bani Kinanah which relates to Professional Learning Communities. These obstacles include: the unavailability of the needed resources, the timing and location of these programs are not comfortable for educators, the absence of needs assessment, the absence of the educators involvement during the planning and designing process, the lack of external motivation and compensations, the massive number of trainees and the nonexistence of post-assessment after completing the program.

### **1.3 Purpose and Objectives**

This study primarily aims to investigate the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of Professional Learning Communities in Jordan public secondary schools, through collecting and understanding the school leaders and teachers Perceptions and Practices. In order to achieve the primary aim of this study, the researcher identified the following objectives:

- To understand the effectiveness of the current Professional Development Programs that deliver to the school leaders through the Directorate of Educational and



Technical Affairs (DETA) under the supervision of the Jordanian MOE in promoting the concept of Professional Learning Communities at Jordanian public secondary schools.

- To determine any demographic differences among participants (principals, vice principals and teachers) regarding the effectiveness of school leaders' Professional Development Programs in implementing the concept of Professional Learning Communities at Jordanian public secondary schools.

#### **1.4 Research Questions**

The research questions of this study will include two questions that guide the study as follows:

1. What are the school leaders' and teachers' perceptions and practice of the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of Professional Learning Communities at Jordanian public secondary schools?
2. To what extent do demographic differences among participants account for the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of Professional Learning Communities at Jordanian public secondary schools?

#### **1.5 Rational for the Study**

In light of the current gap and the need for further study, it is evident that the issue of school leader development continuously requires more research to respond to the ongoing and ever-changing situations and problems within schools. Mendels and Mitgang (2013)

highlighted the responsibility of the school district in recruiting and continuously developing school leaders who are appropriate for such challenging positions, because of their positive role in fostering an attractive and productive learning environment for students. Additionally, there is a scarcity in the number of significant research about the concept of Professional Learning Communities within Arab countries (Al-Mahdy & Sywelem, 2016). As the concept of Professional Learning Communities appeared initially in the American educational system, there is a scarceness of the studies' number about the concept of Professional Learning Communities among special and regular education in Jordan. Some countries in Asia started to implement Professional Learning Communities as a design which can improve the collaboration level at the schools and improve the learning environment (Hairon & Dimmock, 2012).

Moreover, the current study is significant as it will determine the professional needs of the Secondary Public schools' leaders to enhance their performance as effective leaders who can promote the characteristics of Professional Learning Communities within their schools. Furthermore, the findings of this study will support the decision makers in the DETA to understand the requirements of designing and delivering effective Professional Development Programs related to the concept of Professional Learning Communities for the schools leaders of secondary public schools.

Furthermore, the findings of this study can shed light on the main obstacles and difficulties that hinder the effectiveness of school leaders' Professional Development Programs in promoting the components of Professional Learning Communities in Jordan public secondary schools according to schools leaders' and teachers' Perceptions and Practices.

In addition, this study can present a clear picture of the professional development needs for the public schools leaders among the Bani Kinanah Educational Directorate and facilitate the processes of planning and preparation of professional development courses in order to enhance the school leaders' knowledge and skills to operate their schools as Professional Learning Communities. Moreover, this study will adds to the body of literature about the topic of Professional Development Programs and Professional Learning Communities in the Arab world.

The researcher selected the topic of the current study because it is relevant to his interest as a PhD student in educational management, leadership and policy. The researcher, also is a Jordanian educator, who wants to support and contribute to the achievement of educational reform in Jordan since he believes that the improvement of school leader's skills can bring a beneficial change to the students and teachers alike. Also, the researcher feels a commitment to the Educational Directorate of Bani Kinanah, the site of the study, as he originally grew up at that region and has a detailed knowledge about the educational field and the cultural aspects within the context of the study.

Furthermore, this study adds to the body of literature about the topic of Professional Development Programs and its role in promoting the concept of Professional Learning Communities in Jordan and the Arab world as there is a limited number of the studies about such crucial concept among special and regular education in this region. Finally, this study will draw the attention of other researchers to conduct further studies that may concentrate on different elements and factors of the topic of the current study.

## **1.6 Structure of the dissertation**

The structure of this study includes five chapters. Chapter one presents the introduction of the study, statement of the problem, purpose and objectives of the study, research questions, rational for the study and structure of the dissertation.

The literature review will be in chapter two, and it presents the conceptual framework of the study, followed by the theoretical framework with detailed explanation about the theoretical underpinnings of this study, and ends with a review of the related studies to situate the current study through exploring the previous similar studies.

Chapter three introduces the methodology of the study which explains Utilized research approach in this research, the site, the population, sampling strategies, the data collection tools and the analysis techniques of the collected data. Furthermore, it includes a clear discussion about the ethical considerations, the role of the researcher, trustworthiness, and reliability, and the delimitations of the study.

Chapter four of this study presents the data analysis of the quantitative and qualitative data. In addition, this chapter illustrates the discussion and interpretation of the collected data which leads to the findings of the current study. The results of this study which based on cross sectional survey and semi-structured interviews are included in this chapter as well.

Chapter five provides the conclusion of the study and recommendations, and this will include a summary of the study, key findings of the study, implications of the study, limitations of the study, recommendations for further research, and ends with a concluding notes.

Finally, the references are listed in the references section. All relevant documents are attached at the appendices section.

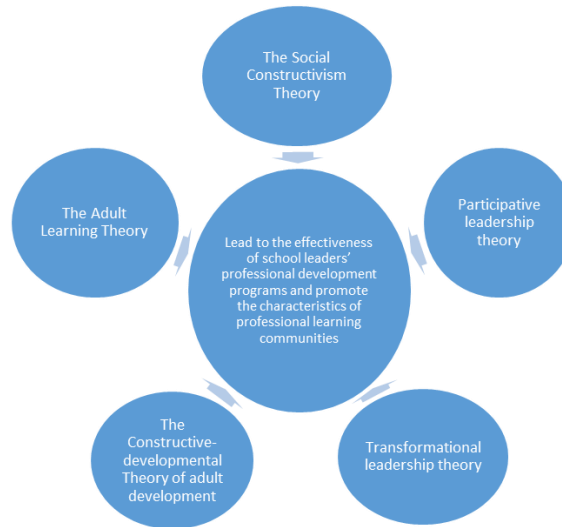
## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 Overview of the Chapter**

This chapter includes the theoretical framework which covers the relevant theories to the main topic of the current study. This chapter also presents a comprehensive literature review regarding the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of Professional Learning Communities.

### **2.2 Theoretical Framework**

The current study will be informed by five theories related to leadership and adult development and learning. These theories are Social Constructivism Theory, Adult Learning Theory, Constructive-Developmental Theory of Adult Development, and Transformational Leadership Theory. The researcher of the study selected these theories according to a deep understanding of the purpose, the problem and the questions of the study (Grant & Osanloo, 2014). Furthermore, these theories are well-suited with the concept of school leaders' development Professional Learning Communities and can support and guide all stages of the study. The researcher created the below figure in order to clarify the theoretical framework of the current study.



**Figure 2. 1: Theoretical Framework of the current study**

### **2.2.1 The Social Constructivism Theory**

The Social Constructivism Theory of Vygotsky (1978) views learning as result of social interaction that may be affected by the social and cultural aspects within a particular context in order to acquire the intended learning and development for individuals. According to Galbin (2014), the Social Constructivism Theory conflicts with causality theories and refuses all assumptions related to the nature of the human mind as it accentuates the impact of communities on their individuals. Gubrium and Koro-Ljungberg (2005) highlighted the role of social forces and the interaction of individuals among each other in shaping their identities. In addition, the historical and sociocultural factors are strongly connected to the construction of the knowledge for the members of any community (Schwandt, 2000). Consequently, the researcher selected Social Constructivism Theory for the theoretical framework of this study as it draws the attention to the influence of society, culture, history and context when designing and delivering the professional

development training related to the Professional Learning Communities for school leaders because it is not easy to isolate them from all these elements.

### **2.2.2 The Adult Learning Theory**

The second theory of the theoretical framework of the study is the Adult Learning Theory of Knowles (1984). This theory is based on the concept of andragogy which relates to the needed principles and conditions for adults learning (Reischmann, 2004). Although both adults and young learners are similar in term of some learning process such as language acquisition and interaction, several educators emphasize the variety of adult learning process (McGrath, 1962). According to Knowles (1984), adult learners are characterized by the following features: (a) the nature of adults as self-directed learners; (b) adults utilize their experiences as a valuable source while learning; (c) adults learn in order to resolve the actual daily life problems; (d) adults tend to implement what they have learned instantly and (e) adults are intrinsically motivated learners. Many scholars utilized and supported the Adult Learning Theory because it is beneficial in illustrating the tendency and nature of those learners (Chen, Kim, Merriam & Moon, 2008). Therefore, the researcher of this study will utilize the Adult Learning Theory because of its connectivity to school leaders as adult learners and its capability to give clarifications about their perceptions regarding Professional Development Programs which introduce training about the concept of Professional Learning Communities. Furthermore, the outcomes of these Professional Development Programs will impact the perceptions of teachers as they can determine the actual effectiveness of school leaders' Professional Development Programs through the daily practices of the Professional Learning Communities at their schools.

### **2.2.3 The Constructive-Developmental Theory of Adult Development**

Kegan's constructive –development theory of adult development (1982) is the third theory within the theoretical framework of this study. This theory, as its correlate between the construction and the development of the human being, views the development of individuals as a continuous process, starts with constructing a concept about reality and developing it over the time to a higher level of complexity. The reason behind selecting this theory is its relativeness to the procedures of the professional development of school leaders as a continuous process that lead to improve their performance and skills over the time. Thus, the involved training department can identify the different needs of school leaders regarding the implementation of Professional Learning Communities. Moreover, this theory confirms that the professional development is an unremitting process aims to deal with the ever-changing issues in education. According to Kegan (1994), individuals go through five Orders of Mind while they develop during their lives. The magical childhood mind is the first order and it is related to the young children who rely on imagination at this stage and cannot accept the durable qualities of objects around them. The second order includes the Self-sovereign mind where adolescents begin to adhere to regulations and rules to attain possible rewards or to avoid any sort of punishment. As for the third order, the socialized mind will guide individuals in this order through their system of meaning and become able to control their desires. After that, some adult shift to the fourth order which is the self-authored mind which is characterized by the ability of adults to make decisions and examine all previous rules, opinions, and perceptions. Finally, the fifth order is the self-transforming mind which enables adults to understand the limits of their inner system and how to tolerate and deal with contradictions of the world.



#### **2.2.4 Participative Leadership Theory**

Transformational Leadership Theory is based on the contribution of all members within the team in the decision making process. According to this theory, the leaders can get the benefit they seek from the input of others and take it into consideration to attain the common goals of the group. This type of leadership can come up with many positive consequences such as increasing the commitment of the team members, improving the level of collaboration and enhancing the quality of decisions and results (Lamb, 2013). Amanchukwu, Stanley & Ololube, (2015) mentioned that this theory highlighted the significance of collective inquiry and collaboration among the group, therefore, the researcher of this study selected such theory because it is well-suited with the main pillars of Professional Learning Communities. Professional Learning Communities foster the commitment of continuous collaboration between all educators from all disciplines, positions and levels, towards improving the students learning outcomes by implementing and practicing a group of characteristics and procedures (Dufour, Dufour & Eaker, 2008; Hord, 1997; Brookhart, 2009; Huffman & Jacobson, 2003).

#### **2.2.5 Transformational Leadership Theory**

This theory focus on establishing a connection between leader and team member. Utilizing the transformational leadership can support the mission of leaders in improving the interpersonal relationship among the team and increase the morality and motivation. The transformational theory also can help the leaders to explain the importance of the task to their team member which can catalyse the effective participation of them (Berkovich,

2016). It also, this theory can permit the leader to focus on individual and collective performance and take action as needed. The transformational leader needs to have some essential traits such as sociability, self-confidence and good communication (charry, 2012). Thus, selecting this theory is important as it help the schools leaders create the appropriate conditions to operate the school as Professional Learning Communities (Berkovich, 2016). The researcher created the below table in order to clarify the utilized theoretical framework of the current study and reason of selecting each theory.

**Table 2. 1: Theoretical Framework of the current study and reason of selecting each theory**

<b>The Social Constructivism Theory</b>	
<b>The main idea</b>	Views learning as result of social interaction that may be affected by the social and cultural aspects within a particular context in order to acquire the intended learning and development for individuals.
<b>Reason of selection</b>	Because it draws the attention to the influence of society, culture, history and context when designing and delivering the professional development training related to the Professional Learning Communities for school leaders because it is not easy to isolate them from all these elements.
<b>The Adult Learning Theory</b>	
<b>The main idea</b>	This theory is based on the concept of andragogy which relates to the needed principles and conditions for adults learning.
<b>Reason of selection</b>	because of its connectivity to school leaders as adult learners and its capability to give clarifications about their perceptions regarding Professional Development Programs which introduce training about the concept of Professional Learning Communities
<b>The Constructive-Developmental Theory of Adult Development</b>	
<b>The main idea</b>	Views the development of individuals as a continuous process, starts with constructing a concept about reality and developing it over the time to a higher level of complexity.

<b>Reason of selection</b>	Its relativeness to the procedures of the professional development of school leaders, mainly in identifying the different needs of them regarding the implementation of Professional Learning Communities. Moreover, this theory confirms that the professional development is a continuous process aims to deal with the ever-changing issues in education.
<b>Participative Leadership Theory</b>	
<b>The Main Idea</b>	Based on the contribution of all members within the team in the decision making process and the leaders can get the benefit they seek from the input of others and take it into consideration to attain the common goals of the group.
<b>Reason of selection</b>	Because it is well-suited with the main pillars of Professional Learning Communities. Professional Learning Communities foster the commitment of continuous collaboration between all educators from all disciplines, positions and levels, towards improving the students learning outcomes by implementing and practicing a group of characteristics and procedures
<b>Transformational Leadership Theory</b>	
<b>The Main Idea</b>	This theory focus on establishing a connection between leader and team member. Utilizing the transformational leadership can support the mission of leaders in improving the interpersonal relationship among the team and increase the morality and motivation.
<b>Reason of selection</b>	Selecting this theory is important as it help the schools leaders create the appropriate conditions to operate the school as Professional Learning Communities

### 2.3 Literature Review

The researcher of this study reviewed the most related literature about the effectiveness of school leaders' Professional Development Programs and Professional Learning Communities related to problem and purpose of this study. Accordingly, this part will present the following: Historical background about Professional Learning Communities, PLC definitions and characteristics; students learning and achievements; Professional

Learning Communities and school leadership; the prominence of Professional Development Programs in light of school leadership needs; features of effective Professional Development Programs for the school leaders; factors impacting educators' participation in Professional Development Programs and review of previous empirical studies.

### **2.3.1 Historical Background about Professional Learning Communities**

Historically, the standpoints of Meiklejohn (1932) and Dewey (1933) about the importance of collaboration within the educational field established the roots of the concepts of Professional Learning Communities as they explained how collaboration can come up with a fruitful results for both students and teachers. Furthermore, many scholars in 1970s indicated the positive impact of teachers' collaboration in improving the learning of students by using the term of “faculty-learning communities” (Cox, 2001). After that, a new idea appeared in 1990 among the business sector called “the learning organization” which highlighted the prominence of individuals’ collaboration in increasing the productivity and creating a suitable environment of sharing experiences between the staff (Senge, 1990). Few years later, the concept of Professional Learning Communities spread over the educational field as catalyst for teacher’s efficacy, capacity of the schools and students achievements (Little, 2002; DuFour & Eaker, 1998).

The business sector tried to analyze the requirements of effective change by reviewing workplace operations (Hilton, Hilton, Dole, & Goos, 2015) Businesses also invested the expertise of the organization and facilitate collaboration between individuals to create learning conditions for them and satisfy their professional needs. (Leclerc et al., 2012). Senge (1990) mentioned that the process of creating learning organizations requires a

continuous expansion of individuals' capacities, developing new thinking patterns, recognizing the collective objectives and practicing learning activities that include all members within the organization. Concurrently, Lave and Wenger as anthropologists stated to utilize the term community of practice which perceive the learning process as social involvement. The ideas of learning organizations and community of practice evolved and moved to education sector under new term of professional learning community" (Hairon & Dimmock, 2012).

### **2.3.2 Professional Learning Communities' Definitions and Characteristics**

The majority of definitions which tried to present a thorough illumination about the meaning of Professional Learning Communities agreed that it means the commitment of continuous collaboration between all educators from different disciplines and positions toward improving the students learning outcomes by implementing and practicing a group of characteristics and procedures (Dufour, Dufour & Eaker, 2008; Hord, 1997; Brookhart 2009; Huffman & Jacobson, 2003).

Implementing the concept of Professional Learning Communities required a systematic method that cannot be performed without knowing Professional Learning Communities essential characteristics. Consequently, Hord (1997) outlined five dimensions with the following characteristics in order to operate any school as Professional Learning Communities: (1) the leadership of the school must be shared and supportive; (2) the educators of the school must have Shared Values and Vision; (3) all educators of the school must learn and apply their new knowledge collectively; (4) the educators of the school must have Shared Personal Practice; and (5) the school must shows Supportive Conditions and

Relationships. Similarly, Dufour, Dufour, and Eaker (1998) pointed out to six vital characteristics for Professional Learning Communities: (1) the existence of shared mission, vision, values, and goals at the school; (2) practice the culture of collaboration which focuses on students and teacher learning; (3) understand current reality and the opportunities of improvement for the school by using the collective inquiry; (4) all educators must be action- orientated; (5) all educators must be committed to the continuous improvement of their school; and (6) the planning process of school must be directed by results.

Professional Learning Communities are connected to the effectiveness of the school as it can provide the required structure for that (Hoaglund, Birkenfeld, & Box, 2014). Professional Learning Communities are considered as a productive context for educators' Professional development (Roth, 2014). Therefore, developing the small collaborative communities is an essential method for enhancing teaching and supporting the achievement of educational reform (Chou, 2011). Professional Learning Communities require a high level of collaboration between all educators to: find out new teaching strategies, deliver a needs-based education for the students, solve all problems related to educational process, collect and classify data, and ensure the availability of appropriate learning teaching conditions (Clarke et al., 2014; Sompong & Erawan, 2015).

However, the implementation of Professional Learning Communities varies according to the context. Some researcher defined Professional Learning Communities as a context that includes active teaching methods, evaluation, monitoring and observation, and reflection as the student learning is the main focus. (Gutierrez& Kim, 2018; Pella, 2015; Philpott & Oates, 2017).

Some educators perceive the concept Professional Learning Communities as a series of meeting between the educational teams at the school to seek for the up-to-date educational solutions to increase student-achievement results (Thessin, 2015). Studies indicated that educators who work at professional learning community schools are more likely to adopt shared responsibility, share their teaching experiences, and attempt to improve student achievement. (Brown, 2016; DuFour & Mattos, 2013; Riveros et al., 2012). Moreover, Working at Professional Learning Communities may increase the tendency of educators to remain in the teaching career longer (Sims & Penny, 2014; Stacy, 2013).

### **2.3.3 Professional Learning Communities' impact on Students Learning and Educators Professional Development**

The main purpose of Professional Learning Communities is to improve the educational achievements of the students and the educators' performance which complies with the primary goals of education (Cox, 2011; Dufour, Dufour, and Eaker 2008; Carter, 2008; Fullan, 2005; McLaughlin & Talbert, 2001). Moreover, Hord (1997) mentioned the following benefits of Professional Learning Communities: achieving the required equity in learning between the students, reducing the rate of dropout and absenteeism of the students and leading to an obvious improvement in students' results in some subjects such as science, math and history. Furthermore, operating the school as a Professional Learning Communities can promote a new productive culture and avoid any features of the traditional school characterized by teachers' isolation, the absence of clear and distributed vision or values, Nonexistence of planning and the randomness of the strategies (Eaker, DuFour & DuFour, 2002). Consequently, implementing the characteristics of Professional Learning Communities is recommended as an effective solution for the schools with low

performance since it develops the teaching techniques of educators and enhances the outcomes of students learning (Little, 2002).

Haggquist (2018) explored the relationship between School Success and the Practices of Professional Learning Communities from the perspective of high school administrators and teachers who work at Basic Aid Schools with Professional Learning Communities. In addition, this study tried to explore any existed differences between the participants related to their definition of success in light of the Practices of Professional Learning Communities. This study, conducted along coastal California, and the sample of this study included 8 Administrators and 8 Teachers. Following were the main results of this study: the teachers of Basic Aid Schools with Professional Learning Communities perceived the administrators as image oriented; the Administrators considered the most important aspect of PLC work was the results, the difficulty of measuring the results and the need for increasing the number of teacher as leaders.

Furthermore, Tutwiler (2016) examined the relationship between perceptions of teachers about the instructional culture that practiced through the Professional Learning Communities and level of student progress in language arts and reading. The researcher collected data from 97 elementary schools by utilizing pre-existing teacher survey. The results indicated to the existence of significant linear associations between the level of student progress in language, arts and reading and the increment of positive perceptions of teachers related to the environment of learning, the process of internal measures of student progress, planning of the instructional procedures, and the current culture of peer, leadership, community and evaluation.



Reyna (2019) utilized the mixed method to explore how practicing Professional Learning Communities and the administrative use of it can impact the professional development of teachers regarding teaching and learning in Deep South Texas. The researcher used questionnaires, interviews and observations to understand the perceptions of teachers in the K12 environment. Both constructivism and social constructivism formed the conceptual framework for the study. The results of the study revealed that practicing the Professional Learning Communities' culture at the schools can facilitate and support the professional development of teachers. The majority of participants' perceptions indicated that Professional Learning Communities create the attractive environment that enhances teachers teaching and learning skills and strategies. This presented a clear evidence about the relationship between Professional Learning Communities and professional development for teachers at the schools.

Kastner (2015) primarily tried to explore how Educators perceived the influence of Professional Learning Communities on their professional progression and student learning outcomes according to the five universal PLC dimensions of (Hord, 1997). This mixed methods study utilized a stratified random sample of participants and collected quantitative and qualitative concurrently. The site of this study was in the north-eastern United States, and the researcher purposefully selected five schools from one school district. The results of this study confirmed the positive impact of Professional Learning Communities according to the five universal dimensions on professional progression of educator and student achievement.

The mixed methods study of Beckmann (2016) aimed to evaluate the impact of training about Professional Learning Communities in improving the investment of teacher in order

to increase students' outcomes and teachers' professional practices within middle school context. The data of this study collected through online questionnaire, interviews with participants and revision for the products of Professional Learning Communities. The results shows that the effectiveness of training can be improved when teachers bring data about the current status of their schools during meetings. In addition, the participants confirmed that Professional Learning Communities can contribute in team building. However, participants presented some comments related to the barriers of team building within Professional Learning Communities such as lack of time, lack of communication and trust among the team members.

Another quantitative study by Brucker (2013) sought to investigate the perceptions of teachers in Kanawha County Schools about the implementation of Professional Learning Communities and its effectiveness in enhancing the learning of the students. Besides, the study identified obstacles in relation to the implementation of Professional Learning Communities. The sample included 1017 participants from elementary, middle and high schools in the Kanawha County School District in West Virginia. The findings indicated that teachers connected the quality of implementation to the effectiveness of Professional Learning Communities. Teachers presented some strategies to enhance the implementation of Professional Learning Communities. These strategies are: (a) enabling schools to select the content of meetings within Professional Learning Communities, (b) supporting the effective construction of the team. Moreover, Teachers agreed that negative behaviors, pre-prepared meetings' content and insufficient training were the main obstacles of Professional Learning Communities.

As can be seen from the literature presented and discussed above, the majority of authors offered positive views about Professional Learning Communities. In contrast, the following studies indicated to negative views of educators regarding to their experiences with the implementation of the concept Professional Learning Communities in different contexts.

The quantitative study of Wyler (2008) sought to describe the impact of professional learning communities on the achievement of the students. This study investigated the perceptions of educators within a rural Georgia school system. The results of this study showed differences between the perceptions of teachers and admin staff. The results indicated to a negative association between students' outcomes in Reading/English Language Arts and Shared Leadership within the professional learning communities. In contrast, the study found a positive association between the component of Shared Vision and Values and students' outcomes in math. This study confirmed the importance of Leadership to establish effective professional learning communities.

The mixed-methods of Boone (2010) examined how teachers at One Urban Middle School perceived the influence of Professional Learning Communities on their professional learning satisfaction. The researcher collected Quantitative data from 52 participants and Qualitative data from eight teacher. The findings revealed that teachers are unsatisfied about Professional Learning Communities. The study explained that such dissatisfaction occurred because the school did not follow the components of Professional Learning Communities as recommended in the literature. Furthermore, the study indicated to other factors which may negatively impact teachers' satisfaction such inconvenient environment of work, lack of teamwork and absences of monitoring at the school and district level regarding the implementation of Professional Learning Communities.

Mitchell (2013) explored the impact of implementing professional learning communities on the professional practices and retention of teachers. The researcher utilized the qualitative approach and the sample selected from teachers who participated in professional learning communities training. The findings of this study indicated that teachers did not agree on the positive effect of professional learning communities on their professional practices or retention. Teachers mentioned that the poor implementation of professional learning communities affects their needed time for planning. This study recommended that understanding the process of professional learning community by school leaders is crucial to ensure the successful implementation. Moreover, school leaders should arrange the need structure and teachers requirements to operate their school as professional learning community.

The quantitative study of Chaix (2002) investigated the impact of professional learning community in educational reform and how the educators benefit from the school reform onward to Excellence training by examining the six components of the professional learning community. This study included 159 participants from Onward to Excellence middle schools. The results this study indicated that Onward to Excellence training negatively affects five elements of professional learning community after the completion of one cycle. The study clarify the prominence of effective leadership while implementing components of professional learning community to prepare the teachers to perform new tasks.

The study of Taukeiaho (2013) tried to examine the Collaborative practices as essential pillar of Professional Learning Communities. The researcher utilized the quantitative method and the participants were educators from Urban Secondary Schools who accepted

to participate voluntarily. The perceptions of the participants showed areas of weaknesses related to the collaboration within their schools. The findings revealed that effective training about the concept of Professional Learning Communities can support schools which never adopt such concept before. The recommendations of this study explained how school leadership can increase the level of collaboration among educators and promote the components of Professional Learning Communities effectively.

Brown (2019) aimed to explore the role of elementary school principal in developing successful professional learning communities and supporting the continual professional growth. The researcher used the mixed methods and the participants were principals and teachers within Professional Learning Communities. The perceptions of teachers revealed the need for shared leadership at their school. Teachers indicated the importance of hands-on approach to school principals as it can support the process of leading the professional learning communities. The guidance of the school principal is vital to transform the school into professional learning community by fostering teachers' meaningful collaboration and practice to improve the achievements.

Fountain (2014) investigated how retired teachers and administrators received using culturally responsive pedagogy in the professional learning communities. The researcher of this study utilized qualitative approach and collected data from 10 retired administrators and teachers. The results of this study were as follows: (a) the absence of shared vision within the educators (b) the absence of purposeful training (c) teachers felt that the collaborative opportunities are limited (d) the gap between the school system and its community. The participants explained how adopting culturally responsive teaching strategies can enhance the outcomes of minority students throughout effective practices of

teaching and increase the motivation level for teachers who utilized culturally responsive pedagogy in the professional learning communities.

The qualitative study of Spencer-Johnson (2018) sought to explore how professional learning communities can impact student learning and professional conversations as perceived by teachers. The researcher conducted observation for five professional learning communities' schools and interviews with 19 humanities teachers. The findings of this study showed that implementing professional learning communities does not mean the fast improvement of students or teaching practices. The participants mentioned many areas of insufficiency and their need to training regarding how they can establish the concept of professional learning communities at their schools effectively. The mixed methods study of Hillery (2013) aimed to explore the perceptions of educators regarding the role of school leadership in promoting professional learning communities. The researcher of this study utilized telephonic interviews and online questionnaire to collect data from elementary schools' teachers and principals. The results confirmed that professional learning communities cannot be supportive allow them to share their experiences unless we have the appropriate structure which enable the lack of shared and supportive leadership negatively impact professional learning communities at the schools.

Restive (2012) examined the perceptions of teachers regarding influence of professional learning communities on the readiness of students for college stage. This qualitative case study utilized observation, interviews and open-ended questionnaire as data collection tools. The findings indicated that teachers believe on the value of professional learning communities at the social and personal level. Furthermore, teachers mentioned that students' readiness for college is weak and professional learning communities have only

indirect impact on it due to the absence of collaboration. The findings revealed that collaboration can be beneficial for students learning when genuine professional learning for teachers is present.

The study of McCullum (2017) mainly aimed to identify the supportive factors and obstacles related to learning transfer for k-12 professional learning communities' educators. In addition, this study tried to understand the relation between the principles of adult learning and teachers' job satisfaction. This study used exploratory mixed methods approach and participants were teachers and educators. The finding showed that lack of the required time is the main obstacle in front of learning transfer.

As can be seen from the literature presented and discussed above, the main focus has so far been US based. As a result, this thesis adds significant value to literature by providing an alternative perspective and data source.

#### **2.3.4 The Importance of Collaboration**

Bayar (2014) mentioned that professional learning community currently represent the means of teachers' collaboration through analyzing all practices of teaching and learning to ensure the best achievement of the students. The main purpose of Professional Learning Communities is to sustain teachers' professional and instructional improvement by creating productive environment in small communities (Chou, 2011). Many researchers indicated to the strong relationship between the effectiveness of Professional Development Programs and learning communities (Cansoy & Parlar, 2018; Vangrieken et al., 2017; Svendsen, 2017). The presence of effective professional development as a support system which include all needed tools for daily progression is crucial to run Professional Learning

Communities efficiently and effectively (Hoaglund et al., 2014). Little (2006) confirmed that providing the opportunity for educators to receive an adequate professional development can enhance the mission of schools to deliver a high level learning for the students.

Effective professional development can empower the learning community to develop its values, formations, leadership and intellectual capacities (Botha, 2012; Ning et al., 2015). The structure of Professional Learning Communities helps educators learn and practice the problem solving methods, share and discuss individual cases, build interpersonal relationships of the team, and educators can coach each other in their campus environments (Owen, 2016). Bezzina (2010) mentioned that many professional development activities can occur inside Professional Learning Communities through seminars, meetings and the discussion about current classroom issues. As the collaboration represents a main pillar of Professional Learning Communities, the culture of isolation among educators is unacceptable because it leads to the restriction of educators' ability to share their beneficial expertise and pedagogy (Brody & Hadar, 2015).

In the past, educators used to conduct meetings at the grade-level only to discuss some administrative issues such as; school resources and equipment, classes' schedules and students book orders. (Hord, 2009). Professional Learning Communities as promising concept increased the realization about the advantages of intentional learning which can occur between educators. (Attard, 2012). Leclerc et al (2012) said that studies about the best practices of professional learning community identified seven indicators which point out to the extent of practicing this concept within any school. These seven indicators are: the ability to design the school vision, the availability of the appropriate human condition



that fostering the teamwork of educators, the presence of collaborative culture, the distribution of leadership between the principal and all educators, the presence of shared learning and taking the advantage of expertise at the school, the discussion of issues that related to students learning based on data, the use of accurate available data during decision making process (Leclerc et al., 2012).

Lujan & Day (2010) the educational initiatives of 21st century focus on the prominence of promoting collaborative professional culture among the school members. Collaboration should hinge on a well-organized plan to avert randomness and to benefit from this vital component in professional development of educators (Sjoer & Meirink, 2016; Jones et al., 2013; Keay et al., 2014). Some teachers tend to work in isolation and confine themselves inside their classrooms without seeing the teaching methods of other colleagues (Stacy, 2013). Therefore, Professional Learning Communities reinforce the Collaboration of educators as internal professional development at the school level (Chen & Wang, 2015; Ning et al., 2015; Owen, 2014).

The main issue at schools is the lack of available time that permit the effective collaboration among educators during the academic year (Zhang & Pang, 2016; Song & Choi, 2017).

In addition, the limited budgets can negatively impact the collaboration and lead to ineffective professional development benefits (National Institute for Excellence in Teaching, 2012). Although the importance of professional support, it is essential that teachers should adopt professional collaborative identity (Servage, 2009). Professional Learning Communities presented all required elements to eliminate educators' isolation and

replace it with collaborative culture (Stegall, 2011). Collaborative culture is characterized by its ability to strengthen positive interpersonal relationships, establish common goals for the team, and enable all members to share the decision making process (Sjoer & Meirink, 2016).

Collaboration within Professional Learning Communities is consistent and connected to specified activities related to students learning such as instructional methods, logistics, data analysis, and classroom management (Lippy & Zamora, 2013). Sims and penny (2014) stated that the quality of collaborative discussions of Professional Learning Communities can maximize or minimize students' and teachers' learning opportunities. Collaborative dialogue permits educators to construct critical and long-lasting relationships and spread sense of community among them (Ning et al., 2015).

The qualitative study of Spencer (2018) examined the perspectives of humanities teachers who working in professional learning community school about the correlation between their professional conversations and student learning. Specifically, this study aimed to determine the perspectives of teachers about the impact of their collaboration within professional learning community on their knowledge of subject, pedagogy and instructional skills. The researcher used the qualitative approach to collect data from 19 humanities teachers who met on a daily-basis as they work in five Professional Learning Communities. The findings confirmed that despite of the positive feelings of teachers regarding their peer collaboration as Professional Learning Communities, they indicated to the necessity for training in numerous aspects related to their work. The recommendations of the study highlighted the importance of having shared vision for the learning community, the

involvement of the school leaders in all processes related to professional learning community, and prominence of delivering the needed training for teachers.

### **2.3.5 Creating Successful Professional Learning Communities**

Many studies indicated to the required factors to create Successful Professional Learning Communities. Ateeq & Mohammed (2018) aimed to explore the needed conditions for implementing the concept of Professional Learning Communities as perceived by kindergarten teachers in Dammam, Saudi Arabia. The researcher used the mixed methods through the use of interviews and survey to collect quantitative and qualitative data. The findings revealed that the current available conditions in kindergartens in Dammam support the implementation of Professional Learning Communities to some extent. Obviously, The Shared Personal Practice is existing among teachers. However the level of Shared and Supportive Leadership need to be improved. Moreover, the qualitative data indicated that the dimension of Shared Values and Vision was very weak in kindergartens in Dammam.

Another qualitative study conducted in the United States by Jenkins (2016) aimed to find out how elementary school principals created and sustained successful Professional Learning Communities. The participants of this study selected from high-performing elementary schools in the Coastal South-eastern Region. The researcher collected qualitative data from nine school leaders who used Professional Learning Communities to establish the model of educators' professional development inside their schools. The result confirmed that school leaders could create and sustain Professional Learning Communities by applying the following procedures: fostering productive learning environment based on collaboration, applying a set of effective leadership practices, exploiting teachers'

capabilities, reinforcing the efficacy of teacher, identifying the educational goals of the school and getting rid of educational hindrances.

The qualitative case study of Kirksey (2018) explored the reasons behind the Fluctuated quality of Professional Learning Communities. The study also tried to identify the negative impact for school leaders, teachers, parents and students related to the implementation process. By collecting teachers' perceptions, the study could differentiate between the features of non-exemplary and exemplary Professional Learning Communities. The sample included teachers who working at two high Professional Learning Communities' schools. The researcher purposefully sampled teachers who exceed 13 years in service. The results highlighted four recommended elements to create and maintain an exemplary professional learning community. These elements are: building the professional learning community, collaboration encouragement, team communication, and allocating the time needed.

Saavedra (2017) tried to explore the effective practices that implemented by the middle schools principals in Gold Ribbon Texas to promote Professional Learning Communities. In this qualitative study, the researcher selected participants from ten middle schools. The results showed that the effective practices included: creating learning culture for all educators, allocating the needed time for educators' communication, motivate teachers to present their ideas regarding the improvement of professional development, working according to an intentional plan, encouraging teachers to collaborate and support each other, delivering continuous professional development , applying a systematic process to monitor practices of implementation, identifying indicators of improvement, identifying the expectations of each meeting, and creating the school vision.

Thornton & Cherrington (2019) studied the factors of establishing and sustaining Professional Learning Communities within the contexts of early childhood education in New Zealand. The results showed that the following factors are required in order to establish and sustain Professional Learning Communities in the early childhood education sector: (1) effective induction for new educators. (2) The presence of collective focus, commitment and research orientation. (3) Clarity of responsibilities for all including leadership responsibilities. (4) Opportunity for discussion and suggestion of new ideas.

### **2.3.6 Barriers of Professional Learning Communities**

Despite the effectiveness of the Professional Learning Communities as a productive environment that enhances students learning, many studies indicated to the obstacles to attaining sufficient Professional Learning Communities at schools. The Annenberg Institute of School Reform (2004) identified many barriers of creating effective Professional Learning Communities: lack of teachers' willingness to share, ineffective leadership, lack of achievements documentation, and problems related to teacher trust and quality. Besides, Lujan & Day (2010) stated that the limited time for educators at the schools to perform their responsibilities, misunderstanding the aim of Professional Learning Communities and the negativity of teachers can stand as hindrance in front of the successful Professional Learning Communities.

Hord and Hirsh (2009) introduced the most common obstacles related to PLC implementation and suggested a plan to tackle these obstacles: (1) The common obstacle is the lack of time for conducting meetings for educators, that can be solved through giving the priority for Professional Learning Communities meeting during the planning process of

the school's main schedule. (2) The absence of trust between teachers and administration of the school that hinders the honest communication and collaboration. To overcome this problem, the school leadership needs to restore the trust of its educators by conducting supportive and fruitful conversations with them. (3) The difficulty of teachers' accessibility to the required data which can be addressed by ensuring educators' entitlement to access any data they need easily. Nolan & Guo (2019) indicated that having well-designed and well-delivered professional learning program can support educators in handling barriers. Nolan & Guo (2019) indicated that having well-designed and well-delivered professional learning program can support educators in handling barriers.

Zhang & Sun (2018) tried to understand the Professional Learning Communities in China. The result of this mixed-method study showed that the institutional and cultural barriers should be solved to increase the level of practicing the characteristics of Professional Learning Communities effectively.

The mixed-methods study of Clarke (2014) tried to identify the Barriers and elements of success during the establishment of Professional Learning Communities. This study conducted in southwest Minnesota in 25 school districts. The researcher collected the quantitative data by utilizing online survey and followed by collecting focus group qualitative data. The results indicated to three areas of success: (a) curriculum alignment. (b) The areas of increased focus. (c) Teacher competence. On the other hand, the study could identify two main Barriers which include: (a) the school climate as essential cultural aspect in establishing Professional Learning Communities (b) the organizational aspect of the school (i.e. the allocated time and support direction and stakeholders). This study is important for principals, design makers and researchers as it highlights the main challenges

and successes while implementing the concept of Professional Learning Communities and presented guidance about the effective establishment of such crucial concept.

Kincaid (2014) indicated to the presence of resistance to the implementation of PLC despite of its apparent benefits in increasing students' academic performance and promoting the culture of collaboration between educators. The researcher used the qualitative method which included interviews and document analysis to explore the reasons behind the resistance of full PLC implementation and the procedures of overcoming this resistance. The results of the study revealed the lack of time, absence of shared leadership, and lack of effective communication were the main reasons and barriers to implementation of effective Professional Learning Communities. As for solution, the researcher suggested a specialized professional development training which designed for both leaders and teachers about the concept of Professional Learning Communities. The aim of this professional development was to remove PLC barriers and establish effective Professional Learning Communities to enhance the learning of teachers and students.

The qualitative study of Wan (2018) aimed to understand the implementation process for the concept of professional learning community at one of the independent private school. The study also aimed to find out the utilized practices in promoting the collaboration and high productivity among teachers. Besides, the study tried to identify the existed barriers during the implementation process of professional learning community. The findings revealed that low level of trust in some Professional Learning Communities, temporary employed faculty and the high number of school initiatives that consumed the time of Professional Learning Communities were the barriers of professional learning community.

The study of Murphy (2017) aimed to achieve a better understanding for the obstacles and challenges that deter the progression of professional community and how educators can successfully respond to these challenges. This study focused on the concepts of change and implementation and its relation to school improvement. The results indicated to the presence of dynamic cultural and well-entrenched structural obstacles during the formation process of professional community. In addition, school leaders should give the direct attention to all required conditions to encourage practicing the concept of professional community at their schools.

The mixed-method study of Zhang& Pang (2016) aimed to explore the extent of practicing the characteristics of Professional Learning Communities within the Chinese schools. The researcher administers a questionnaire for teachers in seven schools in Shanghai followed by interviews as a qualitative method. The results showed that collaboration, the competency of educators, supportive school leadership and structural support are essential elements in promoting the characteristics of Professional Learning Communities. Conversely, the study found a group of cultural barriers related to the educational system at the school, traditional norms, social cultures, and methods of teachers' acknowledgement.

The study Sadlovsky (2013) aimed to examine the extent of implementing developmentally appropriate practices by early childhood teachers and identify barriers that prevent teachers to apply these practices. The study used qualitative method and the participants were teachers from licensed centres for early childhood. The results revealed that all teachers can implement the majority of training concepts with some difficulties during the implementation process. Mainly, the participants indicate to the following barriers: (a) lack of time to implement the new concept and skills, (b) the presence of mixed age students in



the same class. (c) The difficulty of changing the current practices and habits of teachers into developmentally appropriate ones.

### **2.3.7 Professional Learning Communities and School Leadership**

The role of school leadership is crucial in operating the school according to the concept of Professional Learning Communities as it can support the students' growth (Zepeda, 2013). In addition, the principal can play a significant role in creating and preparing the required conditions that foster the collaboration of educators and student learning (Fullan, 2005; Kouzes and Posner, 2002). Furthermore, DuFour and Eaker (1998) identified eight guidelines for school leaders which can draw the road map to successful Professional Learning Communities as follows: (a) school leader must develop the school mission, vision, and goals collectively with all members within the school. (b) School leader must clarify and share the school mission, vision, and goals with all members. (c) School leader must create the appropriate environment of collaboration to reinforce learning and teaching processes. (d) School leader must establish and support the culture of working as a community for all educators. (e) School leader must ensure the avoidance of teaching and emphasize the importance of learning for both students and educators. (f) School leader must empower all teachers to be leaders. (g) School leader must give the opportunity for teacher to practice the strategies of leadership. (h) School leader must create a sort of personal credibility with all educators.

Seymour (2017) conducted a mixed methods to find out the link between practicing a shared leadership at the school and the development of a collaborative culture by implementing the concept of Professional Learning Communities, and how the shared

leadership roles impact the teachers' perceptions about self-efficacy. This study conducted in the mid-south at high-performing middle school and the researcher sampled all teachers of that school. The results revealed how sharing the responsibilities of leadership as Professional Learning Communities could positively impact the teacher self-efficacy more than the officially designated roles of leadership.

Allen (2017) conducted in the northern part of the Commonwealth of Virginia, aimed to identify how the school leadership impact the effective implementation of Professional Learning Communities and staff engagement. The researcher used the mixed methods and selected participants who work as school employees from 24 high schools level which located in a large public school district. The results showed that the school culture can positively impacted the implementation of Professional Learning Communities. Conversely, the results did not revealed any significant impact related to leadership and engagement on student success.

Serrato (2015) explored the perceptions of principals about professional development models they received by their school district in order to come up with recommendations of improvement. This study also focused on understanding how the principals' involvement in professional development that adopt professional learning community model can cover their needs and impact their professional growth. In addition, the study highlighted the current challenges related to the professional learning community model that used for professional development of principals. The researcher utilized Qualitative action research model and collected data by the action research documentation, reflection papers of participants and interviews. The findings indicated that the current professional development models do not cover the principals professional and leadership needs. The

finding also clearly confirmed the positive perceptions of principals about using Professional Learning Communities for their professional development as this model can consider their actual requirements and enable them to solve their daily work problems. However, the participants said that there were some concerns related to the implementation of Professional Learning Communities models due to the available recourses, time, the extent of trust among the team, and the extent of team acceptance to engage the Professional Learning Communities.

The mixed methods study of Velasquez (2018) sought to comprehend the current practices and thoughts of principals leading Professional Learning Communities' secondary schools toward improving students' achievement. Moreover, this study aimed to: explore the procedures of principals for increasing the motivation and engagement of teachers in Professional Learning Communities, the actual challenges of principals when leading Professional Learning Communities, the perceptions of principals about the effectiveness of their schools as Professional Learning Communities and leadership characteristics for those principals. This study included the perceptions of 10 participants working as principals within Southern California secondary school. The researchers asked the participants to complete a written exercise to collect qualitative data followed by interviews and observation as qualitative tools. The results revealed that teachers become more motivated due to feeling of accountability and administration support. Besides, the participants confirmed the presence of some obstacles related to mind-set issues and absence of trust among educators.

Another quantitative survey study of Phillips (2014) investigated the correlation between school principals' perceptions about their leadership practices and the perceptions of

teachers regarding operating the schools as Professional Learning Communities. The participants of this study included 203 teachers and 12 schools principals who selected from rural school district in Louisiana. The researcher used the Leadership Practice Inventory tool to collect data about leadership practices of principals and the online survey version of (PLCA-R) to investigate the perceptions of teachers about operating the schools as Professional Learning Communities. The study highlighted the impact of school principals' leadership practices on accountability within educational field, leadership of teachers, educators' collaboration and continuity and sustainability.

The study of Cruz (2015) examined the mission of principals in solving relational trust and group dynamics problems while they are trying to facilitate all needed conditions to implement the concept of Professional Learning Communities, to achieve the intended transformational learning. The study documented all difficulties related to promoting the trust within this challenging context. This qualitative study collected data via interview, reflections and document analysis. The results revealed that lack of trust among school educators hinder the positive impact of Professional Learning Communities as means for transformational learning. Moreover, participants indicated to their need for more independence and support during the decision making process related to the activities of Professional Learning Communities. All participants agreed upon the need for improving the level of communication and transparency during the decision making process. The participants also explained the prominence of accountability and cohesion between Professional Learning Communities and classroom activities.

Dawson (2015) explored the procedures followed by school principals in order to support the learning of teachers within Professional Learning Communities. The study used

qualitative multiple case study methodology to collect data from principals and teachers who experienced Professional Learning Communities at three Torchbearer Schools in Alabama. The results presented five themes related to the procedures of school principals in supporting the learning of teachers within Professional Learning Communities. These themes are: increase the communication among educators to share their experiences and knowledge, enhance the school culture to create the environment that foster learning and development, ensure the teachers' personal gains identify the purpose of all activity and the process of implementation, and create a productive structure and organization.

The qualitative case study of Salvatore (2014) explored the impact of Professional Learning Communities for school principals on the Perceptions about School Leadership explicitly and responsibilities. The participants in this study were teachers and principals from White School District secondary schools and the data collected through interviews. The results highlighted the importance of communication, practicing the instructional leadership and promoting integrity as the most important responsibility of leadership. Furthermore, all participants perceived that principals' involvement in leading Professional Learning Community increases the leadership responsibilities for them.

Draper (2014) tried to evaluate the leadership handbook of Professional Learning Communities that created by five school district leaders from Estacada city. The purpose of this evaluation was to support the school leaders in implementing the components of Professional Learning Communities through systematic and comprehensive guidelines. This study determined the usefulness of that handbook through field- test within four schools and identified its strengths and weaknesses. During the designing stage, the team utilized problem —based learning and research and development approaches. As for the

evaluation results, the design team confirmed the usefulness of the handbook as a tool to enhance and activate the concept of professional learning community at all targeted schools. The team also indicated that this handbook can help the school leaders to understand the key terminology related to professional learning community. Besides, the handbook contained simple and clear activities. However, this field-tested handbook can be improved by adding practical methods to increase the involvement of parents and other community members in professional learning community activities. Manning (2018) examined the impact of creating principals Professional Learning Communities on improving learning at low-performing schools. This mixed methods study conducted in south-eastern North Carolina school district and included principals from two high performing schools and two low-performing schools. The school district supervised the collaboration among the schools in order to enable the low-performing schools to benefit from the implemented strategies and procedures of high performing schools. The data collected via surveys, reflections of teachers, reviewing minutes of meetings and field notes. The results showed students improvement after one year of implementing principal's Professional Learning Communities. These results proved that principals' collaboration was effective as they can share their knowledge and experiences.

Ricken (2011) investigated the impact of guiding values and leadership practices within Professional Learning Communities on the teachers' professional relationships. The researcher described the professional relationships as all purposeful communication and interaction activities among teachers that mainly aimed to achieve the objectives related to students learning. To achieve the purpose of this qualitative study, the researcher collected data through observations, focus groups, and interviews with participants. The researcher

designed data collection tools based on features of professional learning community of Hord's (1997). The results revealed that all activities related to professional learning community could positively impact professional relationships among teachers and increase their empowerment and engagement. These activities included: educators meetings, teams of school improvement, learning labs for reading and math and common planning process.

Thomas (2012) examined Professional Learning Communities' value for school leaders. The qualitative approach used to collect data from school leaders from elementary schools in Illinois which listed before as “No Child Left Behind” status. The participants selected from Illinois elementary high-performing schools, schools involved in restructuring process and Illinois spotlight school. The results showed that the values of Professional Learning Community components were more at Illinois elementary high-performing schools and Illinois spotlight school. Implementing the concept of Professional Learning Communities promoted a continuous improvement culture and considered as the best reform even without conducting formal training for it. School leaders could learn more effective knowledge and benefit from working within Professional Learning Communities context.

The qualitative study of Bacani (2015) examined the influence of principals' participation in principal Professional Learning Communities on their improvement as school leaders. Principal Professional Learning Communities is the framework where school leaders can work according to clear goals, be committed to development and learning, collaborate among each other, be involve in goals setting process, work together in light the available data and share their real experiences. The participants were K-12 suburban high schools leaders distributed in two groups and the data collected by semi-structured interviews. The results of this study confirmed that the participation in principal Professional Learning

Communities can build the leadership style of the school leader. In addition, the results clarify the prominence of social capital as effective element principal Professional Learning Communities. The results also indicated to collaboration, goal setting and ongoing feedback as essential components of school leaders' professional development.

Another qualitative study of Sayers (2013) aimed to explore the educator's perceptions about the use of professional learning community concept as structure of adult learning and development. This study conducted within a school system that adopt Professional Learning Communities as mandatory element and included all needed resources and time for 7 years. The participants of this study included district leaders, administrators and teachers from south-eastern school district of United States. The results of this study illustrated that the implementation of professional learning community can reinforce the adult learning and development, increase the responsibility level of administrator, enhance the attitude and collaboration of educators, and provide authentic learning.

The qualitative study of Hurst (2015) explored the impact of implementing Professional Learning Communities on learning of teachers, administrative leadership and students' achievement in math. This study utilized phenomenological bounded case study methodology. The study included two high schools that implemented Professional Learning Communities for seven years from one urban school district in Texas. The researcher utilized individual and focus group interviews with principal's teachers and Math Specialist. The results of this study showed the positive impact of implementing Professional Learning Communities on learning of teachers, administrative leadership and student's achievements. Furthermore, the results confirmed the significance of time allocation to support the



collaboration among educators to implement successful Professional Learning Communities.

### **2.3.8 The Prominence of Professional Development and School Leadership Practices**

By giving an example from the medical field, Van Hoof and Meehan (2011) indicated that the current significance of professional development in all sectors comes from its connectivity to the enhancement of performance which made this concept to become a new trend. Professional development in educational field can be defined as a well- planned and systemized activities which mainly aim to increase dispositions, capabilities, skills and knowledge of all educators in order to improve the outcomes of the students and deal with the internal and external demands within the schools (Elmore, 2002). According to Bredeson (2002), professional development is inevitable and crucial for those educators who want to enhance the learning results of their students and to push toward the intended educational reform through gaining the adequate strategies and methods. Moreover, many scholars confirmed that professional development should be continuous, intensive and related to the actual practices of educators (Bambrick-Santoyo, 2012; Darling-Hammond, Wei, Andree, Richardson, &Orphanos, 2009). In addition, all educators should act as learners due to the nature and responsibility of their profession (Dufour, Dufour&Eaker, 2008).

Furthermore, the notion of professional development is well-matched with the concept of lifelong learning where learning and improvement are correlated to the entire life of individuals and can occur at formal or non-formal context such as the family, social settings, on or off the jobs and training institutions (Misra, 2012). Royce (1999) stated that

the main purpose of Lifelong learning is to enable all citizens to participate in all aspects of social and economic life by increasing their competences and skills. The common factor between professional development and lifelong learning is the continuity of learning as a mean of improvement for individuals to enable them to adapt to changes. Lifelong learning can create a productive environment for promoting the Professional Learning Communities and professional development because it fosters the culture of ongoing improvement. In addition, lifelong learning can bridge the gap between educational field and community by highlighting the demands of modern life which need to be covered in education (Safford-Ramus, Misra, & Maguire, 2016)

As we shift from the traditional approach of school leadership, the responsibilities of the school leaders have changed to include several tasks such as the supervision of the instructional methods of curriculum; observing all operations within schools and expanding the relationships between the school and the local community (Darling-Hammond, LaPointe, Meyerson, Orr, & Cohen, 2007). This new mission of school leaders emphasized the necessity of professional development as an essential component to support those leaders while executing their responsibilities (Lunenburg & Irby, 2005). For instance, Moranzo and McNulty (2005) mentions that developing the leadership skills of school leaders can increase the results of students' assessments up to 10%. Furthermore, the role of the school leader is undeniable in achieving the success of the school (DuFour & Marzano, 2015).

In addition, professional development can create a productive environment where the school leaders who participate in these programs can share their valuable experiences and

distribute the culture of the change at the schools in the same school district (Cardon, 2005).

Geren (2016) explored the opinions of the school leaders in Arkansas about the Professional Development Programs and its relation to the effective leadership. The researcher used the mixed method during the study by asking 112 school principal to fill an online survey and he also interviewed 12 principals. The findings of the study pointed out that adult learners can benefit from problem-solving techniques, implementing a system of mentoring and using one-to-one training method. The participants indicated that the training is not well-matched with their actual issues in the field or with the new strategies. In addition, the participants observed a gap in the content of these programs as it did not include the responsibilities of the school leaders. Also, the participants experienced some difficulties during the training due to timing, the locations and the high number of attendees and absence of qualified instructors.

Furthermore, Magruder (2015) studied the effect of Professional Development Programs on leadership behaviours as perceived by the urban school principals by using both quantitative and qualitative approach. The study applied in the school district of Staten Corft with a total number of 13 participants, one admin staff from the middle schools in that district. Furthermore, the document analysis and the interviews were used as data collecting tools. The findings highlighted the significance of Professional Development Programs as a critical element for achieving the goals of the school district. However, the participants requested to take apart during the designing stage of these programs as the current programs did not consider their real professional needs.

Seaton (2019) sought to investigate the way followed by school superintendents and district leadership teams to employ the existing features of Professional Learning Communities for Professional Capital and Leadership improvement. This quantitative study used (PLCA-R) survey which is existing survey for assessing Professional Learning Community. However, the researcher added additional questions to receive answers related to professional capital. The site of the study was in Illinois and the researcher distributed the survey to 852 school leaders. The result of this study determined that practicing features of Professional Learning Communities district leadership teams can lead for Professional Capital and Leadership improvement. The improvement of Professional Capital can significantly impact students learning results.

Another qualitative study by Tande (2018) explored the influence of school leaders Practices on the level of learning for teachers who work in Professional Learning Community in a single K-8 elementary school district. This study conducted in central Arizona by collecting data from eight teachers and five school leaders. The results showed the strong relation between the Practices of school leaders on teachers learning which lead to the deployment of Professional Learning Communities across the district successfully. The deployment of Professional Learning Communities can be expanded by using training contextual results of leaders and assessing their practices on the professional knowledge and skills of teachers.

Calabrese (2015) examined quantitatively how the job satisfaction of teachers can be connected to the following: (a) the administrative behaviors of leaders, (b) the delivered professional development for teachers, (c) teachers acceptance of high-stakes accountability. The researcher administered a survey for 48 teachers at 10 schools. The

results revealed that working in a professional learning community school can increase teachers' willingness to stay in teaching profession due to the presence of collaboration, shared vision and transformational leadership. Furthermore, participants emphasized the relation between their job satisfaction as teacher and administrative behaviors of leaders, the adequate professional development for teachers, and the level of acceptance of high-stake accountability.

The study of Saunders (2019) examined school leaders' decision making process regarding the professional development about research- based instructional strategies. This study included the framework of James G. March's for organizational decision making. This qualitative study conducted in New Hampshire and selected six school district leaders as stratified purposeful sample to collect data. The results of this study revealed the decision making process for all participants influenced by their thoughts, their desire to enhance the practice of teacher and achieve high quality learning for the students. The results also showed that all participants during decision making process about professional development considered the context within the organization, the available resources, the constraints and the demographical aspect. Obviously, the school district leaders attempted to balance between optimizing the current situation or their schools and satisfying educators and students.

Study of Lancaster (2010) tried to compare the perceptions of principals working at schools that implement Professional Development Programs to the perceptions of principals who work at non- professional development schools within West Virginia. In this quantitative study, the researcher utilized a survey with six categories that included visioning, advocating, management, collaboration, ethics and community relation. The survey

incorporated the standards of interstate school leaders' licensure consortium. The results did not indicate to statistical significant deference regarding the perceptions of participants about visioning, management, ethics and community relation. On the other hand, the results confirmed that principals from professional development schools showed more collaboration and advocating according to the standards of interstate school leaders licensure consortium.

By using a quasi – experimental design, Petridou et al (2017) studied how professional development and professional practice can impact the self –efficacy of school leaders. This study tried to explore whether the professional practice only or the combination between professional development and practice can come up with the greatest impact on the self – efficacy of school leaders. the study identified 8 dimensions for the self –efficacy as follows: creating an appropriate organizational structure, leading and managing the learning organization, school self-evaluation for school improvement, developing a positive climate and managing conflicts, evaluation classroom practice, adhering to community and policy demands , monitoring learning and leadership of continuous professional development . The sample included two groups of head teachers (i.e. experimental group and control group). The results showed that the combination between professional development and practice can positively impact the self –efficacy of school leaders.

The study of Jones (2017) sought to understand the impact of professional learning in building educators' cultural proficiency and improving their practice in order to respond to students needs within diversity and poverty communities. This study used a qualitative phenomenological approach to collect data from participants within three suburban school districts. The educators within these districts trained on responding to the needs of English

language learners, special needs students and poor students. The results confirmed the adherence of these districts the needed professional development of the educators to develop their expertise. The results also revealed that the delivered professional learning could enhance the cultural proficiency of educators in decreasing bias and covering the needs of English language learners and special needs students.

Bunch (2017) studied how attending the Professional Development Program of the National Institute for School Leadership that Nationally Recognized impact the behavior and practices of school leaders in schools. the study utilized mixed methods methodology to identify how the training did impact the trainees according to the five areas of Leadership Practices Inventory that include: (a) Model the Way,(b) Inspire A Shared Vision,(c) Challenge the Process,(d) Enable Others to Act,(e) and Encourage the Heart. The qualitative results indicated that the training impacted the following leadership practices: Enable Others to Act, Inspire a Shared Vision, Model the Way. The quantitative data revealed that the scores for leadership practices of Challenge the Process, Model the Way and Inspire a Shared Vision increased according to the results of the post-test of the Leadership Practices Inventory.

The qualitative collective case-study of Fatima (2017) sought to investigate the professional expertise of school principals in enhancing the classroom practices within early childhood education in Illinois through in-service training. The researcher selected a purposeful sample included four principals working in early childhood schools and the data collected via semi-structured interview. the results illustrated the following: (a) in-service training are not the same within the districts and related in the most cases to school leadership.(b) all participants agreed that collaboration among all educators is essential for teachers'

improvement. (c) The challenges related to implementation of training outcomes included the availability of time, financial resources and teachers' employment and retention. (d) Participants indicated that the future training should include the Communication skills, using technology, planning strategies, evaluation of teacher.

The study of Gebreselassie (2015) aimed to understand the role of school principal in supporting the continuous professional development of teachers. This study utilized the descriptive research design and collected data by using questionnaires and interviews. The participants were teachers, principals and experts from sub-city education office. The findings of this study were: (a) it is important for principals to perform their role as instructional leaders and continuous learners concurrently, (b) principals need to ensure and establish the appropriate learning environments, (c) principals need to involve directly in professional development designing process, (d) principals should take part in delivering and assessing the outcomes of professional development, (e) principals need to promote the characteristics of Professional Learning Communities among their schools where all educators can participate and build new expertise.

### **2.3.9 Features of Effective Professional Development for the School Leaders**

As the efforts of all educators focus on moving from the traditional format of professional development, it is critical to empower the current school leader by bringing more sophisticated programs that help them cover their urgent professional needs at schools (Doty et al, 2014). Thus, understanding the features and the purpose of effective professional development is inevitable to facilitate the best opportunity for the leaders to expand their experiences and skills (Joyce & Showers, 2002). Several schools of thought



tried to determine the essential characteristics and pillars of effective professional development for educators, however, scholars did not come to an agreement about the features of professional training that can guarantee the desired development (Guskey 2003).

Lunenburg& Irby (2005) mentioned ten principles related to the effectiveness of professional development in education. These principles are: (1) includes all staff at the school with more focus on teachers as a vital component of students' enhancement; (2) seeks to achieve a comprehensive improvement; (3) aims to increase the leadership and intellectual capacity for all school members; (4) considers the findings of the educational research regarding the best-recommended practices related to the educational process; (5) allows educators to acquire additional expertise such as using technology and the up-to-date instructional strategies; (6) fosters the culture of ongoing enhancement and inquiry among the schools; (7) depends on a collective planning process by staff who will work toward improvement; (8) demands the allocation of adequate time and resources; (9) based on long-term and intelligible plan and (10) the level of impact on student outcomes and educators effectiveness are utilized as an ultimate component for evaluating the effectiveness of these Professional Development Programs .

The researcher will utilize all Features of Effective Professional Development for the School Leaders which identified in the related literature to be firmly embedded in approach of the current study as such features can support the instrumentation and data collection processes. In addition, these features can demonstrate the concept of Effective Professional Development by using a procedural manner.

Furthermore, recognising the objectives of the school district, determining the professional needs for educators by conducting the appropriate assessment of needs, identifying the goals and purposes of the training, designing the training in light of the actual needs of educators, delivering the designed plan for the training and evaluating the delivered training are the six essential elements for designing professional training which can support the occurrence of effective progression for educators (Rebore, 2010).

As for evaluating the Professional Development Programs, Guskey (2002) specified five levels of evaluation for these programs: (1) level of participants' reactions; (2) level of participants' learning; (3) level of organization support and change; (4) level of participants' use of new knowledge and skills and (5) level of student learning outcomes. McKnight (2018) confirmed the important relationships between the perceptions of teachers about professional development and professional development leaders levels of competencies regarding designing, delivering and evaluating the Professional Development Programs.

Cothorn (2014) conducted another mixed method study to identify the nature of existent subjects, features, and the contextual aspects related to the effectiveness of the professional development of principals. The study was done in two districts in the state of Louisiana. The data collection completed by utilizing the survey and the interviews. In the two school districts, the results referred to similar perceptions among participants. Besides, the implemented programs were only temporary with no time for reflection, schools visits or practicing the collaboration between the principals. Moreover, the participant stated that Professional Learning Communities can be the best context for such programs.

Bond (2013) investigated the effectiveness of development programs for the school leaders working in Abu Dhabi Educational Council (ADEC) from the precipitation of the trainees. The providers of these programs were a group of specialized companies in addition to some local and international universities. The researcher was able to interview four participants for the purpose of this study out of nineteen school leaders who joined the first program. The researcher utilized a qualitative narrative approach and the instrument of data collection was the semi-structured interview. The results indicated to the usefulness of these programs, however, these programs lack the follow-up visits after the training and it should be continuous and to include a more practical demonstration. The current study can benefit from reviewing the pre-existing studies and analysis to inform its design and approach.

The study of Wise (2017) aimed to investigate the perceptions of professional development leaders about their roles and the process of prioritizing and executing these roles. This study tried to understand the strategies of professional development leaders while leading teachers' professional growth. This mixed methods study sampled 701 principals from Ohio public high school to collect qualitative and quantitative data. In general, the results indicated that principals perceived professional development as essential element to increase the effectiveness of educators and students performance. The principals confirmed that teachers' participation in Professional Development Programs should enhance their knowledge, skills and learning strategies to improve their effectiveness.

The qualitative study of Davis (2018) examined the definitive perceptions of principals from the state of North Carolina about their professional development program. This study also tried to identify the most effective element of the principal growth during the

professional development program and understand the reasons behind principal perceptions. The participants of this study were school principals from an urban school district and the data collected via Q methodology. The results highlighted five main perceptions of school principals related to professional development: (a) professional development can support the job success, (b) lack of required fund for professional development, (c) professional development is crucial and cannot be a waste of time, (d) the involvement of coaching and mentoring is the best factor to ensure the effectiveness of professional development, (e) job satisfaction related to the quality of professional development.

Another mixed methods study from the United Arab Emirates by Al Ghafri (2014) investigated the perceptions of principals and teachers who work at Abu Dhabi Education Council Schools about the effectiveness of principals Professional Development Programs. specifically, this study aimed to identify to what extent do principals Professional Development Programs support them to implement the five leadership components that identified by Abu Dhabi Education Council. This study conducted in Al Ain public schools and collected data from teachers and principals by using quantitative and qualitative instruments. All participants agreed upon the importance of designing individual plans for each principal when delivering professional development training. Moreover, all participants confirmed that the involvement of teachers and principals will positively impact the Professional Development Programs of principals.

The study of Pina (2019) aimed to improve perceptions of educators about the traditional format of professional development by using andragogy as a framework of adult learning.

This study also sought to identify which element of andragogy framework can positively enhance educators' perceptions toward professional development. The used methodology in this study was a qualitative action research. The results of this study showed that using andragogy framework could improve the educators' perceptions about the traditional professional development. The results indicated that increasing teachers' satisfaction and authority and delivering relevant training to cover the classroom needs can enhance the perceptions of educators about the traditional professional development.

As an example of ineffective professional development, Alqahtani (2018) investigated perceptions of teachers about professional development program in Kuwait under the supervision of Ministry of Education. Furthermore, the study compared the perceptions of teachers with the Standards of Professional Learning. The study utilized a mixed methodology to collect data quantitatively from 201 teachers and interviewed 7 teachers during the qualitative data collection process. The results showed negative perceptions about the Professional Development Programs due to inappropriateness of these programs as professional learning training. The participants confirmed that Professional Development Programs were limited as it only included some workshops or conducting observation among teachers. Participants mentioned that the formal programs were not effective to impact instructional practices inside the classes. Also, the participant explained the difficulty of implementing the received skills via informal professional development for their students.

McCracken (2017) investigated principals' experiences and perceptions about their professional development regarding the characteristics of effective professional learning. Specifically, the study sought to understand the extent of implementing the characteristics

of effective professional learning during the district professional development training and the impact of the training on principal's practices, skills and knowledge. In this case study, the researcher collected data by conducted interviews with selected school district principals. The results revealed that some of professional development training were effective practices, skills and knowledge. The answers of all participants were compatible with the five characteristics of effective professional identified in Desimone (2009). These characteristics are: (a) the professional development should be content-focused; (b) the professional development should be based on active learning strategies; (c) the professional development should be cohesive; (d) the duration of the professional development should be appropriate; and (e) the professional development should be based on collective participation.

Salvesen (2016) investigated the perceptions of Pennsylvania principals about their Professional Development Needs based on the implementation of the new educator effectiveness system which evaluates teachers' performance according to Danielson's Framework. The researcher used Danielson's Framework to develop a questionnaire to collect data from principals of Pennsylvania public school districts. As for principals' professional development needs, the findings identified that principals required improving their skills of "Using Assessment in Instruction". The findings indicated that professional development delivered by all professional developers such as training departments, school districts and colleges should include different forms of professional development (i.e. training workshops, observation and coaching sessions) that suite the context.

Brown (2013) sought to investigate the effective features of professional development as perceived by school leaders and how they can facilitate teachers' professional development

to enhance learning of student. This mixed methods study collected the perceptions of thirty-four public school leaders. The results confirmed the significant role of school leaders in facilitating teachers' professional developments as key element for enhancing student learning. According to the perceptions of school leader regarding teachers' professional development, they indicated to the importance of facilitating a continuous professional development for teachers that based on collaboration of all educators to benefit from the existing experiences. The school leaders also illustrated the tremendous impact of their follow-up to the teachers as effective features of professional development.

The qualitative multi-case study of Sledge (2013) aimed to explore the perceptions of novice school principals who belong to Generation Y about the effectiveness of their training and preparation programs to empower them to lead their schools during the first three years of service. Besides, this study tried to understand the perceptions of those principals about their professional to lead their schools successfully. The researcher achieved a triangulation by using the data collection tools of interviews, one descriptors of principals' leadership excellence, the profile of Generation Y, students' grades, information of preparation program for each principal. The findings revealed that the sized faculties were appropriate during preparation programs for principals, standards of graduation were clear for all participants and preparation programs focused on research skills. In contrast, the negative points during preparation programs were unclear goals for the program, the curriculum was weak and lacks cohesion and organization, not balancing the theoretical and practical training.

Yslas (2016) investigated the perceptions of principals about their individual success and effectiveness and if it related to their in-service development training or pre-service

program delivered by district, as per the framework of Interstate School Leader Licensure Consortium (ISLLC) standards. The participants were school principals within a school district in southwestern. This study used mixed-method and collected data by conducting Survey and focus group interviews with primary, middle and high school principals. All participants agreed that the majority of their skills were developed individually or by practicing them at their schools.

Several studies highlighted the presence of some barriers that may negatively impact the effectiveness of professional development in education. The study of Waite (2011) explored the barriers that encounter the implementation of professional development information as perceived by educators. To achieve the purpose of this mixed methods study, the researcher collected data from early childhood teachers regarding the existing difficulties and obstacles to implement knowledge and skills they acquired during Professional Development Programs. The results revealed that some of the existing barriers are endemic, while others related to individual teacher. The results indicated to the following barriers: the absence of follow-up discussions after training, the delivered information and skills are not suitable to the current situation inside the schools, the shortage of time for planning or discussion, resistance to change and the impact of old behaviors and habits.

The study of Larson (2016) investigated the correlation between the perceptions of superintendents regarding the principles of professional development and students achievements according to Performance Index of South Dakota' School. The study also investigated the barriers facing superintendents during professional development implementation process. This study used the quantitative method and the population



included 127 superintendents from the public schools of South Dakota. This study did not find significant correlations between students' achievements and the implemented professional development. Moreover, the results of this study revealed that time the main barrier that encounter the implementation of professional development.

Another mixed methods study by moor (2009) aimed to explore the perceptions of educators about professional development and its related barriers and facilitators. In addition, this study tried to identify a general delivery approach for professional development with good quality. The participants were teachers from four school districts selected randomly within West Virginia and Pennsylvania. The results showed that majority of participants tended to be continuous learner. Participants indicated to the following professional development facilitators: the implementation of group learning strategies, to enable educators to attend educational conferences, to provide the practical training as a combination between the information and skills, to deliver an enjoyable and attractive training, the availability of encouragement for others, the applicability of the received training strategies to enhance students learning. However, the participants confirmed that lack of time, school schedule and personal and financial responsibility were the common barriers.

#### **2.3.10 Factors Impacting Educators' Participation in Professional Development**

Regardless of the positive impact of Professional Development Programs on the performance of the school leaders, studies shed light on some obstacles that may decline the effectiveness of these programs and lead to undesired consequences for the educational

process. Commonly, these obstacles associated with personal causes, technical or logistical causes (Donaldson & Donaldson, 2012).

As for the obstacles related to personal reasons, Gumus and Kemal (2013) explains how the participants' expectations about the benefits of professional training control their interest in joining these programs. In addition, the absence of educators' commitment to expanding their knowledge and experiences reduces the level of their actual engagement in Professional Development Programs and prevents the achievement of professional growth for them (Van Ven & Sleegers, 2006). Moreover, some educators tend to avoid any sort of teamwork or collaboration with other members during the Professional Development Programs or at the schools which create a climate of isolation and restrains the exchange of the valuable experiences among them (Frost, 2008). Dufour, Dufour and Eaker (2008) describes isolation between the educators as the most dangerous "enemy" in the educational field. Also, years of experience correlated to the participants' motivation to attend the Professional Development Programs since it confirmed that the attendance ratio of educators with few years in experience is more than those with long years of experience (Gumus & Kemal, 2013).

Regarding the obstacles that occur due to technical or logistical causes, Darling, Hammond and Richardson (2009) stated that the shortage of allocated time, the nonexistence of follow-up after the training leads to ineffective training for school leaders. In addition, Al Fayed (2016) mentioned that unavailability of required resources to accommodate all participants can negatively impact the quality of training.

Moreover, Abdallah (2016) investigated the degree of practicing the features of Professional Learning Communities within the secondary public schools in The Hashemite Kingdom of Jordan. The study was conducted at Bani Kinanah district north of Jordan and the number of participants was 1110 educators and the researcher utilized the mixed method design. According to the results of this study, there are several problems related to the Professional Development Programs such as the absence of the adequate resources, inadequate allocated time or comfortable and educators found the training material was not compatible with what they need to support the students.

The study of Koonce (2018) aimed to identify barriers that affect the engagement of principals during professional development process. This study also sought to determine the required supports and resources to increase the level of principals' engagement in professional development. The researcher used the qualitative method and selects 20 principals as purposeful sample to collect data via interviews. The results revealed that lack of financial resources and time were the main barriers that affect the level of principals' engagement in professional development. These barriers may hinder the evaluation and planning processes in order to respond to the needs of all teachers. The study recommended supporting principals to gain more instructional leadership skills and provide the needed time for effective and productive collaboration among educators.

The qualitative study of Narro (2011) discovered the hindrances and opportunities related to Professional Development Programs for principals who work within small K-8 school districts. The researcher collected qualitative data from three small K-8 school districts and the sample included 14 school principals and three superintendents. The results of this study were the following: professional development doesn't provide the required preparation for

the principals' work; some professional development strategies were effective; the presence of professional development opportunities within small school districts; difficult accessibility to professional development; principals presented their professional needs along to their suggestions regarding the process of covering these needs. The participants explained that their concerns are similar to what existed in larger school districts.

The study of Moore (2016) examined the Perspectives of Principals about the procedures and outcomes of Professional Development for educators at their schools. This study sought to identify the following: the extent of principals' ability to control the professional development that delivered to their educators, principals procedures in identifying the professional needs of educators before training, the formats of professional development that provided by principals and level of principals satisfactions about outcomes. The study utilized a cross-sectional survey as quantitative data collection instrumentation. The participants were 242 K-5 and K-8 elementary principals in Midwestern state. The results illustrated that principals are satisfied about the professional development of their educators and their ability to control it. Principals indicated to the availability of needed funds for implementing the professional development.

Several studies indicated to the significance of using the online professional development training because it can increase the participation of educators and solve many issues related to the training.

The study of Saunders (2016) investigated the effectiveness of using the online videos as tools during schools leaders' professional development training. The study investigated how using the online videos impacts school leaders' evaluation process for their teachers

regarding planning domain, classroom environment domain, instruction domain and professional responsibilities domain. The researcher used mixed methods approach to collect qualitative and quantitative data from principals and admin staff at Midwestern suburb of Chicago schools based on the four categories of the Charlotte Danielson framework. The results indicated that using the online videos could expedite the process of collecting information and evidence during teachers' evaluation. The intervention of online videos during professional development enhances the skills and knowledge of principals. All participants confirmed that online videos are more effective than using the text only.

Perry (2014) investigated the continuous professional development program for leaders of professional development. As this program is enquiry-based, the study aimed to enhance the understanding about the skills and knowledge of professional development leaders, to pilot a continuous professional development model for leaders of professional development and to pilot the usage of video-observation and sharing technology. The participant demonstrated how they would deliver the continuous professional development program and documented that by using video recordings. After that, the participants conducted a collective analysis for their practice via video-observation and sharing technology. The study used the mixed methods approach to collect data before, during and after the implementation stage of the program. The results revealed that the program was effective in emphasizing the effectiveness of continuous professional development and the importance utilizing video. However, the program needs to improve the process of supporting teachers' enquiry.

The study of Watkins (2019) investigated the perceptions of k-12 educators regarding the online Professional Development Programs. This study aimed to identify the motivators of

educators' participation in these programs and to what extent the acquired knowledge and skills sustain after the training. This mixed methods study conducted in a suburban school district and the data collected by online survey and interviews. The results indicated that the ability of teachers to select the topic and setting of the training and the collaboration and support of facilitator can increase teachers' motivation to participate in online Professional Development Programs. This training enables teachers to share their experience and learn new strategies. The participants confirmed that online professional development improved the learning of their students.

Porter (2017) aimed to identify the factors that may influence the attendance of Professional Development Programs by early learning educators after registration. Mainly, this study explored the impact of geography on the attendance of registrants and assessed the effectiveness of adding online training to address any difficulties related to the geography of certain areas. This study used a natural experiment design to identify any differences due to geography regarding the completion of registrants for early learning development standards before and after adding the online training option. The results confirmed that travel barrier may reduce the possibility of attending the training by those educators who work far away of training location. The results also showed that the delivery of online training can increase the attendance rate for educators from rural areas.

The study of Taylor (2012) aimed to identify the features of useful online professional development which uses Blackboard as a management system for web-based courses. Moreover, this study indicated to the reasons that motivate the educators to join such online professional development. The site of this case study was in south-western Pennsylvania and the participants were K-12 educators with the certification of the Pennsylvania

Department of Education to practice teaching in the commonwealth. The enrolment in online professional development courses is not compulsory for those participants. The results illustrated that reasons of selecting online professional development were: (1) it helps teachers maintain the requirements of certification to practice teaching in the commonwealth, (2) the relevance of its content; (3) timing of the online professional development course is convenient. The results also confirmed that the effective online professional development courses are characterized by the appropriate instructional design, the presence of interaction among educators, and the presence of collaboration

### **2.3.11 Summary of Reviewed Related Studies**

This chapter also presents a comprehensive literature review regarding the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of Professional Learning Communities as follows: Historical background about Professional Learning Communities, Professional Learning Communities' definitions and characteristics; Professional Learning Communities' impact on Students Learning and educators professional development; The importance of collaboration; Creating Successful Professional Learning Communities; Barriers of Professional Learning Communities; Professional Learning Communities and school leadership; the prominence of Professional Development Programs and School Leadership practices; features of effective Professional Development Programs for the school leaders; factors impacting educators' participation in Professional Development Programs and Summary of reviewed related studies.

## **CHAPTER 3: METHODOLOGY**

### **3.1 Overview of the Chapter**

This mixed-method study primarily aims to investigate the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of Professional Learning Communities in Jordan public secondary schools, through collecting and understanding the schools leaders' and teachers' Perceptions and Practices. The current chapter focuses on the utilized methodology to answer the questions of the research and achieve the purpose of the study. Gough, Oliver and Thomas (2012), indicated to the



significance of the research questions in directing the scope and resources while studying any phenomena and how the research questions identify the utilized methods to address them. The research questions of this study includes two questions that guide the study as follows:

1. What are the school leaders' and teachers' perceptions and practice of the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of Professional Learning Communities at Jordanian public secondary schools?
2. To what extent do demographic differences among participants account for the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of Professional Learning Communities at Jordanian public secondary schools?

The current chapter presents the study approach and methods of the study. The methods part includes site, population, sampling, instrumentation, data collection and data analysis. The chapter ends with presenting the key methodological considerations which include: ethical considerations, the role of researcher, validity, reliability and trustworthiness, data triangulation, limitations of the study and summary of the research methodology. Moreover, the researcher will support all these elements with the appropriate description and justification behind selecting each element.

### **3.2 Research Approach**

The current study utilizes the mixed method approach because it can permit the researcher to employ a variety of data collecting instruments in order to deal with some questions that

not possible to be answered by using a single method only (Tashakori & Teddlie, 2010). In addition, this study adopts the pragmatism as philosophical underpinning of the mixed method approach. The following lines will show thoroughly the description and justification behind selecting both the research approach and the philosophical underpinnings and how they can be beneficial for the current study.

Historically, Creswell (2013) stated that the first researchers who used the mixed method were Donald Campbell and Donald Fiske in 1959 when they tried to investigate the validity of psychological traits. Creswell (2003) mentioned that ‘a mixed method study involves the collection or analysis of both quantitative and qualitative data in a single study in which the data are collected concurrently or sequentially, are given a priority, and involve the integration of the data at one or more stages in the process of research’ (p. 212). Furthermore, Gay, Mills and Airasian (2009) clarified the definition and the purpose of the mixed method as a style of inquiry that combines the procedures of both qualitative and quantitative researches and benefit from the existed strength and synergy between them in order to understand the problem of the study more fully and deeply. Similarly, Fraenkel and Wallen (2009) stated that the mixed method approach allows for a better understanding about the under investigation phenomenon through studying it in depth by using quantitative and qualitative tools within the same research. Moreover, using the mixed method may increase the ability of the researcher of this study for better exploration, analyzing and explanation of the research problem (Cohen, Manion & Morrison, 2011). Furthermore, reliability and significance of the current study can be enhanced due to the combination between the quantitative and qualitative methods (Teddlie & Tashakkori, 2009). As it is undeniable that each approach has its own weakness, mixed methods design

can reduce these weaknesses by avoiding the bias through the data collection process and increasing both the validity and reliability for this study about the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of Professional Learning Communities (Johnson & Christensen, 2008).

As for the philosophical underpinnings of the mixed method, the researcher adopts the pragmatism research paradigm because it can facilitate the use of multiple methods, different perspectives and assumptions, and provide various forms of data collection instruments and analysis processes (Creswell, 2009).

According to Gall et al. (2006) the pragmatism connects the value of ideas with their usefulness and application and utilizing the mixed methods purposefully can come up with vital results. However, the social sciences include post-positivism, transformative and constructivism as central paradigms, but only pragmatism could resolve the contradiction among naturalistic and scientific approaches via the combination of both quantitative and qualitative methods (Hall, 2015; Johnson & Onwuegbuzie, 2004). Tashakkori & Teddlie (2003), explained that the researcher will be able to investigate a group of contradictory or different perceptions or ideas by selecting the Pragmatism as a mixed methods research model. Pragmatism only accept the workable methods or procedures to find the adequate answers for the research questions. Thus, utilizing the pragmatism as research paradigm adds more focus on the problem of the current study due to the different methods which could be used in order to understand it.

Regarding the designs of mixed method, Fraenkel and Wallen (2009) identified explanatory, exploratory and triangulations as the three main types of mixed method

designs. Moreover, Creswell (2012), presented conventions that use both the lowercase and the uppercase letters to indicate these designs, so data collection starts by using the method with uppercase. These conventions are: the QUAL-quan model (the exploratory mixed method design), the QUAN-qual model (the explanatory mixed method design), and the QUAN-QUAL model (the triangulation mixed method design). Accordingly, this study used the QUAN-qual model since it could allow the researcher to collect and analyze quantitative data about the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of Professional Learning Communities at Jordanian public secondary schools as perceived by the schools leaders and teachers, and determine any demographic differences among participants that may impact their perceptions, then the researcher decided the needed qualitative data that should be collected and analyzed in light of the quantitative findings (Gay, Mills & Airasian, 2009). In addition, the analytic and interpretative procedure of the explanatory mixed method design was useful for this study throughout the following up on outliers or extreme cases, explaining results, using a typology and examining multilevel (Caracelli & Green, 1993; Tashakkori & Teddlie, 1998). Tashakkori and Creswell (2007) linked between the strength of any mixed methods study to the strength of its mixed methods research questions and identified that the strong questions use "what and why" or "what and how". For that reason, the current study used these recommended strong types of research questions. In addition, the natural setting is essential to explore the context and to understand the lived experience of the participants in order to answer the research questions of the current study (Bogdan & Biklen, 2003).

### **3.3 Research Methods**

This part of the current study presents the methods of the study which include site, population, sampling, instrumentation, data collection and data analysis. The chapter ends with presenting the key methodological considerations which include: ethical considerations, the role of researcher, validity, reliability and trustworthiness, data triangulation, limitations of the study and summary of the research methodology. The researcher will support all these elements with the appropriate description and justification behind selecting each element.

#### **3.3.1 Site of the Research**

The Educational Directorate of Bani Kinanah was the site of the current study. This directorate located in the northern part of the Hashemite kingdom of Jordan under the supervision of the Jordanian ministry of education. This directorate was established in 1987 and currently serves 25 villages within the area of Bani Kinanah. The total number of both male and female teachers working in the secondary schools of this directorate is estimated at 1113 and the total number of students is estimated at 11756. There are 36 secondary schools distributed into three areas: the eastern area, the middle area and the western area. However, out of 106 schools, 25 of them don't have a permanent buildings. The reasons behind selecting this site are the following: firstly, the appropriateness of this site as the researcher can conveniently access to it because he worked as a teacher at one secondary school within directorate. Secondly, the researcher grew up and studied in Bani Kinanah district and he aims to contribute in supporting the educational field in that district as he strongly believes in the importance of the academic and professional commitment.

However, the researcher tried to stay neutral to avoid any possible bias that can result from the social relationship or interference by implementing specified procedures during each stage of this study (Mertens 1998). During the quantitative data collection, the researcher did not stay at any school within the site of the study after distributing the questionnaires in order to avoid any negative impact on the responses of the participants. Moreover, the researcher followed the recommended ethical guidelines of Smith (1990) to avoid bias during qualitative data collection and interpretation. These ethical guidelines include: (1) developing an ethical perspective that reflects his ethical and personal position (2) explaining all procedures and roles related to the study via the participants' informed consent (3) determining the broader social principles that may impact the ethical stance of the researcher (4) the researcher should adhere to honesty and justice as essential ethical standards. Therefore, the researcher understood that his personal preconceptions about the setting and system should be avoided during the data collection, analysis, and interpretation.

Moreover, the researcher accounted for any possible bias in the research design by utilizing the triangulation as an effective procedure for the studies that related to the Humanities and Social Sciences as it reduces the bias (Collins, Onwuegbuzie & Jiao, 2007).

### **3.3.2 Population, Sampling and Participants Selection**

This study aims to investigate the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of Professional Learning Communities at Jordanian public secondary schools as perceived by the school leaders and determine any demographic differences among participants that may impact their

perceptions. Accordingly, the target population included all principals, vice principals and teachers at 36 secondary schools (18 for girls and 18 for boys) within the directorate. Among these secondary schools, there are 36 principals, 36 vice principals, 516 male teachers and 597 female teachers.

For both the quantitative and qualitative parts of this study, the researcher used a non-random convenience sampling which allowed the researcher to include whoever available at the time as the researcher doesn't know in advance who will volunteer to participate (Creswell, 2013). Thus, the researcher tried to select 500 teachers (250 females and 250 males) to answer the teachers' questionnaire in order to ensure the adequate representation among female and male teachers. In addition, the researcher asked all principals and vice principals to answer the school leaders questionnaire because the low number of this group. While during the qualitative part, the researcher selected 5 principals, 5 vice principals and 20 teachers to participate during the semi-structured interviews and the researcher tried to select participants with different demographic data in order to ensure the adequate representation of participants (Creswell, 2005).

### **3.4 Data Collection Tools**

In order to collect data for the purpose of the current study, the researcher used the cross-sectional survey as a quantitative tool of data collection and the semi-structured interviews as qualitative tools. The following lines will provide enlightenment about each tool.

#### **3.4.1 Cross-sectional Survey**

In order to collect data from a large population of principals, vice principals and teachers about their perceptions and practices of the effectiveness of school leaders' Professional

Development Programs and Professional Learning Communities in Jordan public secondary schools, the researcher of the current study conducted a cross-sectional survey at one point in time and provided a snapshot about the current perceptions, behaviors and attitudes of the participants (Fraenkel & Wallen, 2009).

According to Gay, Mills & Airasian (2009), by using the survey, we can assess the perceptions and attitudes of the participants, and we can test the hypotheses by collecting numerical data and asking questions to identify the current reality of the research subjects. Moreover, by adopting a quantitative methodology, the following benefits can be achieved: (a) the statistical analysis of quantitative approach increases the accuracy of results. (b) The quantitative approach enables the researcher to assess causal relationships between variables effectively. (c) It can test and validate theories about the occurrence of the phenomena under investigation, (d) it enables the generalization of the results (Johnson & Onwuegbuzie, 2004; Creswell, 2003).

To achieve that, the researcher developed two self-administered questionnaires (teachers' questionnaire and school leaders' questionnaire) because the study seeks to identify the perceptions and the practices of teachers apart from the schools leaders' ones to obtain data from different angles. Questionnaire as a data collection tool has many advantages since it can reduce the costs of the research and facilitate the process of collecting and analyzing data from large number of participants (Ritchie, et. al. 2013). The research questions guided the process of determining the most appropriate questions in each questionnaire based on an insightful revision about the concept of Professional Learning Communities and the effective Professional Development Programs as mentioned in the related literature (Creswell 2013). For each questionnaire, the researcher considered five-point Likert-type



scale for the answers: (Strongly Disagree 1, Disagree 2, Neutral 3, Agree 4 and Strongly Agree 5).

The Secondary Schools Leaders' Questionnaire included 35 close-ended questions, while the Secondary Schools Teachers' Questionnaire included 36 close-ended questions. Both questionnaires had no open-ended questions as the study gives a space to the participants to provide more detailed views throughout the qualitative part. In general, each questionnaire included the following two parts: part one, which asked the participants to answer questions related to their demographic data such as gender, years of experience, age and academic qualifications. Part two, which included the close-ended questions. Specifically, the teachers' questionnaire was developed to ask the participants questions about the extent of practicing the characteristics of Professional Learning Communities within their schools via the following seven categories: The presence of common goals, vision, values and mission for all educators at the school related to the students' learning, the presence of collaborative culture among educators, the extent of implementing collective inquiry by all educators about the current reality of the school and the recommended best educational practices, the extent of action orientation where all educators learn by doing, a commitment to continuous improvement, results orientation and school leadership. the school leaders' questionnaire was also included seven categories to ask them questions about the effectiveness of school leaders' Professional Development Programs in supporting those leaders to promote the characteristics of Professional Learning Communities at their schools, these categories are: professional development designing, professional development delivering, professional development evaluation, follow up visits after Professional Development Programs, professional development logistics and support,

professional development impact on the performance of educators and student learning, and professional development continuity. Thus, each questionnaire was developed according to the data that the researcher needs to collect via each questionnaire. (See Appendices 1, 2).

### **3.4.2 The Semi-structured Interviews**

Moreover, using the mixed method may increase the ability for better exploration, analyzing and explanation of the research problem (Creswell, 2013). During the qualitative phase, this study used two different types of the semi-structured interviews (teachers' interviews and school leaders' interviews) as qualitative data collection instruments. Chan, Chien, and Fung (2013) explained how semi-structured interviews can assist the researchers during the actual collection of qualitative data since they can arrange and prepare a group of open-ended questions prior to the agreed interview appointment, which increases the researchers' capability to guide, steer and manage the interview effectively. Consequently, the researcher avoided the selection of structured interviews because such type does not provide the ability of asking more probing questions, while it is crucial in order to explore in depth the perceptions of participants about the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of Professional Learning Communities at Jordanian public secondary schools (Gay, Mills & Airasian, 2009). Moreover, the researcher was able to develop the interview questions only after the completion of quantitative data collecting and analyzing because this study uses the QUAN-qual model. In addition, the researcher considered the proper interview protocol because it is a vital component for conducting the interview successfully and acquiring the needed information from the participants in light of their experiences (Merriam, 2002). Therefore, the researcher developed this instrument after analyzing the quantitative data in

light of the research questions and by reviewing the best available international literature about the concept of Professional Learning Communities and the effective Professional Development Programs. Accordingly, the questions of teachers' interviews based on the results of collected data by teachers' questionnaire about the extent of practicing the characteristics of Professional Learning Communities within their schools, while the questions of the school leaders' interviews based on the results of collected data by school leaders' questionnaire about the effectiveness of school leaders' Professional Development Programs in supporting those leaders to promote the characteristics of Professional Learning Communities at their schools. Furthermore, to confirm that clarity and appropriateness of the interview questions, the researcher consulted the experts of subject matter, and piloted the instrument through conducting interviews with 5 participants ( 1 principal, 1 vice principal and 3 teachers) and performing the required amendments (Glesne, 2011). The researcher performed individual interviews and the time for each one was 30 to 35 minutes. The researcher also considered the comfortability of time and location of the interview. (See Appendices 5, 6)

### **3.5 Data Analysis**

As this study employed the QUAN-qual mixed methods design, the data analysis process uncovered the meaning of all quantitative and qualitative collected data (Stake, 2006), and supported the development process of qualitative instruments based on the quantitative findings (Creswell, 2012). Therefore, the researcher analyzed the quantitative available data that collected by teachers and school leaders' questionnaires, then the researcher designed two semi- structured interviews guides for both teachers and schools leaders as qualitative data collection tools (Creswell, 2014). During the quantitative data analysis, the researcher

had two types of database that described statically by uploading them into the Statistical Package of the Social Sciences SPSS software which came up with critical indications according to the collected data (Fraenkel & Wallen, 2009). As for the qualitative data analysis, researcher followed the recommended three steps by Gay, Mills & Airasian (2009) which include: (1) careful reading for the interview transcripts to identify the key themes; (2) vigorous description for the data; and (3) classification and coding the data into themes. The researcher conducted the analysis for quantitative data and qualitative data separately at this stage and avoided any sort of results integration during this process.

### **3.6 Key Methodological Considerations**

#### **3.6.1 Ethics**

Fraenkel & Wallen (2009) explained that ethical considerations are vital to protect the participants from any format of harm and ensure the confidentiality of data. Creswell (2011) stated that ethical considerations is essential for the researcher to show respect to the site where the study takes place. For this reason, the researcher adhered to the following ethical considerations: (a) the researcher requested a letter from BUID (See Appendix 9) directed to the Educational Directorate of Bani Kinanah to facilitate the procedures of conducting the current research and collect the required data from participants; (b) Accordingly, the researcher received a permission letter of the educational directorate of Bani Kinanah (See Appendix 10); (c) before starting the data collection process, the researcher introduced himself formally and explained the nature and the purpose of the research to all participants; (d) the researcher confirmed that all collected data will be treated confidentially (See Appendices 11, 12); (e) the researcher assured all participants

that they are able to refuse the participation or withdraw at any time during the data collection process without any professional consequences related to their job; (f) the researcher asked the participants to sign a consent form to prove their acceptance of participation and to allow the researcher to use the recording devices particularly during the interviews; (g) all inquiries and questions of participants related to the research procedure or instruments were answered by the researcher and (h) the researcher avoided any type of bias during the data collection and analysis.

Regarding the content of the consent form, it clearly informs the participants that all collected data will be treated confidentially and name of participant is not required to be mentioned. The consent form also confirmed that the participant can refuse the participation or withdraw at any time during the data collection process without any professional consequences related to your job. Moreover, the content of the consent form indicated that by signing this consent form the participants prove their acceptance of participation and to allow the researcher to use the recording devices particularly during the interviews. Furthermore, the content of the consent form revealed that all inquiries and questions of participants related to the research procedure or instruments will be answered by the researcher during or after your participation via the mentioned contact information.

### **3.6.2 The Role of the Researcher**

The researcher of this study never met any of the participants before conducting the data collection process except the director of the Educational Directorate of Bani Kinanah in order to get the official approval for the purpose of this study. The researcher explained thoroughly, the aim and scope of the study and provided all needed documents to avoid any

ethical concerns regarding the study. Accordingly, the researcher got the permission to access to the public secondary schools within the Educational Directorate of Bani Kinanah and started the stage of data collection. The researcher played two key roles during this study that mentioned by Glesne (2011), these roles are: the role of researcher and the role of learner. The researcher had a great opportunity to practice the academic research skills and to learn from the participants, the site and the content of the topic. Specifically, playing the role of learner encouraged the participants to share their experiences and knowledge with the researcher and increased the level of interaction between the participants and the researcher. Generally, the role of the researcher is compatible with the concept of Professional Learning Communities and the Social Constructivism Theory as explained in the theoretical framework of this study.

### **3.6.3 Validity, Trustworthiness, Reliability**

The researcher considered the validity, trustworthiness and reliability for all data collection tools. Firstly, the researcher considered the validity of all instruments to identify to what degree these instruments measure what it is supposed to measure (Gay, Mills & Airasian, 2009). Therefore, the researcher started the validation process by confirming the context and content validity of all questions by consulting some experts who have a trustful experiences related to the topic of this study (Simon, 2011; Muijs, 2011). Furthermore, the researcher piloted these quantitative and qualitative instruments on two groups of participants to check if they are clear and understood. Thus, the questionnaires distributed to a group of 15 teachers, 5 principal and 5 vice principal to test their validity (Glesne, 2011). In order to achieve the criteria of validity (trustworthiness) of the qualitative instruments: (a) the researcher utilized the member check to confirm that the collected data

are accurate; (b) the researcher applied an audit trail and (c) the researcher wrote rich descriptions to present the findings comprehensively (Merriam, 2009). The qualitative instruments have been piloted through conducting interviews with 5 participants (1 principal, 1 vice principal and 3 teachers) and performing the required amendments (Glesne, 2011).

Regarding the reliability of the quantitative instruments, the researcher calculated the Cronbach Alpha coefficient to test internal consistency by using SPSS software, to identify the correlation between the items and the score of the whole survey to each item. The researcher is aware that reliability is expressed by coefficient between “0.00 to 1.00” and the result should be closer to 1.00 to achieve a high reliability. In addition, the researcher understands that the internal consistency of instrument can be achieved if only the correlation scores above 0.7 (Muijs, 2011). The overall reliability coefficient for the school leaders’ questionnaire was 0.91 which indicates high reliability. The overall reliability coefficient for the teachers’ questionnaire was 0.97 which indicates high reliability.

Because all participants are native Arabic speakers, the Arabic language used when developing the instruments of this study. Moreover, the researcher asked the support of one professional translator to translate the source copies of these instrument into English, and after that one English native speaker faculty proofread the translated copies to ensure the quality and the accuracy of the translation. The methodological triangulation also could be achieved in this study as it used multiple methods of data collection (Creswell & Miller, 2000). (See Appendices 3, 4, 7, 8)

### **3.7 The Process of Translation**

Translation is crucial process in educational research to avoid the discrepancy between the original and translated instruments and data (Fraenkel & Wallen 2009). The main challenge related to translation is to find good equivalents when translating between the source text and the target text and understanding the existed of cultural or lexical gaps in both languages (Ghanooni 2012).

Because of using the Arabic language when developing the instruments of this study as all participants are native Arabic speakers, the researcher considered a group of procedures to ensure the validity of translation during the following stages: (1) the stage of preparing the instruments (2) the stage of data analysis.

During the stage of preparing the instruments which initially developed in Arabic language, the researcher asked three bilingual professionals who are expert in educational leadership and familiar with educational research methodology and terms to translate and review all instruments of this study. The main purpose of this procedure is to ensure the accuracy of the content of the English version for all instruments which include two self-administered questionnaires (school leaders' questionnaire and teachers' questionnaire) as quantitative data collection instruments and two different types of the semi-structured interviews (school leaders' interviews and teachers' interviews) as qualitative data collection instruments.

The bilingual professionals comprised of university professors who have a distinguished research history in educational training and development and all of them studied at English speaking countries during the PhD stage. The bilingual professionals confirmed that the



English version of all instruments are equivalent to the available literature and terminology utilized in educational leadership field. In addition, the researcher conducted a back-translation for the English version of all instruments to confirm the equivalency of meaning and the validity of the translation. During the stage of data collection the researcher asked all participants who are teachers and school leaders to use the Arabic academic language and to avoid the slang words. Mainly, using the Arabic academic language during the semi-structured interviews led to better communication and facilitated the process of translation.

As for the stage of data analysis, the researcher did not face any difficulty related to translation when performing the quantitative data analysis because such process achieved by using Statistical Package of the Social Sciences (SPSS) software to determine any critical indications (Fraenkel & Wallen, 2009).

Conversely, the qualitative data analysis represented an actual challenge to the researcher. However, using the Arabic academic language when implemented the recommended three steps by Gay, Mills & Airasian (2009) for qualitative data analysis support the process of translation. These steps include: (1) careful reading for the interview transcripts to identify the key themes; (2) vigorous description for the data and (3) classification and coding the data into themes. The researcher realized that the sociocultural aspects can be avoided by encouraging all participants who are well educated to utilize the academic terms when responding to the questions the semi-structured interviews. The researcher asked the same bilingual professionals who translated the instruments of this study to conduct all needed translation and revision during the qualitative data analysis because they became familiar with used terms of this study.

### **3.8 Data Triangulation**

According to Cohen et al. (2011) triangulation can be achieved when the researcher utilizes more than one method during the data collection process in order to study any issues related to human behavior. Flick (2004) defined the triangulation of methods as studying single problem by using multiple strategies.

Many scholars indicated to the benefits of data triangulation which depends on using two or more form of data. Merriam (1998) stated that data triangulation can increase the level of confidence in the findings of the study. Moreover, triangulation is an effective procedure for the studies that related to the Humanities and Social Sciences as it reduces the bias (Collins, Onwuegbuzie & Jiao, 2007). Furthermore, the validation of the collected data can be achieved via triangulation of research instrumentations to collect data from verity of sources (Flick, 2004). In general, the current study could achieve a methodological triangulation because it used the questionnaires, semi-structure interviews as multiple methods of data collection (Creswell & Miller, 2000).

### **3.9 Limitations**

The current study is limited to the teachers and school leaders who work only during the academic year 2019-2020 at the secondary public schools within the Educational Directorate of Bani Kinanah. Besides, the generalizability of results to the remainder Jordanian public schools or to the private schools within the same directorate is not possible. Since this study used questionnaires and semi-structure interviews as multiple methods of data collection, all results can be affected by many factors such as integrity, openness, honesty and participants' job satisfaction. Furthermore, the quantitative and

qualitative findings depend on the researcher skills in implementing all procedures and steps of this study appropriately and correctly. Yet, such limitations are common in mixed method studies.

### 3.10 Summary of the Research Method

The table below summarizes the utilized research method. This presents a general clarification of instruments, sample size and data analysis and connect that to the questions of the research and the main purpose.

**Table 3. 1: Summary of the research method**

Questions	Qual / Quan	Instruments	Participants	Data Analysis
1. What are the school leaders' and teachers' perceptions and practice of the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of Professional Learning Communities at Jordanian public secondary schools?	Quan	Cross-sectional survey: 2 self-administered questionnaires	<b>Teachers:</b> 500 (250 females and 250 males) <b>Principals and Vice Principals:</b> All (72)	QUAN: SPSS
	Qual	Semi-structured interviews	5 principals, 5 vice principals and 20 teachers.	QUAL: the followed qualitative data analysis processes.
2. To what extent do demographic differences among participants account for the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of	Quan	Cross-sectional survey: 2 self-administered questionnaires	<b>Teachers:</b> 500 (250 females and 250 males) <b>Principals and Vice Principals:</b> All (72)	QUAN: SPSS

Professional Learning Communities at Jordanian public secondary schools?	Qual	Semi-structured interviews	5 principals, 5 vice principals and 20 teachers.	QUAL: the followed qualitative data analysis processes.
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## **CHAPTER FOUR: RESULTS, ANALYSIS AND DISCUSSION**

### **4.1 Introduction**

This mixed-method study aims to investigate the effectiveness of school leaders' (i.e., principals/vice principals) Professional Development Programs in promoting the

characteristics of Professional Learning Communities (PLC) at Jordanian public secondary schools, through collecting and understanding secondary school leaders' and teachers' perceptions and practices. This study used the QUAN-qual model (the explanatory mixed method design) out of the three main types of mixed method designs (i.e. explanatory, exploratory and triangulations) that identified by Fraenkel and Wallen (2009).

The QUAN-qual model could allow the researcher to collect and analyze quantitative data about the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of Professional Learning Communities at Jordanian public secondary schools as perceived by the schools leaders and teachers, and determine any demographic differences among participants that may impact their perceptions, then the researcher decided the needed qualitative data that should be collected and analyzed in light of the quantitative findings (Gay, Mills & Airasian, 2009). Accordingly, the utilized process of the presentation of the data was compatible with the explanatory mixed method design as the current chapter started with the analysis of quantitative data followed by the analysis of qualitative data. Moreover, this chapter includes the discussion of all results and findings in light of the available literature review.

## **4.2 Quantitative Data Analysis**

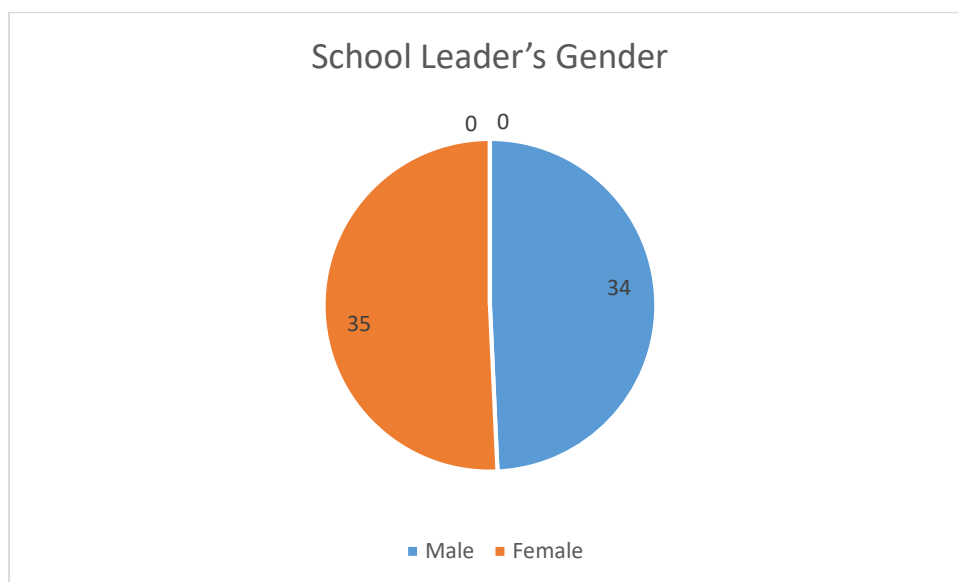
The quantitative data analysis is derived from two databases (i.e., Secondary school leaders and Secondary School Teacher) as the researcher used two 8-category self-administered questionnaires during the quantitative data collection process. The collected quantitative data was processed using Statistical Package of the Social Sciences (SPSS) software to determine any critical indications (Fraenkel & Wallen, 2009).

#### 4.2.1 Summary of Participant Demographic Data

Category A of each questionnaire consisted of four questions related to the participant's demographic data: gender, academic qualifications, years of experience and age. Sixty-nine school leaders completed their questionnaire, and 510 teachers completed their questionnaire.

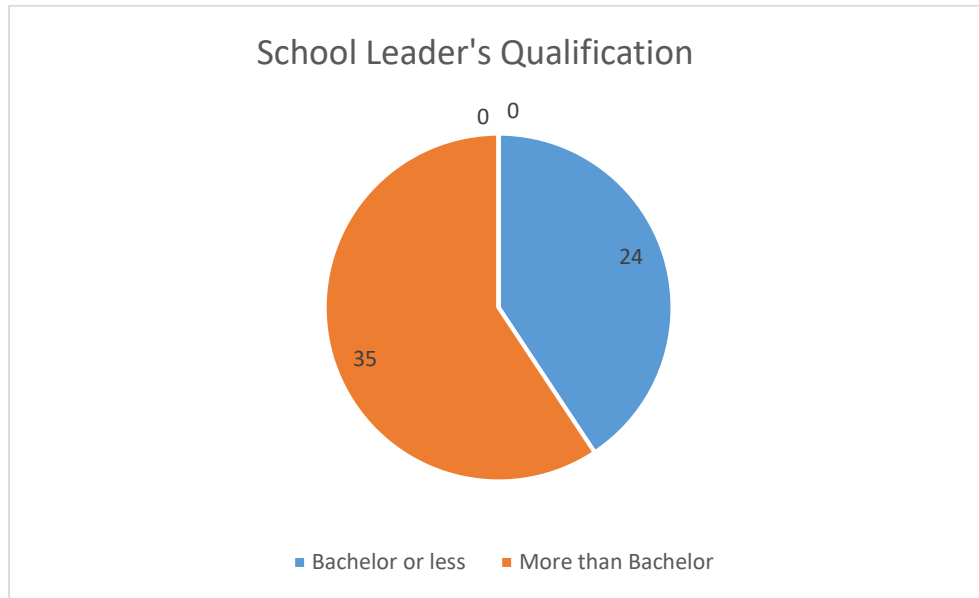
##### School Leader's Demographics:

**Gender.** Figure 4.1 shows that 49.3% were male and 50.7% were female.



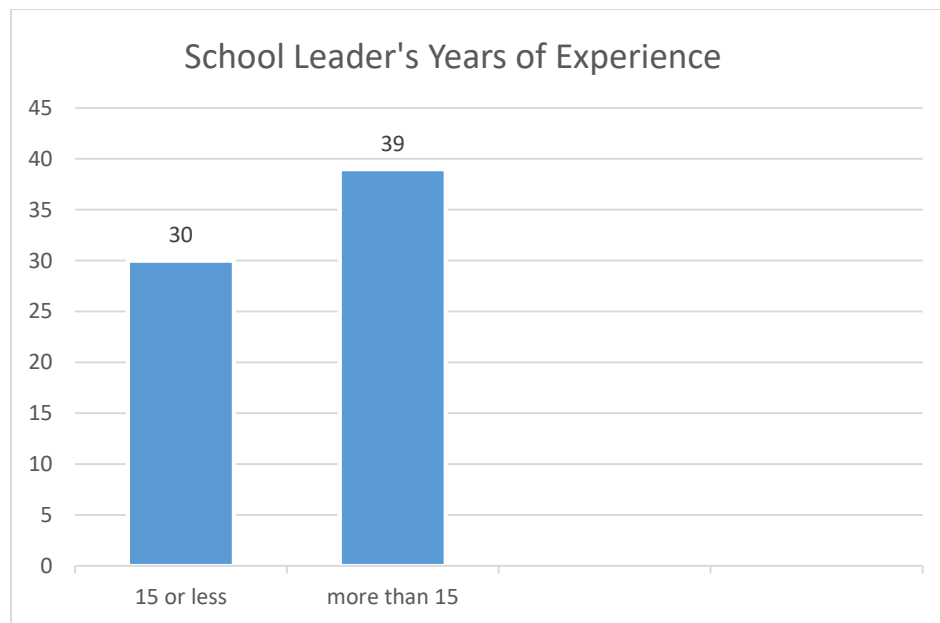
**Figure 4. 1: School Leader's Gender**

**Qualification.** Figure 4.2 shows that 34.8% have a Bachelor degree or less and 65.2% have more than Bachelor degree.



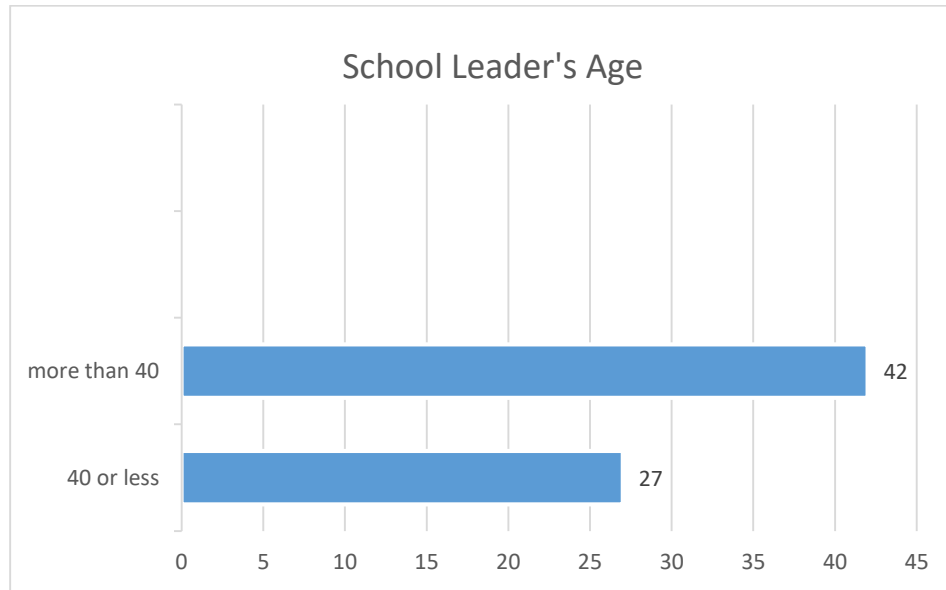
**Figure 4. 2: School Leader's Qualification**

**Years of Experience.** Figure 4.3 shows that. 43.5% have 15 years or less of experience, while 56.5% of them have more than 15 years of experience.



**Figure 4. 3: School Leader's Years of Experience**

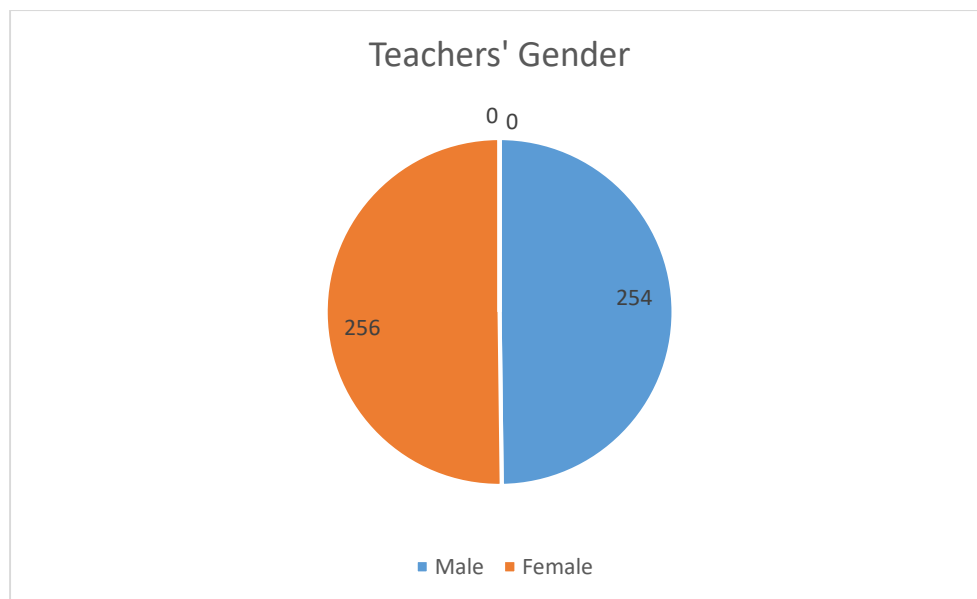
**Age.** Figure 4.4 indicated that 39.1% were aged 40 years or less and 60.9% were aged more than 40 years.



**Figure 4. 4: School Leader’s Age**

### Teachers’ Demographics:

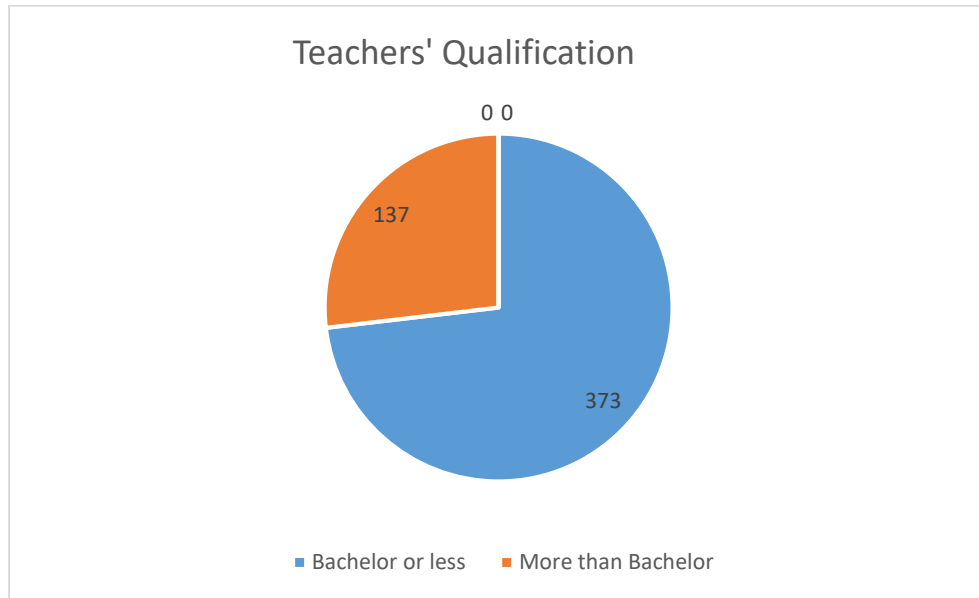
**Gender.** Figure 4.5 shows that 49.8% were males and 50.2% were females.



**Figure 4. 5: Teachers’ Gender**

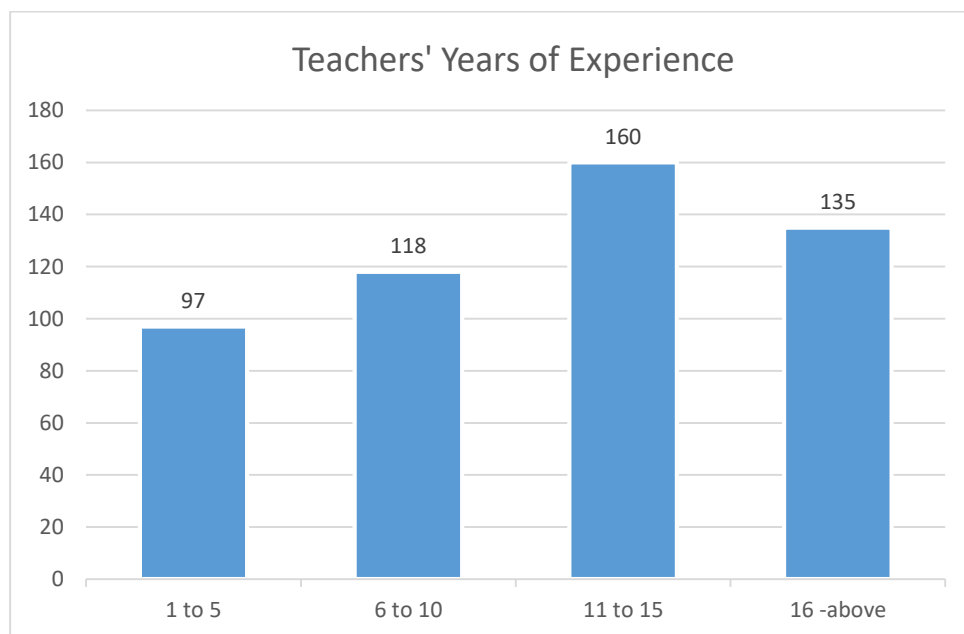
**Qualification.** Figure 4.6 shows that 73.1% have a Bachelor degree or less and 26.9% have more than Bachelor degree.





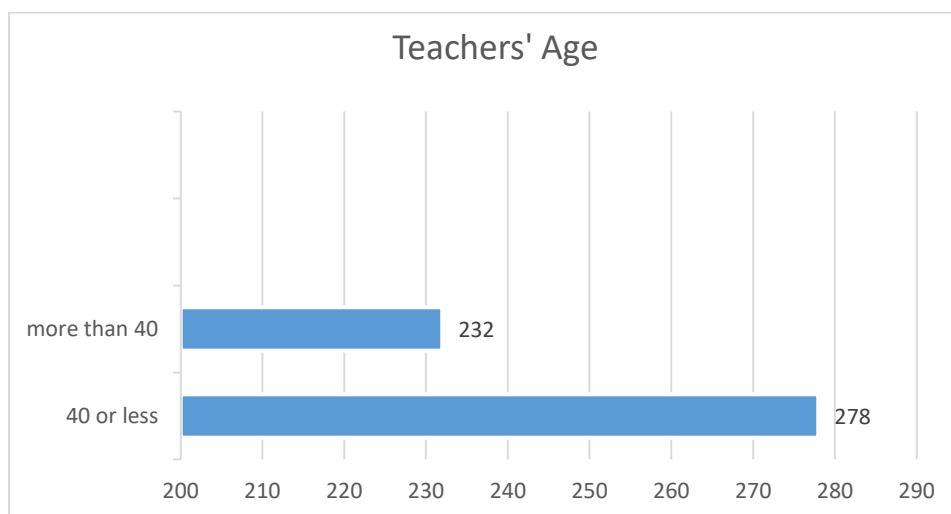
**Figure 4. 6: Teachers' Qualification**

**Years of Experience.** Figure 4.7 shows that 97 (19%) teachers have between 1 to 5 years of experience, 118 (23.1%) teachers have between 6 to 10 years of experience, 160 (31.4%) teachers have between 11 to 15 years of experience and 135 (26.5%) teachers have between 16 and above years of experience.



**Figure 4. 7: Teachers' Years of Experience**

**Age.** Figure 4.8 indicated that 54.5% were 40 years or less and 45.5% were more than 40 years.



**Figure 4. 8: Teachers' Age**

#### **4.2.2 Findings: Research Question One Quantitative Results**

The current section addresses research questions one to investigate what are the school leaders' and teachers' perceptions and practice of the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of Professional Learning Communities at Jordanian public secondary schools? In order to answer these research questions, the researcher calculated the means and standard deviations for the data collected.

**Note:** The researcher used a scale to interpret the degree of the responses as shown in Table 2. This interpretive measure scale for ranking the scores has been used by some researchers and recommended by some educators.

**Table 4. 1: Interpretive Scale for the Scores Degree**

Mean Score	Degree
1-1.79	Very low
1.8-2.59	Low
2.6-3.39	Moderate
3.4-4.19	High
4.2- 5	Very High

### **First: School Leaders**

In addition to category A “Participant’s Demographic Data”, the Secondary School leaders’ questionnaire included an additional 35-statements over 7 categories that asked questions about the effectiveness of the school leader’s Professional Development Programs in supporting them in promoting the characteristics of Professional Learning Communities at their schools. These additional 7 categories are: B) Professional Development Designing; C) Professional Development Delivering; D) Professional Development Evaluation; E) Follow up visits after Professional Development Programs; F) Professional Development Logistics and Support; G) Professional Development impact on the performance of educators and student learning; and H) Professional Development Continuity. Thus, the questionnaire was developed according to data that the researcher needed to collect via the questionnaire. (See Appendices 1).

**Table 4. 2: Participants’ perceptions about “the effectiveness of school leaders’ Professional Development Programs in promoting Professional Learning Communities”.**

#	Categories	Mean	SD	Rank	
G	Professional Development impact on the performance of educators and student learning	3.72	.610	1	
C	Professional Development Delivering	3.63	.723	2	
B	Professional Development Designing	3.55	.824	3	
D	Professional Development Evaluation	3.49	.833	4	
F	Professional Development Logistics and Support	3.32	.771	5	
E	Follow up visits after Professional Development Programs	3.23	.864	6	
H	Professional Development Continuity	3.19	.795	7	
	Professional Development Programs	3.45	.541		

Table 4.2 shows that the mean scores ranged between 3.72 - 3.19. The highest mean was 3.72 which related to category G “Professional Development impact on the performance of educators and student learning”. In contrast, category H “Professional Development Continuity” achieved the lowest rank with a mean of 3.19. The overall mean for all items was 3.45.

**Note:** The following tables (i.e., 4.3 – 4.10) will present clear descriptive statistics about each category and associated statements within the Secondary School leaders’ Questionnaire.

**Table 4. 3: Participants’ perceptions about “Professional Development Designing”.**

#	Statements	Mean	SD	Rank
3	The content of the training is compatible with the objectives of the Educational Directorate of Bani Kinanah.	3.74	.902	1
2	The designing process includes an appropriate assessment of needs for the principals/vice principals regarding the concept of Professional Learning Communities.	3.57	.992	2
4	The content of the training considers the findings of the educational research regarding the best-recommended practices related to the concept of Professional Learning Communities.	3.55	.916	3
5	The content of the training considers the social, cultural and contextual aspects of the Educational Directorate of Bani Kinanah.	3.49	1.038	4
1	Principals/Vice Principals are involved in the designing process for training programs related to the concept of Professional Learning Communities.	3.42	1.193	5
	Professional Development Designing	3.55	.824	

Table 4.3 shows that the mean scores of participant’s perceptions about “Professional Development Designing” ranged between 3.74 - 3.42. The highest mean was 3.74 which related to statement 3 “The content of the training is compatible with the objectives of the Educational Directorate of Bani Kinanah”. On the other hand, statement 1 “Principals/ Vice Principals are involved in the designing process for training programs related to the concept of Professional Learning Communities” achieved the lowest rank with a mean of 3.42. The overall mean for all items was 3.55.

**Table 4. 4: Participants’ perceptions about “Professional Development Delivering”.**

#	Statements	Mean	SD	Rank
5	The trainees were able to share their knowledge, issues and experiences from the field.	3.68	.866	1
1	The training delivered by expert trainer who is knowledgeable about the concept of Professional Learning Communities.	3.64	1.000	2
2	The instructor/trainee ratio was appropriate.	3.62	.769	3
3	The trainer utilized an effective instructional techniques.	3.59	.929	4
4	The trainer considered the individual differences among the trainees.	3.59	.863	5
	Professional Development Delivering	3.63	.723	

Table 4.4 shows that the mean scores of participants’ perceptions about “Professional Development Delivering” ranged between 3.68 - 3.59. The highest mean was 3.68 which related to statement 5 “The trainees were able to share their knowledge, issues and experiences from the field”. In contrast, statement 4 “The trainer considered the individual differences among the trainees” achieved the lowest rank with a mean of 3.59. The overall mean for all items was 3.63.

**Table 4. 5: Participants’ perceptions about “Professional Development Evaluation”.**

#	Statements	Mean	SD	Rank
2	The trainees have been asked to give their feedback and perceptions about the training aid and the logistics.	3.57	.947	1
1	At the end of the training program, an assessment has been conducted for the trainees to assess their	3.55	1.008	2

	level of learning about the concept of Professional Learning Communities.			
3	The trainees have been asked to give their feedback and perceptions about the instructional methods that used by the trainer.	3.55	.993	3
5	The trainees have been asked to give their recommendations which can improve the training in general.	3.45	1.008	4
4	The trainees have been asked to give their feedback and perceptions about the time and the location of the training.	3.32	.993	5
	Professional Development Evaluation	3.49	.833	

Table 4.5 shows that the mean scores of participants' perceptions about "Professional Development Evaluation" ranged between 3.57 - 3.32. The highest mean was 3.57 which related to statement 2 "The trainees have been asked to give their feedback and perceptions about the training aid and the logistics". While statement 4 "The trainees have been asked to give their feedback and perceptions about the time and the location of the training" achieved the lowest rank with a mean of 3.32. The overall mean for all items was 3.49.

**Table 4. 6: Participants' perceptions about "Follow up visits after Professional Development Programs".**

#	Statements	Mean	SD	Rank
5	All principals/vice principals from different schools within the Educational Directorate of Bani Kinanah can easily communicate among each other to share their ideas and experiences about the concept of Professional Learning Communities.	3.49	1.066	1
4	All principals/vice principals can easily communicate with the trainer after the training for more inquiry and support regarding the concept of	3.39	1.060	2

	Professional Learning Communities.			
2	The training department collects the comments and observations from the field related to the concept of Professional Learning Communities to utilize them in the future training.	3.22	1.013	3
1	The training department follows up the principals after the course to determine the extent of implementing the training outcomes related the concept of Professional Learning Communities.	3.17	1.028	4
3	The training department conducts a remedial training for the principals who still need more information about the concept of Professional Learning Communities.	2.90	1.126	5
	Follow up visits after Professional Development Programs.	3.23	.864	

Table 4.6 shows that the mean scores of participants' perceptions about "follow up visits after Professional Development Programs" ranged between 3.49 -2.90. The highest mean was 3.49 which related to statement 5 "All principals from different schools within the Educational Directorate of Bani Kinanah can easily communicate among each other to share their ideas and experiences about the concept of Professional Learning Communities". On the other hand, statement 3 "The training department conducts a remedial training for the principals who still need more information about the concept of Professional Learning Communities" achieved the lowest rank with a mean of 2.90. The overall mean for all items was 3.23.

**Table 4. 7: Participants' perceptions about "Professional Development Logistics and Support".**



#	Statements	Mean	SD	Rank
4	The training department delivered food and drinks during the training or the trainees have been paid to cover these expenses.	3.49	.964	1
2	The location of the training was appropriate and comfortable.	3.45	.916	2
1	All required training aids were available during the training.	3.36	1.057	3
5	All principals/vice principals received financial reward for attending the training.	3.28	1.013	4
3	The timing of the training was appropriate and comfortable.	3.03	1.137	5
	Professional Development Logistics and Support	3.32	.771	

Table 4.7 shows that the mean scores of participants' perceptions about "Professional Development Logistics and Support" ranged between 3.49 - 3.03. The highest mean was 3.49 which related to statement 4 "The training department delivered food and drinks during the training or the trainees have been paid to cover these expenses". In contrast, statement 3 "The timing of the training was appropriate and comfortable" achieved the lowest rank with a mean of 3.03. The overall mean for all items was 3.32.

**Table 4. 8: Participants' perceptions about "Professional Development impact on the performance of educators and student learning".**

#	Statements	Mean	SD	Rank
4	I felt that the training about the concept of Professional Learning Communities positively impacted the teamwork and collegial relationship between the teachers.	3.75	.715	1

3	I felt that the training about the concept of Professional Learning Communities positively impacted the school culture and teachers performance.	3.74	.760	2
5	I felt that the training about the concept of Professional Learning Communities positively impacted the school capacity to deal with dynamic challenges.	3.74	.779	3
1	I felt that the training about the concept of Professional Learning Communities positively impacted my performance, skills and knowledge.	3.72	.725	4
2	I felt that the training about the concept of Professional Learning Communities positively impacted the students learning outcomes.	3.64	.785	5
	Professional Development impact on the performance of educators and student learning	3.72	.610	

Table 4.8 shows that the mean scores of participants' perceptions about "Professional Development impact on the performance of educators and student learning" ranged between 3.75 - 3.64. The highest mean was 3.75 which related to statement 4 "I felt that the training about the concept of Professional Learning Communities positively impacted the teamwork and collegial relationship between the teachers". On the other hand, statement 3 "I felt that the training about the concept of Professional Learning Communities positively impacted the students learning outcomes" achieved the lowest rank with a mean of 3.64. The overall mean for all items was 3.72.

**Table 4. 9: Participants' perceptions about "Professional Development Continuity".**

#	Statements	Mean	SD	Rank
3	I continuously identify the teachers' professional needs that required to operate our school as Professional Learning Community.	3.43	.931	1
1	The training about the concept of Professional Learning Communities is conducted frequently as continuous training.	3.16	1.024	2
2	We have continuous professional development at our school for all educators.	3.14	1.033	3
5	All Professional Development Programs about the concept of Professional Learning Communities are compulsory for all educators.	3.13	1.083	4
4	We don't have any obstacles or issues that prevent the continuity of professional development at our school.	3.09	1.172	5
	Professional Development Continuity	3.19	.795	

Table 4.9 shows that the mean scores of participants' perceptions about "Professional Development Continuity" ranged between 3.43 - 3.09. The highest mean was 3.43 which related to statement 3 "I continuously identify the teachers' professional needs that required to operate our school as Professional Learning Community". On the other hand, statement 4 "We don't have any obstacles or issues that prevent the continuity of professional development at our school" achieved the lowest rank with a mean of 3.09. The overall mean for all items was 3.19.

**Table 4. 10: Descriptive Statistics (Secondary School Principals and Vice Principals Questionnaire)**

Statements	Mean	Std. Deviation
B1	3.42	1.193
B2	3.57	.992
B3	3.74	.902
B4	3.55	.916
B5	3.49	1.038
C1	3.64	1.000
C2	3.62	.769
C3	3.59	.929
C4	3.59	.863
C5	3.68	.866
D1	3.55	1.008
D2	3.57	.947
D3	3.55	.993
D4	3.32	.993
D5	3.45	1.008
E1	3.17	1.028
E2	3.22	1.013
E3	2.90	1.126
E4	3.39	1.060
E5	3.49	1.066
F1	3.36	1.057
F2	3.45	.916
F3	3.03	1.137
F4	3.49	.964
F5	3.28	1.013
G1	3.72	.725
G2	3.64	.785
G3	3.74	.760
G4	3.75	.715
G5	3.74	.779
H1	3.16	1.024
H2	3.14	1.033
H3	3.43	.931
H4	3.09	1.172
H5	3.13	1.083

**Secondly: Teachers**

In addition to category A “Participant’s Demographic Data”, the Secondary School Teachers questionnaire included an additional 36-statements over 7 categories that asked questions about the effectiveness of the school leader’s Professional Development Programs in supporting them in promoting the characteristics of Professional Learning Communities at their schools. These additional 7 categories are: B) The presence of common goals, vision, values and mission for all educators at the school related to the students' learning; C) The presence of collaborative culture among educators; D) The extent of implementing collective inquiry by all educators about the current reality of the school and the recommended best educational practices; E) The extent of Action Orientation where all educators learn by doing; F) A commitment to continuous improvement; G) Results orientation; and H) School Leadership. Thus, the questionnaire was developed according to data that the researcher needed to collect via the questionnaire. (See Appendices 2).

**Table 4. 11: Participants’ perceptions about “the effectiveness of school leaders’ Professional Development Programs in promoting the characteristics of Professional Learning Communities”.**

#	Categories	Mean	SD	Rank	
7	School Leadership	3.92	.725	1	
1	The presence of common goals, vision, values and mission for all educators at the school related to the students' learning.	3.91	.704	2	
2	The presence of collaborative culture among educators.	3.83	.704	3	
4	The extent of Action orientation where all educators learn by doing.	3.80	.618	4	

#	Categories	Mean	SD	Rank	
6	Results orientation.	3.77	.660	5	
5	A commitment to continuous improvement.	3.61	.768	6	
3	The extent of implementing collective inquiry by all educators about the current reality of the school and the recommended best educational practices.	3.36	.782	7	
	Professional Development Programs effectiveness	3.75	.562		

Table 4.11 shows that the mean scores ranged between 3.92 - 3.36. The highest mean was 3.92 which related to category 7 “The presence of common goals, vision, values and mission for all educators at the school related to the student’s learning.” In contrast, category 3 achieved the lowest rank with a mean of 3.36. The overall mean for all items was 3.75.

**Note:** The following tables (i.e., 4.12 – 4.19) will present a clear descriptive statistics about each category and associated statements within the Secondary School Teachers Questionnaire.

**Table 4. 12: Participant’s perceptions about “the presence of common goals, vision, values and mission for all educators at the school related to the student’s learning”.**

#	Statements	Mean	SD	Rank
1	There are common goals we want to accomplish at our school.	4.07	.868	1
2	We work according to a clear vision which is known by all educators at our school.	4.03	.839	2
3	All educators at our school seek to achieve a group of educational values.	3.99	.842	3

4	There is a clear educational mission which is agreed by all educators within the school.	3.97	.874	4
5	All educators at our school are involved in the process of writing the common goals, vision, values and mission.	3.52	1.056	5
	The presence of common goals, vision, values and mission for all educators at the school related to the student's learning.	3.91	.704	

Table 4.12 shows that the mean scores of participants' perceptions about "the presence of common goals, vision, values and mission for all educators at the school related to the student's learning" ranged between 4.07 - 3.52. The highest mean was 4.07 which related to category 1 "There are common goals we want to accomplish at our school". On the other hand, category 5 "All educators at our school are involved in the process of writing the common goals, vision, values and mission" achieved the lowest rank with a mean of 3.52. The overall mean for all items was 3.91.

**Table 4. 13: Participants' perceptions about "the presence of collaborative culture among educators".**

#	Statements	Mean	SD	Rank
5	Every teacher is aware of his/her responsibilities within the team.	3.93	.876	1
4	The current concepts, behavior and habits of teachers foster the teamwork.	3.90	.830	2
3	We share experiences and knowledge among each other to enhance the learning outcomes for our students.	3.87	.878	3
1	We work as a team with no isolation from	3.82	.923	4

	each other.			
2	Every teacher at our school is familiar with the teaching methods and techniques utilized by other teachers from different disciplines.	3.62	.936	5
	The presence of collaborative culture among educators.	3.83	.704	

Table 4.13 shows that the mean scores of participants' perceptions about "the presence of collaborative culture among educators" ranged between 3.93 - 3.62. The highest mean was 3.93 which related to statement 5 "Every teacher is aware of his/her responsibilities within the team". In contrast, statement 2 "Every teacher at our school is familiar with the teaching methods and techniques utilized by other teachers from different disciplines" achieved the lowest rank with a mean of 3.62. The overall mean for all items was 3.83.

**Table 4. 14: Participants' perceptions about "the extent of implementing collective inquiry by all educators about the current reality of the school and the recommended best educational practices".**

#	Statements	Mean	SD	Rank
5	Our collective inquiry based on dialogue and respect for diverse views.	3.61	.888	1
3	All educators participate in designing a collective plan to cover the different needs of students.	3.39	.942	2
4	All educators collect and analyze the available data to evaluate the effectiveness of the implemented strategies.	3.35	.951	3
2	All educators conduct a collective inquiry about the recommended best educational practices.	3.22	1.004	4



1	All educators conduct a collective inquiry about the current reality of the school.	3.21	1.011	5
	The extent of implementing collective inquiry by all educators about the current reality of the school and the recommended best educational practices.	3.36	.782	

Table 4.14 shows that the mean scores of participants' perceptions about "the extent of implementing collective inquiry by all educators about the current reality of the school and the recommended best educational practices" ranged between 3.61 - 3.21. The highest mean was 3.61 which related to statement 5 "Our collective inquiry based on dialogue and respect for diverse views". On the other hand, item 1 "All educators conduct a collective inquiry about the current reality of the school" achieved the lowest rank with a mean of 3.21. The overall mean for all items was 3.36.

**Table 4. 15: Participant's perceptions about "the extent of Action Orientation where all educators learn by doing".**

#	Statements	Mean	SD	Rank
3	All educators at our school consider themselves learners.	3.95	.727	1
2	All educators believe in taking actions and working to increase their knowledge and experiences.	3.81	.785	2
4	All educators utilize what they learn by doing in setting the improvement plan for the school that connected to the students learning.	3.81	.814	3
1	All educators tend to transfer their aspirations and thoughts into real practices within the school.	3.76	.874	4

5	All educators believe that collaboration and collective inquiry will not be beneficial without working and taking actions.	3.65	1.005	5
	The extent of Action Orientation where all educators learn by doing.	3.80	.618	

Table 4.15 shows that the mean scores of participants' perceptions about "the extent of Action Orientation where all educators learn by doing" ranged between 3.95 - 3.65. The highest mean was 3.95 which related to statement 3 "All educators at our school consider themselves learners". On the other hand, statement 5 "All educators believe that collaboration and collective inquiry will not be beneficial without working and taking actions" achieved the lowest rank with a mean of 3.65. The overall mean for all items was 3.80.

**Table 4. 16: Participants' perceptions about "a commitment to continuous improvement".**

#	Statements	Mean	SD	Rank
1	All educators are committed to the continuous improvement of their students.	3.92	.868	1
2	All educators realize the relationship between the continuous professional development that they receive and their students' learning outcomes.	3.84	.876	2
5	All educators participate in systematic and continuous processes to develop the current levels of the student learning.	3.53	.958	3
3	All educators receive an internal professional development training at our school that cover our actual professional needs.	3.41	1.014	4

4	All educators participate in the process of designing their Professional Development Programs inside our school.	3.34	1.021	5
	A commitment to continuous improvement.	3.61	.768	

Table 4.16 shows that the mean scores of participants' perceptions about "a commitment to continuous improvement" ranged between 3.92 - 3.34. The highest mean was 3.92 which related to statement 1 "All educators are committed to the continuous improvement of their students". On the other hand, statement 4 "All educators participate in the process of designing their Professional Development Programs inside our school" achieved the lowest rank with a mean of 3.34. The overall mean for all items was 3.61.

**Table 4. 17: Participants' perceptions about "Results Orientation".**

#	Statements	Mean	SD	Rank
3	We have an efficient process to document and save all results of activities and initiatives at the school.	3.83	.835	1
1	All educators understand that results are the most reliable evidence of student's improvement.	3.80	.885	2
4	The decision- making process at our school is based on the available results.	3.79	.854	3
5	All educators are permitted to access to the results.	3.74	.830	4
2	All educators continuously involve in the assessment processes that include all	3.69	.892	5

	educational activities at the school.			
	Results Orientation	3.77	.660	

Table 4.17 shows that the mean scores of participants' perceptions about Results Orientation ranged between 3.83 - 3.69. The highest mean was 3.83 which related to statement 3 "We have an efficient process to document and save all results of activities and initiatives at the school". Conversely, statement 2 "All educators continuously involve in the assessment processes that include all educational activities at the school" achieved the lowest rank with a mean of 3.69. The overall mean for all items was 3.77.

**Table 4. 18: Participants' perceptions about "School Leadership".**

#	Statements	Mean	SD	Rank
2	The principal promotes collaborative culture among educators.	3.98	.844	1
4	The principal foster the action orientation where all educators learn by doing.	3.98	.827	2
5	The principal facilitates all requirements that encourage all educators to be committed to the continuous improvement.	3.94	.856	3
6	The principal ensures that all educators working according the available results.	3.92	.847	4
1	The principal at our school continuously ensure that all educators understand the school's common goals, vision, values and mission related to the students' learning.	3.85	.909	5
3	The principal follows up the implementing collective inquiry by all educators about the current reality of the school and the	3.84	.878	6

	recommended best practice.			
	School Leadership	3.92	.725	

Table 4.18 shows that the mean scores of participants' perceptions about "school leadership" ranged between 3.98 - 3.84. The highest mean was 3.98 which related to statement 2 "The principal promotes collaborative culture among educators". On the other hand, statement 3 "The principal follows up the implementing collective inquiry by all educators about the current reality of the school and the recommended best practice" achieved the lowest rank with a mean of 3.84. The overall mean for all items was 3.92.

**Table 4. 19: Descriptive Statistics (Secondary School Teacher Questionnaire)**

Statements	Mean	Std. Deviation
B1	4.07	.868
B2	4.03	.839
B3	3.99	.842
B4	3.97	.874
B5	3.52	1.056
C1	3.82	.923
C2	3.62	.936
C3	3.87	.878
C4	3.90	.830
C5	3.93	.876
D1	3.21	1.011
D2	3.22	1.004
D3	3.39	.942
D4	3.35	.951
D5	3.61	.888
E1	3.76	.874
E2	3.81	.785
E3	3.95	.727
E4	3.81	.814
E5	3.65	1.005
F1	3.92	.868
F2	3.84	.876
F3	3.41	1.014

F4	3.34	1.021
F5	3.53	.958
G1	3.80	.885
G2	3.69	.892
G3	3.83	.835
G4	3.79	.854
G5	3.74	.830
H1	3.85	.909
H2	3.98	.844
H3	3.84	.878
H4	3.98	.827
H5	3.94	.856
H6	3.92	.847

#### **4.2.3 Findings: Research Question Two Quantitative Results**

The current section addresses research question two of this study to investigate to what extent do demographic differences among participants account for the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of Professional Learning Communities at Jordanian public secondary schools?

In order to answer this question the researcher calculated the means and standard deviations for school leaders' and teachers' perceptions and practices of “the effectiveness of school leaders' Professional Development Programs and Professional Learning Communities at Jordanian public secondary schools”, according to the demographic difference among participants (i.e., gender, qualification, years of experience and age). The researcher utilized the t-test to identify any significant statistical differences between the means.

### Firstly: School Leaders

**Table 4. 20 Means, standard deviations and t-test results of “the effectiveness of school leader’s Professional Development Programs and Professional Learning Communities at Jordanian public secondary schools”, as related to participants’ gender.**

Categories	Gender	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
1. Professional Development Designing	Female	35	3.71	.673	1.664	67	.101
	Male	34	3.39	.937			
2. Professional Development Delivering	Female	35	3.64	.742	.161	67	.873
	Male	34	3.61	.713			
3. Professional Development Evaluation	Female	35	3.58	.838	.912	67	.365
	Male	34	3.39	.829			
4. Follow up visits after Professional Development Programs	Female	35	3.38	.858	1.398	67	.167
	Male	34	3.09	.859			
5. Professional Development Logistics and Support	Female	35	3.47	.737	1.624	67	.109
	Male	34	3.17	.786			
6. Professional Development impact on the performance of educators and student learning	Female	35	3.87	.563	2.121	67	.038
	Male	34	3.56	.626			
7. Professional Development continuity	Female	35	3.26	.768	.695	67	.489
	Male	34	3.12	.828			
Professional Development	Female	35	3.56	.484	1.737	67	.087
	Male	34	3.33	.580			

Programs							
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Table 4.20 shows no significant statistical differences at ( $\alpha=0.05$ ) related to the gender for all categories except the sixth category (Professional Development impact on the performance of educators and student learning) where the results indicated to a statistically significant difference in favor of females.

**Table 4. 21: Means, standard deviations and t-test results of “the effectiveness of school leaders’ Professional Development Programs and Professional Learning Communities in Jordanian public secondary schools”, as related to participants’ academic qualification.**

Categories	Qualification	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
1. Professional Development Designing	Bachelor or less	24	3.71	.581	1.141	67	.258
	More than Bachelor	45	3.47	.924			
2. Professional Development Delivering	Bachelor or less	24	3.78	.582	1.255	67	.214
	More than Bachelor	45	3.55	.782			
3. Professional Development Evaluation	Bachelor or less	24	3.48	.910	-.026	67	.979
	More than Bachelor	45	3.49	.799			
4. Follow up visits after Professional Development Programs	Bachelor or less	24	3.42	.891	1.343	67	.184
	More than Bachelor	45	3.13	.842			



5. Professional Development Logistics and Support	Bachelor or less	24	3.28	.873	-.300	67	.765
	More than Bachelor	45	3.34	.721			
6. Professional Development impact on the performance of educators and student learning	Bachelor or less	24	3.79	.597	.722	67	.473
	More than Bachelor	45	3.68	.620			
7. Professional Development continuity	Bachelor or less	24	3.25	.891	.445	67	.658
	More than Bachelor	45	3.16	.748			
Professional Development Programs	Bachelor or less	24	3.53	.617	.933	67	.354
	More than Bachelor	45	3.40	.498			

Table 4.21 shows no significant statistical differences at ( $\alpha=0.05$ ) related to the participants' academic qualification for all categories.

**Table 4. 22: Means, standard deviations and t-test results of the effectiveness of school leaders' Professional Development Programs and Professional Learning Communities at Jordanian public secondary schools", as related to participants' years of experience.**

Categories	Year of Experience	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
1. Professional Development Designing	15 or less	30	3.82	.776	2.439	67	.017
	more than 15	39	3.35	.810			
2. Professional	15 or less	30	3.69	.825	.608	67	.545

Development Delivering	more than 15	39	3.58	.640			
3. Professional Development Evaluation	15 or less	30	3.61	.837	1.107	67	.272
	more than 15	39	3.39	.827			
4. Follow up visits after Professional Development Programs	15 or less	30	3.59	.700	3.224	67	.002
	more than 15	39	2.96	.885			
5. Professional Development Logistics and Support	15 or less	30	3.55	.733	2.253	67	.028
	more than 15	39	3.14	.761			
6. Professional Development impact on the performance of educators and student learning	15 or less	30	3.91	.634	2.403	67	.019
	more than 15	39	3.57	.554			
7. Professional Development continuity	15 or less	30	3.36	.767	1.562	67	.123
	more than 15	39	3.06	.802			
Professional Development Programs	15 or less	30	3.65	.514	2.843	67	.006
	more than 15	39	3.29	.516			

Table 4.22 shows significant statistical differences at ( $\alpha=0.05$ ) related to the years of experience for all categories where the results indicated to a statistically significant difference in favor of 15 or less except the categories 7, 3 and 2.

**Table 4. 23: Means, standard deviations and t-test results of “the effectiveness of school leaders’ Professional Development Programs and Professional Learning Communities at Jordanian public secondary schools”, as related to the participants’ age.**

Categories	Age	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
1. Professional Development Designing	40 or less	27	3.87	.763	2.708	67	.009
	more than 40	42	3.35	.804			
2. Professional Development Delivering	40 or less	27	3.70	.745	.713	67	.478
	more than 40	42	3.58	.713			
3. Professional Development Evaluation	40 or less	27	3.71	.842	1.823	67	.073
	more than 40	42	3.34	.804			
4. Follow up visits after Professional Development Programs	40 or less	27	3.41	.824	1.338	67	.185
	more than 40	42	3.12	.881			
5. Professional Development Logistics and Support	40 or less	27	3.56	.710	2.138	67	.036
	more than 40	42	3.17	.776			
6. Professional Development impact on the performance of educators and student learning	40 or less	27	3.88	.616	1.805	67	.076
	more than 40	42	3.61	.590			
7. Professional Development continuity	40 or less	27	3.32	.804	1.067	67	.290
	more than 40	42	3.11	.788			
Professional	40 or less	27	3.64	.502	2.412	67	.019

Development Programs	more than 40	42	3.33	.536			
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Table 4.23 shows no significant statistical differences at ( $\alpha=0.05$ ) related to the age for all categories except the categories 1 and 5 where the results indicated to a statistically significant difference in favor of 40 or less.

### Secondly: Teachers

**Table 4. 24: Means, standard deviations and t-test results of “the effectiveness of school leaders’ Professional Development Programs and Professional Learning Communities at Jordanian public secondary schools”, as related to the participants’ gender.**

Categories	Gender	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
1. The presence of common goals, vision, values and mission for all educators at the school related to the students' learning.	Female	256	4.03	.644	3.887	508	.000
	Male	254	3.79	.742			
2. The presence of collaborative culture among educators.	Female	256	3.87	.643	1.344	508	.179
	Male	254	3.79	.759			
3. The extent of implementing collective inquiry by all educators about the current reality of the school and the recommended best educational practices.	Female	256	3.40	.720	1.377	508	.169
	Male	254	3.31	.839			

4. The extent of Action orientation where all educators learn by doing.	Female	256	3.83	.549	1.147	508	.252
	Male	254	3.77	.681			
5. A commitment to continuous improvement.	Female	256	3.66	.680	1.534	508	.126
	Male	254	3.56	.847			
6. Results orientation	Female	256	3.85	.581	2.747	508	.006
	Male	254	3.69	.722			
7. School Leadership	Female	256	4.02	.669	3.194	508	.001
	Male	254	3.82	.765			
Professional development programs effectiveness	Female	256	3.81	.486	2.775	508	.006
	Male	254	3.68	.623			

Table 4.24 shows no significant statistical differences at ( $\alpha=0.05$ ) related to the gender for all categories except categories 1, 6 and 7 where the results indicated to a statistically significant difference in favor of females.

**Table 4. 25: Means, standard deviations and t-test results of “the effectiveness of school leaders’ Professional Development Programs and Professional Learning Communities at Jordanian public secondary schools” as related to the participants’ academic qualification.**

Categories	Qualification	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
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1. The presence of common goals, vision, values and mission for all educators at the school related to the students' learning.	Bachelor or less	373	3.94	.692	1.233	508	.218
	More than Bachelor	137	3.85	.734			
2. The presence of collaborative culture among educators.	Bachelor or less	373	3.86	.707	1.881	508	.061
	More than Bachelor	137	3.73	.688			
3. The extent of implementing collective inquiry by all educators about the current reality of the school and the recommended best educational practices.	Bachelor or less	373	3.43	.744	3.716	508	.000
	More than Bachelor	137	3.15	.846			
4. The extent of Action orientation where all educators learn by doing.	Bachelor or less	373	3.83	.596	1.712	508	.088
	More than Bachelor	137	3.72	.671			
5. A commitment to continuous improvement.	Bachelor or less	373	3.66	.719	2.512	508	.012
	More than Bachelor	137	3.47	.877			
6. Results orientation.	Bachelor or less	373	3.81	.618	2.046	508	.041
	More than Bachelor	137	3.67	.754			
7.School Leadership	Bachelor or less	373	3.95	.716	1.619	508	.106

	More than Bachelor	137	3.83	.745			
Professional Development Programs effectiveness	Bachelor or less	373	3.79	.541	2.680	508	.008
	More than Bachelor	137	3.64	.604			

Table 4.25 shows no significant statistical differences at ( $\alpha=0.05$ ) related to the participants' academic qualification for all categories except the categories 3,5 and 6 where the results indicated to a statistically significant difference in favor of Bachelor or less.

**Table 4. 26: Means, standard deviations and t-test results of “the effectiveness of school leaders’ Professional Development Programs and Professional Learning Communities at Jordanian public secondary schools”, as related to the participants’ age.**

Categories	Age	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
1. The presence of common goals, vision, values and mission for all educators at the school related to the students' learning.	40 or less	278	3.88	.725	-1.293	508	.197
	more than 40	232	3.96	.677			
2. The presence of collaborative culture among educators.	40 or less	278	3.79	.718	-1.181	508	.238
	more than 40	232	3.87	.686			
3. The extent of implementing collective inquiry by all educators about the current reality of the school and the	40 or less	278	3.37	.743	.491	508	.624
	more than 40	232	3.34	.827			

recommended best educational practices.							
4. The extent of Action orientation where all educators learn by doing.	40 or less	278	3.78	.581	-.478	508	.633
	more than 40	232	3.81	.660			
5. A commitment to continuous improvement.	40 or less	278	3.64	.711	1.103	508	.271
	more than 40	232	3.57	.832			
6. Results orientation.	40 or less	278	3.78	.637	.538	508	.591
	more than 40	232	3.75	.687			
7.School Leadership	40 or less	278	3.94	.682	.617	508	.538
	more than 40	232	3.90	.774			
Professional Development Programs effectiveness	40 or less	278	3.75	.525	.021	508	.983
	more than 40	232	3.75	.605			

Table 4.26 shows no significant statistical differences at ( $\alpha=0.05$ ) related to the participants' age for all categories.

**Table 4. 27: Means, standard deviations and t-test results of “the effectiveness of school leaders’ Professional Development Programs and Professional Learning Communities at Jordanian public secondary schools”, as related to the participants’ years of experience.**

Categories	Years of Experience	N	Mean	Std. Deviation
1. The presence of common	1-5	97	4.04	.610



goals, vision, values and mission for all educators at the school related to the students' learning.	6-10	118	3.71	.754
	11-15	160	3.95	.625
	16-above	135	3.96	.780
	Total	510	3.91	.704
2. The presence of collaborative culture among educators.	1-5	97	3.92	.747
	6-10	118	3.73	.721
	11-15	160	3.82	.633
	16-above	135	3.86	.732
	Total	510	3.83	.704
3. The extent of implementing collective inquiry by all educators about the current reality of the school and the recommended best educational practices.	1-5	97	3.57	.663
	6-10	118	3.33	.775
	11-15	160	3.37	.734
	16-above	135	3.21	.888
	Total	510	3.36	.782
4. The extent of Action Orientation where all educators learn by doing.	1-5	97	3.99	.484
	6-10	118	3.78	.633
	11-15	160	3.70	.621
	16-above	135	3.79	.662
	Total	510	3.80	.618
5. A commitment to continuous improvement.	1-5	97	3.82	.711
	6-10	118	3.63	.726
	11-15	160	3.47	.769
	16-above	135	3.60	.815
	Total	510	3.61	.768

6. Results Orientation.	1-5	97	3.95	.570
	6-10	118	3.71	.680
	11-15	160	3.67	.644
	16-above	135	3.81	.696
	Total	510	3.77	.660
7.School Leadership	1-5	97	4.07	.684
	6-10	118	3.85	.761
	11-15	160	3.83	.743
	16-above	135	3.97	.685
	Total	510	3.92	.725
Professional Development Programs effectiveness	1-5	97	3.91	.490
	6-10	118	3.68	.585
	11-15	160	3.69	.531
	16-above	135	3.75	.607
	Total	510	3.75	.562

Table 4.27 shows apparent variance between means and standard deviations of the effectiveness of school leaders' Professional Development Programs and Professional Learning Communities at Jordanian public secondary schools due to the difference in categories of years of experience variable. Therefore, the one –way (ANOVA) analysis used to identify the significant statistical differences between means.

**Table 4. 28: One –way (ANOVA) analysis for the impact of years of experience variable on “the effectiveness of school leaders’ Professional Development Programs and Professional Learning Communities at Jordanian public secondary schools”.**

Categories	Type	Sum of Squares	df	Mean Square	F	Sig.
1. The presence of common goals, vision, values and mission for all educators at the school related to the students' learning.	Between Groups	6.667	3	2.222	4.577	.004
	Within Groups	245.686	506	.486		
	Total	252.353	509			
2. The presence of collaborative culture among educators.	Between Groups	2.024	3	.675	1.365	.253
	Within Groups	250.021	506	.494		
	Total	252.045	509			
3. The extent of implementing collective inquiry by all educators about the current reality of the school and the recommended best educational practices.	Between Groups	7.640	3	2.547	4.244	.006
	Within Groups	303.638	506	.600		
	Total	311.279	509			
4. The extent of Action Orientation where all educators learn by doing.	Between Groups	5.070	3	1.690	4.515	.004
	Within Groups	189.405	506	.374		
	Total	194.475	509			
5. A commitment to	Between	7.547	3	2.516	4.344	.005

continuous improvement.	Groups					
	Within Groups	293.02 5	506	.579		
	Total	300.57 2	509			
6. Results Orientation.	Between Groups	5.332	3	1.777	4.162	.006
	Within Groups	216.08 3	506	.427		
	Total	221.41 5	509			
7.School Leadership	Between Groups	4.320	3	1.440	2.769	.041
	Within Groups	263.16 3	506	.520		
	Total	267.48 3	509			
Professional Development Programs effectiveness	Between Groups	3.637	3	1.212	3.900	.009
	Within Groups	157.28 1	506	.311		
	Total	160.91 8	509			

Table 4.28 shows significant statistical differences at ( $\alpha=0.05$  ) related to the participants' years of experience for all categories except for categories 2. Therefore, the researcher used Scheffé's multiple comparison test to identify the significant statistical differences between means.

**Table 4. 29: Scheffé's multiple comparison test for the impact of years of experience variable on “the effectiveness of school leaders’ Professional Development Programs and Professional Learning Communities at Jordanian public secondary schools”.**

Dependent Variable	(I) Year of Experience	(J) Year of Experience	Mean Difference (I-J)	Std. Error	Sig.
1. The presence of common goals, vision, values and mission for all educators at the school related to the students' learning.	1-5	6-10	.32(*)	.096	.011
		11-15	.08	.090	.838
		16-above	.08	.093	.878
	6-10	1-5	-.32(*)	.096	.011
		11-15	-.24(*)	.085	.047
		16-above	-.24	.088	.052
	11-15	1-5	-.08	.090	.838
		6-10	.24(*)	.085	.047
		16-above	-.01	.081	1.000
	16-above	1-5	-.08	.093	.878
		6-10	.24	.088	.052
		11-15	.01	.081	1.000
2. The extent of implementing collective inquiry by all educators about the current reality of the school and the recommended best educational practices.	1-5	6-10	.24	.106	.162
		11-15	.21	.100	.231
		16-above	.37(*)	.103	.006
	6-10	1-5	-.24	.106	.162
		11-15	-.03	.094	.988
		16-above	.12	.098	.652
	11-15	1-5	-.21	.100	.231
		6-10	.03	.094	.988

		16-above	.16	.091	.381
	16-above	1-5	-.37(*)	.103	.006
		6-10	-.12	.098	.652
		11-15	-.16	.091	.381
3. The extent of Action Orientation where all educators learn by doing.	1-5	6-10	.21	.084	.112
		11-15	.29(*)	.079	.004
		16-above	.19	.081	.138
	6-10	1-5	-.21	.084	.112
		11-15	.08	.074	.747
		16-above	-.01	.077	.998
	11-15	1-5	-.29(*)	.079	.004
		6-10	-.08	.074	.747
		16-above	-.10	.071	.610
	16-above	1-5	-.19	.081	.138
		6-10	.01	.077	.998
		11-15	.10	.071	.610
4. A commitment to continuous improvement.	1-5	6-10	.19	.104	.337
		11-15	.35(*)	.098	.005
		16-above	.22	.101	.193
	6-10	1-5	-.19	.104	.337
		11-15	.16	.092	.392
		16-above	.03	.096	.993
	11-15	1-5	-.35(*)	.098	.005
		6-10	-.16	.092	.392

		16-above	-.13	.089	.537
	16-above	1-5	-.22	.101	.193
		6-10	-.03	.096	.993
		11-15	.13	.089	.537
5. Results Orientation	1-5	6-10	.24	.090	.068
		11-15	.28(*)	.084	.013
		16-above	.14	.087	.482
	6-10	1-5	-.24	.090	.068
		11-15	.04	.079	.974
		16-above	-.10	.082	.665
	11-15	1-5	-.28(*)	.084	.013
		6-10	-.04	.079	.974
		16-above	-.14	.076	.336
	16-above	1-5	-.14	.087	.482
		6-10	.10	.082	.665
		11-15	.14	.076	.336
6.School Leadership	1-5	6-10	.22	.099	.174
		11-15	.24	.093	.083
		16-above	.11	.096	.742
	6-10	1-5	-.22	.099	.174
		11-15	.02	.088	.997
		16-above	-.11	.091	.668
	11-15	1-5	-.24	.093	.083
		6-10	-.02	.088	.997

		16-above	-.13	.084	.475
	16-above	1-5	-.11	.096	.742
		6-10	.11	.091	.668
		11-15	.13	.084	.475
Professional Development Programs effectiveness	1-5	6-10	.23(*)	.076	.031
		11-15	.22(*)	.072	.024
		16-above	.16	.074	.188
	6-10	1-5	-.23(*)	.076	.031
		11-15	-.01	.068	1.000
		16-above	-.07	.070	.828
	11-15	1-5	-.22(*)	.072	.024
		6-10	.01	.068	1.000
		16-above	-.06	.065	.845
	16-above	1-5	-.16	.074	.188
		6-10	.07	.070	.828
		11-15	.06	.065	.845

The mean difference is significant at the .05 level.

Table 4.29 above shows the following: Significant statistical differences at ( $\alpha=0.05$  ) between 1-5 and 6-10 and the results indicated to a statistically significant difference in favor of 1-5. In addition, the table shows significant statistical differences at ( $\alpha=0.05$  ) between 6-10 and 11-15 and statistically significant difference was in favor of 11-15 “The presence of common goals, vision, values and mission for all educators at the school related to the students' learning.”



Significant statistical differences at ( $\alpha=0.05$  ) between 1-5 and 16-above and the results indicated to a statistically significant difference in favor of 1-5 in category 2.

Significant statistical differences at ( $\alpha=0.05$  ) between 1-5 and 11-15 and the results indicated to a statistically significant difference in favor of 1-5 in categories 5, 4 and 3.

Significant statistical differences at ( $\alpha=0.05$  ) between 1-5 and 16-above and the results indicated to a statistically significant difference in favor of (1-5) in category 2.

Significant statistical differences at ( $\alpha=0.05$  ) between 1-5 and 6-10 and the results indicated to a statistically significant difference in favor of 1-5. In addition, the table shows significant statistical differences at ( $\alpha=0.05$  ) between 1-5 and 11-15 and statistically significant difference was in favor of 1-5 in category 7.

#### **4.2.4 Reliability Analysis**

##### **(Secondary School leaders Questionnaire)**

To assess the reliability of the tool, the Cronbach's alpha coefficient was calculated for the items of the questionnaire. The table below shows these coefficients that were considered appropriate for this study.

**Table 4. 30: Cronbach's Alpha Reliability Test School Leaders' Questionnaire**

Subscales	N of items	Cronbach's Alpha
Professional Development Designing	5	0.89
Professional Development Delivering	5	0.83
Professional Development Evaluation	5	0.87
Follow up visits after Professional Development Programs	5	0.83

Professional Development Logistics and Support	5	0.74
Professional Development impact on the performance of educators and student learning	5	0.87
Professional Development continuity	5	0.74
The overall reliability coefficient of Professional Development Programs	35	0.91

As Table 4.30 shows, the overall reliability coefficient was 0.91 that indicates high reliability.

#### **(Secondary School Teacher Questionnaire)**

To assess the reliability of the tool, the Cronbach's alpha coefficient was calculated for the items of the questionnaire. The table below shows these coefficients that were considered appropriate for this study.

**Table 4. 31: Cronbach's Alpha Reliability Test School Teacher' Questionnaire**

Subscales	N of items	Cronbach's Alpha
The presence of common goals, vision, values and mission for all educators at the school related to the students' learning.	5	0.92
The presence of collaborative culture among educators.	5	0.86
The extent of implementing collective inquiry by all educators about the current reality of the school and the recommended best educational practices.	5	0.92
The extent of Action Orientation where all educators learn by doing.	5	0.79
A commitment to continuous improvement.	5	0.90
Results Orientation	5	0.87

School Leadership	6	0.95
the overall reliability coefficient of Professional Development Programs effectiveness	36	0.97

As Table 4.31 shows, the overall reliability coefficient was 0.97 that indicates high reliability.

### 4.3 Qualitative Data Analysis

During the qualitative phase, this study used two different type of the semi-structured interviews (i.e., school leader interview and teacher interview) as qualitative data collection instruments. Chan, Chien, and Fung (2013) explained how semi-structured interviews can assist the researchers during the actual collection of qualitative data since they can arrange and prepare a group of open-ended questions prior to the agreed interview appointment, which increases the researcher's capability to guide, steer and manage the interview effectively. The researcher was able to develop the interview questions only after quantitative data collection and subsequent analysis was completed, because this study used the QUAN-qual model.

In addition, using the semi-structured interviews could triangulate and validated the quantitative data. According to Cohen et al. (2011) triangulation can be achieved when the researcher utilizes more than one method during the data collection process in order to study any issues related to human behavior. Flick (2004) defined the triangulation of methods, as studying single problem by using multiple strategies.

As for the qualitative data analysis, the researcher followed the recommended 3-steps by Gay, Mills and Airasian (2009) by: 1) careful reading for the interview transcripts to

identify the key themes; 2) vigorous description for the data and 3) classification and coding the data into themes.

Accordingly, the questions developed for the teacher's interviews were based on the analyzed results of data collected from the teacher's questionnaire about the extent of practicing the characteristics of Professional Learning Communities within their schools, while the questions developed for the school leader's interviews were based on the analyzed results of collected data from school leader's questionnaire about the effectiveness of school leader's Professional Development Programs in supporting those leaders to promote the characteristics of Professional Learning Communities at their schools.

Firstly: Key themes of the qualitative data (school leaders):

**Table 4. 32: Demographic Data of school leaders**

Leader's Code	Gender	Position	Years in Experience
FPP 1	Female	Principal	3
FPP 2	Female	Principal	8
FVP 1	Female	V-Principal	12
FVP 2	Female	V-Principal	4
FVP 3	Female	V-Principal	6
MPP1	Male	Principal	15
MPP 2	Male	Principal	4
MPP 3	Male	Principal	7
MVP 1	Male	V-Principal	13
MVP 2	Male	V-Principal	5

The questions of the school leader's interviews based on the results of collected data by school leader's questionnaire about the effectiveness of school leader's Professional

Development Programs in supporting those leaders to promote the characteristics of Professional Learning Communities at their schools.

**Theme 1: Inadequate designing process for Professional Development Programs.**

All participants agreed that the designing process of school leader's Professional Development Programs related to Professional Learning Communities needs improvement. The participants mentioned that the training department did not conduct an actual needs assessment for the school leaders to determine their needs regarding the concept of Professional Learning Communities. Moreover, all participants indicated that they did not get involve in the designing process for training related to Professional Learning Communities. The participants stated that the content of the training usually imported from western countries and did consider the social, cultural and contextual aspects of the Educational Directorate of Bani Kinanah. However, the content of the training considered the findings of the educational research regarding the best-recommended practices related to the concept of Professional Learning Communities and it was compatible with the goals and objectives of the Jordanian Ministry of Education. Below are participants' quotes about the designing process of school leader's Professional Development Programs:

*MPP3. They did not assessed our training needs properly, the participation is optional (for whoever desires). I believe they should conduct a pre- assessment to evaluate our previous skills and to determine our "actual difficulties". This will enable them to deliver*

*an effective training related to the reality. The content of the training was not matching the different needs of trainees.*

**FPP2.** *I did not involve in the designing process of the course or the methods of instruction. The instructor came up with “ready-made” training. Some slides includes a literary translation of information taken from western references. Our involvement can enhance the designing process and we can identify the appropriate training strategies for us.*

**FVP3.** *Mostly, the content is not adapted to suit the social, cultural, and the surrounding environment. As a trainee, I tried to adapt the training material in a way that serves the environment. We all observed that the content of the courses is not related to our community. We can’t implement the same strategies due to the poor facilities in our schools or the high number of students in each classroom. We still have a rented schools which initially were houses.*

*Generally, I felt that the training is compatible with the goals of the Ministry of Education. The Ministry of Education seeks to achieve a comprehensive educational reform and connect the training to the findings of the educational research and international standards.*

## **Theme 2: Appropriateness of the Delivering Process of Professional Development Programs.**

In general, all participants agreed that the delivery of training on the concept of Professional Learning Communities was appropriate. The participants mentioned that the instructor/trainee ratio was suitable. As for the performance of the trainers, all participants agreed that the performance was very good since all trainers utilized the instructional techniques of Active Learning. The majority of participants indicated to the consideration of individual differences among them. Furthermore, all participants were able to share their knowledge, issues and experiences from the field. Below are participants' quotes about the delivery of training on the concept of Professional Learning Communities:

**FPP1.** *The instructor/trainee ratio was acceptable and did not exceed 1: 25. The instructor used to divide us into five groups. I did not feel that the hall was overcrowded. This gave the opportunity for everybody to participate.*

**MVP1.** *The majority of trainers have valuable knowledge and used very effective instructional techniques such as: cooperative learning, brain storming, open discussion and visual aids. The trainers could respond to our individual differences by utilizing different approaches. I think the motivation level of trainees related to the performance of the trainer.*

**FVP3.** *All of us had the ability to present problems from our schools and listen to solutions that are based on real experiences. I remember that I presented a problem related to bullying case occurred in my school and I got many ideas and opinions. The courses in general are a great opportunity to meet with colleagues.*

### **Theme 3: Weakness of Evaluation Procedures for Professional Development Programs.**

All participants agreed that the evaluation procedures after the school leader's Professional Development Programs related to Professional Learning Communities required enhancement. Participants said that there was a post assessment at the end of the training to assess their level of learning about the concept of Professional Learning Communities. Yet, the post assessment was difficult and contain unclear questions which does not correspond to the course content. Besides, the participants confirmed that in order to improve the quality of training, the Training Department collected their feedback, recommendations and perceptions about: the training aid and the logistics; the time and the location of the training and the instructional methods that used by the trainer. However, all participants explained that timing of collecting feedback was uncomfortable because it was directly after the assessment. Below are participants' quotes about the evaluation procedures after the school leader's Professional Development Programs related to Professional Learning Communities:

**MPP2.***they conducted an online assessment after the course for us, but it was really hard. I could not answer the majority of question because it was so complicated and not matching the training.*

**MPP1.***Yes, there was an exam after the training (the interviewee laughing), I fail this exam and I could only pass after the second trail. Also they directed us to complete the trainee feedback form and there was a room for writing opinions about the course.*



**FVP3.** *There was a long period of time between the training and the exam. Also, I believe it was a big mistake to ask us to fill the online feedback after the exam, I was in a bad mood and tried to fill it very quickly. I think it will be more valid to receive the trainee feedback at the last day of training.*

**Theme 4: Absence of Follow-up Visits after Professional Development Programs.**

All answers of participants confirmed the absence of follow-up visits after the school leader's Professional Development Programs related to Professional Learning Communities. All participants agreed that the Training Department did not follow up the school leaders after the course to determine the extent of implementing the training outcomes related the concept of Professional Learning Communities. In addition, the Training Department did not take action regarding the trainees who still need more information about the concept of Professional Learning Communities. Moreover, the participants emphasized that their ability to communicate with the trainer after the training for more inquiry and support regarding the concept of Professional Learning Communities depends on the personal relationship with trainer but not according to an official process. Furthermore, participants indicated to the absence of official platform for communication between the school leaders within the Educational Directorate of Bani Kinanah to share the ideas and experiences about the concept of Professional Learning Communities. Below are participants' quotes about follow-up visits after school leader's Professional Development Programs:

**FVP1.** *Nobody visited me after the training to measure the training impact. The Training Department don't have an organized system to ensure the actual effectiveness of the course within the schools.*

**MVP2.** *officially, nothing will be done for those who still need more information about the concept of Professional Learning Communities. I think they can only contact the trainers and ask their help but this based on the personal relationships.*

**FVP3.** *Although the ministry of education completed the electronic networking project, we as school leaders still using "WhatsApp". We don't have official platform for communication between us. I believe "WhatsApp" is a big risk since it is not secured. Also, some school leaders don't like to be active on "WhatsApp".*

#### **Theme 5: The Presence of Difficulties Related to Logistics and Support of Professional Development Programs.**

All participants agreed the presence of difficulties related to logistics and support of the school leader's Professional Development Programs related to Professional Learning Communities. The majority of participants were satisfied about the availability of training aids during the training and the appropriateness and comfortability of the location of the training. In contrast, participants indicated to the presence of the following difficulties: the timing of the training was inappropriate; the amount that paid to cover expenses of food and drinks are not enough and there was no incentives for attending the training. Below are participants' quotes about the presence of difficulties related to logistics and support of school leader's Professional Development Programs:

**FVP2.** *The location of training was very good and contain all requirements of training such as projectors, stationary, furniture and staff lounge. Usually, the training department selects the best location to conduct the courses.*

**MPP2.** *I suffered because of the timing of the training, it was after the duty from 2 to 6 pm. Also I had to pay all expenses related to the training since we did not receive Incentives for attending the training.*

**MPP3.** *The timing problem cannot be solved. We have to do our responsibilities at the schools. I found it difficult to balance between the demands of my family and the training.*

#### **Theme 6: Positive Professional Development Program Impact on the Performance of Educators and Student Learning.**

All participants referred to the positive impact of professional development about the concept of Professional Learning Communities. Participants explained how the training could enhance the following aspects: skills and knowledge of participants; the students' outcomes; the school culture; collaboration within the school and the school capacity to deal with dynamic challenges. Yet, participants agreed that the impact of training related to the ability of school leaders to implement what they learned in light of the available resources. Below are participants' quotes regarding the positive impact of school leader's Professional Development Programs:

**MVP1.** *Training developed my leadership skills. Also, understanding the nature of schooling is crucial for me as a vice*

*principal. But, training itself is not enough, it's all about educators to go back to their school and implement what they learned.*

**FVP3.** *Let me be honest with you, I can't deny that training was fruitful but the building of my school is very old and prevent me as principal to benefit from the strategies.*

**MVP2.** *Personally I found it very beneficial, I always need training because school leadership is very complicated task. We live the digital era and training increase our capacity to be ready to coming challenges.*

### **Theme 7: The Absence of Continuous Training about the Concept of Professional Learning Communities.**

The answers of participants confirmed the absence of continuous training (i.e., external or internal) about the concept of Professional Learning Communities. Moreover, the participants stated that internal training is optional and no regulations from MOE obligate the school leaders to conduct internal training for educators within the school. In addition, some participants mentioned that the majority of schools are not ready for conducting internal training about the concept of Professional Learning Communities due to the following reasons: the lack of qualified trainers within the school; the lack of required resources and the nature of school responsibilities. Below are participants' quotes about the absence of continuous training on the concept of Professional Learning Communities.

**FPP1.** *I received a training about the concept of Professional Learning Communities during the school leadership course that was*

4 years ago. Absolutely there is no continuous training about such concept.

**MPP1.** *It is not compulsory for school leaders to conduct internal professional development as they did not receive any instructions about that. Generally, internal training is arbitrary and not well organized.*

**MPP3.** *As school principal, I can't conduct any internal training for teachers about Professional Learning Communities. I found it difficult to arrange all needed resources and I don't have budget for that.*

#### **Secondly: Key themes of the qualitative data (Teachers):**

**Table 4. 33: Demographic Data of Teachers**

Teacher's Code	Gender	Years in Experience
MTP1	Male	3
MTP 2	Male	8
MTP 3	Male	12
MTP 4	Male	4
MTP 5	Male	6
MTP 6	Male	15
MTP 7	Male	4
MTP 8	Male	7
MTP 9	Male	13
MTP 10	Male	5

FTP 1	Female	10
FTP 2	Female	14
FTP 3	Female	12
FTP 4	Female	7
FTP 5	Female	4
FTP 6	Female	9
FTP 7	Female	6
FTP 8	Female	13
FTP 9	Female	8
FTP 10	Female	6

Accordingly, the questions on teachers' interviews were based on the results of collected data from teachers' questionnaire about the extent of practicing the characteristics of Professional Learning Communities within their schools.

### **Theme 1: Nonexistence of Clear Common Goals, Vision, Values and Mission**

All participants indicated to the nonexistence of clear common goals, vision, values and mission for all educators at the school related to students' learning. The answers of participants reveal that some schools have written statements of goals, vision, values and mission, but teachers confirmed that such statements are not clear for them and it may barrowed from other schools since it is required for MOE inspection purposes. Besides, the majority of participants did not get involve in the designing process of school's common goals, vision, values and mission. In addition, participants mentioned that not having "clear common goals, vision, values and mission" can negatively impact the students' learning

and lead to disorganized activities and procedures within the school. Below are participants' quotes about the nonexistence of clear common goals, vision, values and mission for all educators at the school related to students' learning:

**MTP1.** *"Yes, in my school we have goals, vision, values and mission but we don't know exactly the statements. We have a board outside and you can find them, but some people don't read, we have it clear there, and we just pass by without read it".*

**FTP3.** *"I do not understand the exact meaning of these goals, vision, values and mission. The principal did not explain them for us.*

**MTP7.** *I joined this school four years ago and I don't know who wrote these goals. I think this had written before I came to the school. Personally, I did not participate in the writing process of these goals".*

## **Theme 2: Disorganized Collaboration Among Educators.**

All participants mentioned that the collaboration among educators within the schools is disorganized. The participants stated that the majority of teachers have tendency to work collaboratively, but without having a reliable plan. Moreover, participants agreed that the presence of collaborative culture can enhance students' learning outcomes because all educator can employ their precious experiences. Furthermore, participants emphasized that school leaders needs to create the suitable environment to foster the collaborative culture among the school. Participants also explained some teachers do not prefer teamwork

because of the following reasons: the massive amount of responsibility and workloads; lack of awareness about the importance of collaboration; absence of attractive environment; personal reasons and the lack of resources. Below are participants' quotes about disorganized collaboration among educators:

**FTP7.** *“Honestly, I believe in teamwork but some teachers prefer the individualism and this not well for our productivity. The teamwork at our school is random and based on personal friendship sometimes.*

**MTP10.** *I cannot say that we don't have teamwork but it is unsystematic. Principals within the public schools ask teachers to exchange the class visit to share their experiences but some teachers don't respond without any consequences.*

**FTP1.** *Some teachers prefer to be isolated and we decided to not disturb them. I think they are busy with their high number of classes or they have their personal issues to not be with the group. It is frustrating sometimes when we want to implement our collective ideas but we hindered because of resources.*

### **Theme 3: Lack of Collective Inquiry by All Educators.**

All participants agreed the lack of collective inquiry by all educators about the current reality of the school and the recommended best educational practices. Participants said that collective inquiry is not based on systematic approach and it can be performed haphazardly. Participants clarified that inquiry process may involve the school leaders with few number



of teachers but not all. In addition, inquiry follows the form of meetings without implementing the appropriate inquiry methods or utilizing the correct tools. As for the obstacles related to collective inquiry, participants indicated the following: lack of teachers' educational research skills; misunderstanding the importance of collective inquiry for students' learning; lack of desire for teamwork by some teachers and the work responsibilities of teachers. However, teachers have positive perception about the impact of practicing a collective inquiry by all educators about the current reality of the school and the recommended best educational practices on the students learning. Below are participants' quotes about the lack of collective inquiry by all educators:

**MTP5.** *“Collective inquiry as I told you is not existing at this school. In case we face any problem, the principal will call for meeting. The attendance is limited for teachers who directly related to the problem”*

**FTP5.** *“This concept cannot be applied here. We don't have the required skills such as statistics and analysis. According to your explanation, this concept is crucial and it can support us.*

**MTP2.** *“This will be extra load for us. We have high ratio of students inside the Jordanian public schools. I have 20 classes every week, also I am doing many administrative work inside the school, and sometimes I work at home for the school, but don't forget our family issues.*

#### **Theme 4: Absence of Action Orientation among Educators.**

All participants agreed the absence of Action Orientation where all educators learn by doing. The teacher tendency toward “action orientation where learning is by doing” is very low due to the following: teachers’ preference to transfer problems to the school leadership; absence of regulations that motivate teachers to be “action orientated”; lack of allocated time and lack of needed logistics. Generally, the answers of all participants advocate the idea that Action Orientation, where learning is by doing, can enhance on students’ outcomes. Below are participants’ quotes about the absence of Action Orientation where all educators learn by doing:

**FTP10.** *Teachers are not solving their problem according to a well-organized initiatives. Often, they transfer these problems to the principals. We are not entitle to take any action out of these listed under our job responsibilities. All about “Peace of mind”.*

**MTP9.** *“Ideally, action orientation is a great idea, but let me tell you the truth: as teacher I don’t have time and it is not compulsory for me. I don’t like to put myself in troubles.*

**MTP4.** *May you find some teachers who have initiatives, but I think the majority don’t like to be in clash with the principals. Our internal rules in Jordan are different, and there are many problems related to the available recourses.*

#### **Theme 5: Weakness of Commitment to Continuous Improvement.**

All participants agreed that teachers’ commitment to continuous improvement is weak. Participants mentioned that few number of teachers have the desire to improve their

knowledge and skill because it is optional and not obligatory. In addition, participants stated that lack of incentives decrease teachers interest in joining MOE training courses. Some participants, also explained, that poor facilities of the schools prevent them to implement what they learned during the courses or through self-learning. Furthermore, participants mentioned that MOE training courses are not effective, due to the following reasons: the content of these courses are not matching the current reality inside the schools; the poor performance of some trainers; the timing and location of some courses are not comfortable and lack of required logistics during the courses. Below are participants' quotes about weakness of commitment to continuous improvement:

**MTP3.** *Professional development is related to “personal desire”.*

*We work under pressure and no time for improvement. We don't have internal professional development.*

**FTP6.** *Continuously, I try to improve myself to support the learning of my students. The courses of MOE are “frustrating” because of its poor content and weak performance of trainers.*

**MTP6.** *The current courses are not realistic and not comfortable.*

*No need for such courses if we are not able to implement it inside our schools. We have many obstacles.*

#### **Theme 6: Randomness of Results Orientation.**

All participants agreed on the randomness of Results Orientation within the public schools. Participants mentioned that teachers do not document the results of all activities related to students' learning and the process of documentation is limited to the students' scores.

Participants confirmed that some teachers may have portfolios for the purpose of participating in some educational excellence awards. In general, participants indicated that Result Orientation can be beneficial for students' learning as it can provide the needed information for planning and the school reform process. Participants stated that MOE needs to activate an accountability system in order to promote Results Orientation among schools. Below are participants' quotes about the randomness of Results Orientation:

**MTP8.** *We are not documenting everything. Only principal ensures that the scores of student exams are ready for the mark sheets.*

**FTP9.** *My supervisor never asked me about portfolio. Some teachers may prepare their portfolios to meet the requirements of educational excellence awards.*

**FTP2.** *I think result orientation can provide important data. Teachers will not start to be result oriented "technically" unless MOE set the robust regulations.*

### **Key observations of participants about school's leadership role in promoting some component of Professional Learning Communities.**

All participants agreed the weakness of school's leadership role in promoting some component of Professional Learning Communities. Participants mentioned the following observations about the school leaders: 1) school leaders do not ensures that all educators understand the school's "common goals, vision, values and mission related to the students; 2) school leaders encourage collaboration, but do not follow the adequate procedures that promote "organized collaborative culture" among all educators; 3) school leaders do not

arrange the required aspects for all educators to implement collective inquiry about the current reality of the school and the recommended best educational practice; 4) school leaders do not foster the “Action Orientation where all educators learn by doing”; 5) school leaders motivate and facilitate, as much as they can, all requirements that encourage educators to have commitment to the continuous improvement; 6) School leaders do not ensures that all educators are Results Orientated and working according to the available results.

### **4.3 Discussion**

This mixed-method study primarily aims to investigate the effectiveness of school leaders’ Professional Development Programs in promoting the characteristics of Professional Learning Communities in Jordan public secondary schools, through collecting and understanding the Principals’ and teachers’ Perceptions and Practices. Therefore, the discussion of the findings will be based on each research question. The research questions of this study include two questions that guide the study as follows:

1. What are the school leaders’ and teachers’ perceptions and practice of the effectiveness of school leaders’ Professional Development Programs in promoting the characteristics of Professional Learning Communities at Jordanian public secondary schools?
2. To what extent do demographic differences among participants account for the effectiveness of school leaders’ Professional Development Programs in promoting the characteristics of Professional Learning Communities at Jordanian public secondary schools?

The discussion of findings will include a brief about the data collection procedures, the key results, and the interpretation of the researcher in the light of the theoretical framework and previous studies. Moreover, the discussion of findings will be according to each research questions.

#### **4.3.1 Discussion of Research Question One**

In order to collect data about the school leaders' and teachers' perceptions and practice of the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of Professional Learning Communities at the Jordanian public secondary schools, the researcher used the cross-sectional survey as a quantitative tool of data collection and the semi-structured interviews as qualitative tools. The researcher developed two self-administered questionnaires (teachers' questionnaire and school leaders' questionnaire) and two different types of semi-structured interviews (teachers' interviews and school leaders' interviews) as the study seeks to identify the perceptions and the practices of teachers a part from the principals and vice principals to obtain data from different angles.

Both school leaders' questionnaire and school leaders' semi-structured interviews included seven categories to ask the participants about the effectiveness of the school leaders' Professional Development Programs in supporting those leaders to promote the characteristics of Professional Learning Communities at their schools, these categories are: professional development designing, professional development delivering, professional development evaluation, follow up visits after Professional Development Programs ,

professional development logistics and support, professional development impact on the performance of educators and student learning, and professional development continuity.

While Teachers' questionnaire and Teachers' semi-structured interviews, were developed to ask the participants about the extent of practicing the characteristics of Professional Learning Communities within their schools via the following seven categories: The presence of common goals, vision, values and mission for all educators at the school regarding the students' learning, the presence of collaborative culture among educators, the extent of implementing collective inquiry by all educators about the current reality of the school and the recommended best educational practices, the extent of action orientation where all educators learn by doing, a commitment to continuous improvement, results orientation and school leadership.

### **First: Perceptions of school leaders:**

#### **Professional Development Designing**

The quantitative findings regarding participants' perceptions about professional development designing showed that the mean scores ranged between (3.74 -3.42). The highest mean was (3.74) which related to item 3 "The content of the training is compatible with the objectives of the Educational Directorate of Bani Kinanah". On the other hand, item 1 "Principals/ Vice Principals are involved in the designing process for training programs related to the concept of Professional Learning Communities" achieved the lowest rank with a mean of (3.42). The overall mean for all items was (3.55). Furthermore, the qualitative findings indicated to inadequate designing process for Professional Development Programs as all participants agreed that the designing process of school

leaders' Professional Development Programs related to Professional Learning Communities needs improvement. The participants mentioned that the training department did not conduct an actual needs assessment for the school leaders to determine their needs in relation to the concept of Professional Learning Communities. Moreover, all participants indicated that they did not involve in the designing process for training related to Professional Learning Communities. The participants stated that the content of the training usually imported from western countries and did consider the social, cultural and contextual aspects of the Educational Directorate of Bani Kinanah. However, the content of the training considered the findings of the educational research regarding the best-recommended practices related to the concept of Professional Learning Communities and it was compatible with the goals and objectives of MOE.

The above mentioned findings confirmed the Adult Learning Theory of Knowles (1984) and Participative leadership theory. Adult Learning Theory is based on the concept of andragogy which relates to the needed principles and conditions for adults learning (Reischmann, 2004). This theory mentioned that adults tend to utilize their experiences as a valuable source while learning and they learn in order to resolve the actual daily life problems. In addition, these findings are compatible with Transformational Leadership Theory which based on the contribution of all members within the team in the decision making process. According to this theory, the leaders can get the benefit from the input of others and take it in consideration to attain the common goals of the group. Thus, it is crucial that all participants within the Bani Kinanah Educational Directorate should participate in the designing process for training related to Professional Learning Communities and contribute in the decision making process related to the training as they



can share their significant experiences from the schools and identify their exact difficulties. Besides, Lunenburg & Irby (2005) mentioned that the effective professional development in education depends on a collective planning process by staff who will work toward improvement. Reboire (2010) stated that recognizing the objectives of the school district, determining the professional needs for educators by conducting the appropriate assessment of needs are essential elements for designing professional training that supports the occurrence of effective progression of educators.

Based on the previous studies, the above mentioned findings confirmed the results' importance of Saunders (2019) which examined school leaders' decision making process regarding professional development about research-based instructional strategies. This study included the framework of James G. March's for organizational decision making. The results also showed that all participants during decision making process about professional development considered the context within the organization, the available resources, the constraints and the demographical aspect. Clearly, the school district leaders attempted to balance between optimizing the current situation of their schools and satisfying educators and students. While the findings of the current study indicated that the content of the training usually imported from western countries and did not observe the social, cultural and contextual aspects of the Educational Directorate of Bani Kinanah.

Furthermore, Magruder (2015) studied the effect of Professional Development Programs on leadership behaviors as perceived by the urban school principals by using both quantitative and qualitative approach. The findings highlighted the significance of Professional Development Programs as a critical element for achieving the goals of the school district.

However, the participants requested to take part during the designing stage of these programs as the current programs did not consider their real professional needs.

In addition, the above mentioned findings are compatible with the results of Ghafri (2014) which investigated the perceptions of principals and teachers who work at Abu Dhabi Education Council Schools about the effectiveness of principals Professional Development Programs. Specifically, this study aimed to identify to what extent do principals Professional Development Programs support them to implement the five leadership components identified by Abu Dhabi Education Council. This study was conducted in Al Ain public schools and collected data from teachers and principals by using quantitative and qualitative instruments. All participants agreed upon the importance of designing individual plans for each principal when delivering professional development training. Moreover, all participants confirmed that the involvement of teachers and principals in this process will positively impact the Professional Development Programs of principals. The similarity of the results may return to the similarity between the contexts as the United Arab Emirates and the Hashemite kingdom of Jordan are both Arab countries.

The above mentioned findings also confirmed the results of pina (2019) which aimed to improve the perceptions of educators about the traditional format of professional development by using andragogy as a framework of adult learning. This study also sought to identify which element of andragogy framework can positively enhance educators' perceptions toward professional development. The used methodology in this study was a qualitative action research. The results of this study showed that using andragogy framework could improve the educators' perceptions about the traditional professional development. The results also indicated that increasing educators' satisfaction and authority

and delivering relevant training to cover the classroom needs can enhance the perceptions of educators about the traditional professional development. Both the current study and pina (2019) confirmed the prominence of conducting needs assessment for the educators; ensure the involvement of educators in the designing process.

### **Professional Development Delivering**

The quantitative findings regarding participants' perceptions about professional development delivering showed that the mean scores ranged between (3.68 -3.59). The highest mean was (3.68) which related to item 5 "The trainees were able to share their knowledge, Issues and experiences from the field". In contrast, item 4 "The trainer considered the individual differences among the trainees" achieved the lowest rank with a mean of (3.59). The overall mean for all items was 3.63. Besides, the qualitative findings illustrated the appropriateness of delivering process of Professional Development Programs. In general, all participants agreed that the delivery of training about the concept of Professional Learning Communities was appropriate. The participants mentioned that (The instructor/trainee ratio) was suitable. As for the performance of the trainers, all participants agreed that the performance was very good since all trainers utilized the instructional techniques of active learning. The majority of participants indicated to the consideration of individual differences among them. Furthermore, all participants were able to share their knowledge, issues and experiences from the field.

These findings about professional development delivering are compatible with The Social Constructivism Theory of Vygotsky (1978) which views learning as result of social interaction that may be affected by the social and cultural aspects within a particular

context in order to acquire the intended learning and development for individuals. The training department in the Bani Kinanah Educational Directorate could set the appropriate conditions for school leaders to share their knowledge, Issues and experiences from the field and deliver Professional Development Programs properly. Additionally, the findings confirmed some elements of the Adult Learning Theory of Knowles (1984) since the training department in the Bani Kinanah Educational Directorate allowed the participants to utilize their experiences as adults which could enhance the outcomes of the training.

The above mentioned findings confirmed some results of previous studies that included in the literature review of the current study. For instance, the findings of participants' perceptions about professional development delivering are well-matched with the findings of Moor (2009) which aimed to explore the perceptions of educators about professional development and its related barriers and facilitators. Moreover, this study tried to identify a general delivery approach for professional development with good quality. The results showed that the majority of participants tended to be continuous learners. Participants indicated the following professional development facilitators: the implementation of group learning strategies, to enable educators to attend educational conferences, to provide the practical training as a combination between the information and skills, to deliver an enjoyable and attractive training, the availability of encouragement for others, the applicability of the received training strategies to enhance students learning.

McCracken (2017) investigated principals' experiences and perceptions about their professional development regarding the characteristics of effective professional learning. Specifically, the study sought to understand the extent of implementing the characteristics of effective professional learning during the district professional development training and

the impact of the training on principal's practices, skills and knowledge. In this case study, the researcher collected data by conducted interviews with selected school district principals. The results revealed that some of professional development training were effective practices, skills and knowledge. The answers of all participants were compatible with the five characteristics of effective professional identified in Desimone (2009). These characteristics are: (a) the professional development should be content-focused; (b) the professional development should be based on active learning strategies; (c) the professional development should be cohesive; (d) the duration of the professional development should be appropriate; and (e) the professional development should be based on collective participation.

### **Professional Development Evaluation**

The quantitative findings regarding participants' perceptions about professional development evaluation illustrated that the mean scores ranged between (3.57 -3.32). The highest mean was (3.57) which related to item 2 "The trainees have been asked to give their feedback and perceptions about the training aids and logistics". While item 4 "The trainees have been asked to give their feedback and perceptions about the time and the location of the training" achieved the lowest rank with a mean of (3.32). The overall mean for all items was 3.49. In addition, the qualitative findings indicated to weakness of evaluation procedures for professional development. All participants agreed that the evaluation procedures after the school leaders' Professional Development Programs related to Professional Learning Communities require enhancement. Participants said that there was a

post assessment at the end of the training to assess their level of learning about the concept of Professional Learning Communities. Yet, the post assessment was difficult and contained unclear questions that did not correspond to the course content. Besides, the participants confirmed that in order to improve the quality of training, the Training Department collected their feedback, recommendations and perceptions about: the training aids and logistics, the time and the location of the training and the instructional methods used by the trainer. However, all participants explained that timing of collecting feedback was uncomfortable because it was after the assessment directly.

The above mentioned findings regarding the participants' perceptions about professional development evaluation shed light on the importance of implementing the appropriate evaluation procedures to ensure the effectiveness of the school leaders' Professional Development Programs related to Professional Learning Communities concept. As for evaluating the Professional Development Programs, Guskey (2002) specified five levels of evaluation for these programs: (1) level of participants' reactions; (2) level of participants' learning; (3) level of organization support and change; (4) level of participants' use of new knowledge and skills and (5) level of student learning outcomes.

The implementation of the appropriate evaluation procedures is essential to achieve the third theory within the theoretical framework of this study which is Kegan's constructive – development theory of adult development (1982). This theory, as its correlate between the construction and the development of the human being, views the development of individuals as a continuous process, starts with constructing a concept about reality and developing it over the time to a higher level of complexity. According to Kegan (1994), individuals go through five Orders of Mind while they develop during their lives. The

magical childhood mind is the first order and it is related to the young children who rely on imagination at this stage and cannot accept the durable qualities of objects around them. The second order includes the Self-sovereign mind where adolescents begin to adhere to regulations and rules to attain possible rewards or to avoid any sort of punishment. As for the third order, the socialized mind will guide individuals in this order through their system of meaning and become able to control their desires. After that, some adult shift to the fourth order which is the self-authored mind which is characterized by the ability of adults to make decisions and examine all previous rules, opinions, and perceptions. Finally, the fifth order is the self-transforming mind which enables adults to understand the limits of their inner system and how to tolerate and deal with contradictions of the world. The reason behind selecting this theory is its irrelativeness to the procedures of the professional development of school leaders, mainly in identifying the different needs of them regarding the implementation of Professional Learning Communities. Moreover, this theory confirms that professional development is a continuous process aims to deal with the ever-changing issues in education.

Several previous studies confirmed the significance of evaluation in Professional Development Programs. For example, the qualitative study of Bacani (2015) confirmed that feedback participants are crucial element. Bacani (2015) examined the influence of principals' participation in principal Professional Learning Communities on their improvement as school leaders. Principal Professional Learning Communities as framework where school leaders can work according to clear goals, be committed to development and learning, collaborate among each other, be involve in goals setting process, work together in the light of the available data and share their real experiences.

The results of this study confirmed that the participation in principal Professional Learning Communities can build the leadership style of the school leader. In addition, the results clarify the prominence of social capital as effective element principal Professional Learning Communities. The results also indicated to collaboration, goal setting and ongoing feedback as essential components of school leaders' professional development.

Some studies used certain evaluation procedures to identify the effectiveness of the training. For instance, the qualitative multi-case study of Sledge (2013) aimed to explore the perceptions of novice school principals who belong to Generation Y about the effectiveness of their training and preparation programs to empower them to lead their schools during the first three years of service. This study also tried to understand the perceptions of those principals about their professional to lead their schools successfully. The researcher achieved a triangulation by using the data collection tools of interviews, one descriptors of principals' leadership excellence, the profile of Generation Y, students' grades, information of preparation program for each principal. The findings revealed that the sized faculties were appropriate during preparation programs for principals, standards of graduation were clear for all participants and preparation programs focused on research skills. In contrast, the negative points during preparation programs were unclear goals for the program, the curriculum was weak and lacks cohesion and organization, not balancing the theoretical and practical training.

### **Follow-up Visits after Professional Development Programs**

As for the participants' perceptions about follow up visits after Professional Development Programs, the quantitative findings showed that the mean scores of ranged between (3.49 -



2.90). The highest mean was (3.49) which related to item 5 “All principals from different schools within the Educational Directorate of Bani Kinanah can easily communicate among each other to share their ideas and experiences about the concept of Professional Learning Communities”. On the other hand, item 3 “The training department conducts a remedial training for the principals who still need more information about the concept of Professional Learning Communities” achieved the lowest rank with a mean of (2.90). The overall mean for all items was 3.23. Moreover, the qualitative findings confirmed the absence of follow-up visits after the school leaders’ Professional Development Programs related to Professional Learning Communities. All participants agreed that The Training Department did not follow up the school leaders after the course to determine the extent of implementing the training outcomes related to the concept of Professional Learning Communities. In addition, Training Department did not take action regarding the trainees who still need more information about the concept of Professional Learning Communities. Moreover, the participants emphasized that their ability to communicate with the trainer after the training for more inquiry and support regarding the concept of Professional Learning Communities depends on the personal relationship with trainer but not according to an official process. Furthermore, participants indicated to the absence of official platform for communication between the school leaders within the Educational Directorate of Bani Kinanah to share the ideas and experiences about the concept of Professional Learning Communities.

According to the theoretical framework of this study, these findings are connected to the Social Constructivism Theory and the Adult Learning Theory. The Social Constructivism Theory of Vygotsky (1978) views learning as result of social interaction that may be

affected by the social and cultural aspects within a particular context in order to acquire the intended learning and development for individuals. Therefore, follow up visits after Professional Development Programs are crucial to enhance the performance of the school leaders within their schools as this represents a realistic example about the social interaction where both the supervisors from training department and the school leader can share the ideas and discuss all issues regarding promoting the concept of Professional Learning Communities. In addition, the Adult Learning Theory indicates that adults utilize their experiences as a valuable source while learning and they learn in order to resolve the actual daily life problems. Thus, the follow up visits after Professional Development Programs can support the school leaders' inside their schools and help them to use what they have learned during the training and deal with current problems effectively. Besides, the follow up visits are significant for the supervisors from training department in order to ensure the appropriate implementation for training outcomes about the concept of Professional Learning Communities.

Several studies within the literature review of the current study indicated to the absence of follow-up visits as one of the obstacles that occur due to technical or logistical causes. Darling, Hammond and Richardson (2009) stated that the shortage of allocated time, the nonexistence of follow-up after the training leads to ineffective training for school leaders. In addition, Al Fayez (2016) mentioned that unavailability of required resources to accommodate all participants can negatively impact the quality of training.

The findings of the participants' perceptions about follow up visits after Professional Development Programs are compatible with the results of Bond (2013), Waite (2011) and Brown (2013). Bond (2013) aimed to investigate the effectiveness of development

programs for the school leaders working in Abu Dhabi Educational Council (ADEC) from the perception of the trainees. The results indicated to the usefulness of these programs, however, these programs lack the follow-up visits after the training and it should be continuous and to include a more practical demonstration. The study of Waite (2011) explored the barriers that encounter the implementation of professional development information as perceived by educators. The results revealed that some of the existing barriers are endemic, while other related to individual teacher. the results indicated to the following barriers: the absence of follow-up discussions after the training, the delivered information and skills are not suitable to the current situation inside the schools, the lack of time for planning or discussion, resistance to change and the impact of old behaviors and habits. Brown (2013) sought to investigate the effective features of professional development as perceived by school leaders and how they can facilitate teachers' professional development to enhance learning of student. According to the perceptions of school leader regarding teachers' professional development, they indicated to the importance of facilitating a continuous professional development for teachers that based on collaboration of all educators to benefit from the existing experiences. The school leaders also illustrated the tremendous impact of their follow-up to the teachers as effective features of professional development.

### **Professional Development Logistics and Support**

The quantitative findings of participants' perceptions about professional development logistics and support showed that the mean scores ranged between (3.49 -3.03). The highest mean was (3.49) which related to item 4 "The training department delivered food and drinks during the training or the trainees have been paid to cover these expenses". In

contrast, item 3 “The timing of the training was appropriate and comfortable” achieved the lowest rank with a mean of 3.03). The overall mean for all items was 3.32. The qualitative findings indicated the presence of difficulties in relation to logistics and support of the school leaders’ Professional Development Programs related to Professional Learning Communities. The majority of participants were satisfied about the availability of training aids during the training and the appropriateness and comfort ability of the location of the training. In contrast, participants indicated to the presence of the following difficulties: the timing of the training was inappropriate, the amount that paid to cover expenses of food and drinks are not enough and there were no incentives for attending the training.

Nevertheless these findings are not connected directly with elements of Social Constructivism Theory, Adult Learning Theory, Constructive-Developmental Theory of Adult Development and Transformational Leadership Theory that represents the theoretical framework of the current study, however the presence of difficulties related to logistics and support of the school leaders’ Professional Development Programs related to Professional Learning Communities can hinder the professional development of school leaders.

The findings of the current study about participants’ perceptions about professional development logistics and support agreed with many previous studies as mentioned during the literature review. Several studies highlighted the presence of some barriers that can negatively impact the effectiveness of professional development in education. The study of Waite (2011) explored the barriers that encounter the implementation of professional development information as perceived by educators. To achieve the purpose of this mixed methods study, the researcher collected data from early childhood teachers regarding the existing difficulties and obstacles to implement knowledge and skills they received during

Professional Development Programs. The results revealed that some of the existing barriers are endemic, while others related to individual teacher. The results indicated to the following barriers: the absence of follow-up discussions after training, the delivered information and skills are not suitable to the current situation inside the schools, the lack of time for planning or discussion, resistance to change and the impact of old behaviors and habits. The study of Larson (2016) investigated the correlation between the perceptions of superintendents regarding the principles of professional development and students achievements according to Performance Index of South Dakota' School. The study also investigated the barriers that facing superintendents during professional development implementation process. The results of this study revealed that time is the main barrier that encounter the implementation of professional development. Another mixed methods study by moor (2009) aimed to explore the perceptions of educators about professional development and its related barriers and facilitators. In addition, this study tried to identify a general delivery approach for professional development with good quality. The results showed that majority of participants tended to be continuous learner. Participants indicated to the following professional development facilitators: the implementation of group learning strategies, to enable educators to attend educational conferences, to provide the practical training as a combination between the information and skills, to deliver an enjoyable and attractive training, the availability of encouragement for others, the applicability of the received training strategies to enhance students learning. However, the participants confirmed that lack of time, school schedule and personal and financial responsibility were the common barriers.

Therefore, solving all difficulties related to logistics and support of the school leaders' Professional Development Programs in relation to Professional Learning Communities can significantly increase the effectiveness of the delivered training within the Bani Kinanah Educational Directorate.

### **Professional Development Impact on the Performance of Educators and Student Learning**

The quantitative findings of participants' perceptions about professional development impact on the performance of educators and student learning showed that the mean scores ranged between (3.75-3.64). The highest mean was (3.75) which related to item 4 "I felt that the training about the concept of Professional Learning Communities positively impacted the teamwork and collegial relationship among the teachers". On the other hand, item 3 "I felt that the training about the concept of Professional Learning Communities positively impacted the students learning outcomes" achieved the lowest rank with a mean of (3.64). The overall mean for all items was 3.72. Besides, the qualitative findings confirmed the positive impact of professional development about the concept of Professional Learning Communities as perceived by participants which can impact the students learning. Participants explained how the training could enhance the following aspects: skills and knowledge of participants, the students' outcomes, the school culture, collaboration within the school and the school capacity to deal with dynamic challenges. Yet, participants agreed that the impact of training related to the ability of school leaders to implement what they learned in the light of the available resources.

These findings are well-suited the theoretical framework and the purpose of the current study. All five theories that included in the theoretical framework try to explain the nature of adults' development and learning and the required conditions to achieve this development as means of enhancing the student learning. Furthermore, these findings are computable with main purpose of Professional development in educational field as a well-planned and systemized activities which mainly aim to increase dispositions, capabilities, skills and knowledge of all educators in order to improve the outcomes of the students and deal with the internal and external demands within the schools (Elmore, 2002).

As previously mentioned in the literature review, many studies confirmed the positive impact of professional development impact on the performance of educators and student learning. Bredeson (2002), professional development is inevitable and crucial for those educators who want to enhance the learning results of their students and to push toward the intended educational reform through gaining adequate strategies and methods. Tutwiler (2016) examined the relationship between perceptions of teachers about the instructional culture that practiced through the Professional Learning Communities and level of student progress in language arts and reading. The results indicated to the existence of significant linear associations between the level of student progress in language arts and reading and the increment of positive perceptions of teachers related to the learning environment, the process of internal measures of student progress, planning of the instructional procedures, and the current culture of peer, leadership, community and evaluation. Reyna (2019) utilized the mixed method to explore how practicing Professional Learning Communities and the administrative use of it can impact the professional development of teachers regarding teaching and learning in Deep South Texas. The results of the study revealed that

practicing the Professional Learning Communities' culture at schools facilitates and supports the professional development of teachers. The majority of participants' perceptions indicated that Professional Learning Communities create the attractive environment that enhance teachers' instructional skills and strategies. This presented clear evidence about the relationship between Professional Learning Communities and professional development for teachers at schools. the study of Kastner (2015) primarily tried to explore how Educators perceived the influence of Professional Learning Communities on their professional progression and student learning outcomes according to the five universal PLC dimensions of (Hord, 1997). The results of this study confirmed the positive impact of Professional Learning Communities according to the five universal dimensions on professional progression of educator and student achievement.

### **Professional Development Continuity**

The quantitative findings regarding the participants' perceptions about professional development continuity showed that the mean scores of ranged between (3.43-3.09). The highest mean was (3.43) which related to item 3 "I continuously identify the teachers' professional needs required to operate our schools as Professional Learning Community". On the other hand, item 4 "We don't have any obstacles or issues that prevent the continuity of professional development at our school" achieved the lowest rank with a mean of (3.09). The overall mean for all items was 3.19. In addition, the qualitative findings illustrated the absence of continuous (external or internal) training about the concept of Professional Learning Communities. Moreover, the qualitative findings confirmed that internal training is optional and no regulations from MOE obligate the school leaders to conduct internal training for educators within the school. Besides, the



qualitative findings indicated that the majority of schools are not ready for conducting internal training about the concept of Professional Learning Communities due to the following reasons: the lack of qualified trainers within the school, the lack of required resources and the nature of school responsibilities.

In the light of the theoretical framework of the current study, the absence of continuous (external or internal) training can negatively impact the professional development of school leaders and other educators as well as it can hinder the implementation of Professional Learning Communities components.

For instance, the Transformational leadership theory focuses on building a connection between leader and team member and supports the mission of leaders in improving the interpersonal relationship among the team and increase the morality and motivation. However, the school leaders are not able to implement that due to the absence of continuous (external or internal) training about the concept of Professional Learning Communities. According the transformational theory, absence of continuous training cannot help the leaders explain the importance of the task to their team members which can catalyse the effective participation of them (Berkovich, 2016). Moreover, the school leaders cannot focus on individual and collective performance and take action as needed since no continuous training. Thus, the school leaders cannot create and prepare the required conditions to operate the school as Professional Learning Communities because of the absence of continuous (external or internal) training (Berkovich, 2016).

In addition the absence of continuous (external or internal) training contradicts with the third theory within the theoretical framework of this study which is Kegan's constructive –

development theory of adult development (1982). This theory, as its correlate between the construction and the development of the human being, views the development of individuals as a continuous process, starts with constructing a concept about reality and developing it over the time to a higher level of complexity. Moreover, this theory confirms that professional development is a continuous process aims to deal with the ever-changing issues in education.

Moreover, many scholars confirmed that professional development should be continuous, intensive and related to the actual practices of educators (Bambrick-Santoyo, 2012; Darling-Hammond, Wei, Andree, Richardson, &Orphanos, 2009). In addition, all educators should act as learners due to the nature and responsibility of their profession (Dufour, Dufour&Eaker, 2008). Lunenburg& Irby (2005) mentioned that the effective professional development fosters the culture of ongoing enhancement and inquiry among the schools.

Moreover, the literature review illustrated that continuous improvement is one of the vital characteristics of the Professional Learning Communities. Dufour, Dufour, and Eaker (1998) pointed out that all educators within professional learning community must be committed to the continuous improvement of their school and this cannot be achieved with the absence of continuous (external or internal) training.

The above mentioned findings about professional development continuity agreed with the results of Brown (2013). The study of Brown (2013) sought to investigate the effective features of professional development as perceived by school leaders and how they can facilitate teachers' professional development to enhance learning of students. The results confirmed the significant role of school leaders in facilitating teachers' professional

developments as key element for enhancing student learning. According to the perceptions of school leader regarding teachers' professional development, they indicated to the importance of facilitating a continuous professional development for teachers that based on collaboration of all educators to benefit from the existing experiences.

In addition, the findings of the current study about professional development continuity confirmed the results of Perry (2014), Saavendra (2017), Bredeson (2002) and Petridou et al (2017). Perry (2014) aimed to investigate the continuous professional development program for leaders of professional development. The results indicated to the importance of continuous professional development and revealed that the implemented program was effective in emphasizing the effectiveness of continuous professional development. In addition, Saavendra (2017) tried to explore the effective practices that implemented by the middle schools principals in Gold Ribbon Texas to promote Professional Learning Communities. The results showed that the effective practices included: creating learning culture for all educators, allocating the needed time for educators' communication, motivate teachers to present their ideas regarding the improvement of professional development, working according to an intentional plan, encouraging teacher to collaborate and support each other, delivering continuous professional development, applying a systematic process to monitor practices of implementation, identifying indicators of improvement, identifying the expectations of each meeting, and creating the school vision.

The study of Petridou et al (2017) studied how professional development and professional practice can impact the self –efficacy of school leaders. This study tried to explore whether the professional practice only or the combination between professional development and practice can come up with the greatest impact on the self –efficacy of school leaders. The

study identified 8 dimensions for the self –efficacy which included monitoring learning and leadership of continuous professional development. The results showed that the combination between professional development and practice can positively impact the self –efficacy of school leaders.

## **Secondly: Teachers.**

### **The Presence of Common Goals, Vision, Values and Mission for All Educators at the School Related to the Students' Learning**

The quantitative findings regarding Participants' perceptions about the presence of common goals, vision, values and mission for all educators at the school related to the students' learning showed that the mean scores of ranged between (4.07-3.52). The highest mean was (4.07) which related to item 1 "There are common goals we want to accomplish at our school". On the other hand, item 5 "All educators at our school are involved in the process of writing the common goals, vision, values and mission" achieved the lowest rank with a mean of (3.52). The overall mean for all items was 3.91. However, the qualitative findings illustrated the nonexistence of clear common goals, vision, values and mission for all educators at the school related to the students' learning. the findings revealed that some schools have written statements of goals, vision, values and mission, but teachers confirmed that such statements are not clear for them and it may borrowed from other schools since it required for MOE inspection purposes. Besides, the findings showed that the majority of educators did not involve in the designing process of school's common goals, vision, values and mission. In addition, participants mentioned that not having "clear

common goals, vision, values and mission” can negatively impact the students learning and lead to disorganized activities and procedures within the school.

According to Participative leadership theory, the nonexistence of clear common goals, vision, values and mission for all educators at the school related to the students’ learning can lead to disorganized procedures inside the school. Transformational Leadership Theory based on the contribution of all members within the team in the decision making process. According to this theory, the leaders can get the benefit from the input of others and take it in consideration to attain the common goals of the group.

Furthermore, the nonexistence of clear common goals, vision, values and mission for all educators at the school related to the students’ learning contradicts with the concept of Professional Learning Communities which based on the presence of common goals, vision, values and mission for all educators. Hord (1997) mentioned the supportive and shared leadership, collective creativity and learning, shared values and vision and supportive conditions shared personal practice as required elements to create the Professional Learning Communities. Dufour, Dufour, and Eaker (1998) presented the first characteristic of Professional Learning Communities is to shared mission, vision, values, and goals inside the school which should be clear for all educators. Studies indicated that educators who work at professional learning community schools are more likely to adopt shared responsibility, share their teaching experiences, and attempt to improve student achievement. (Brown, 2016; DuFour & Mattos, 2013; Riveros et al., 2012).

Furthermore, having clear common goals, vision, values and mission can support the school leaders to establish successful Professional Learning Communities. DuFour and Eaker

(1998) identified eight guidelines for school leaders which can draw the road map to successful Professional Learning Communities as follows: (a) school leader must develop the school mission, vision, and goals collectively with all members within the school. (b) School leader must clarify and share the school mission, vision, and goals with all members. (c) School leader must create an environment of collaboration which reinforces learning and teaching. (d) School leader must establish and support the culture of working as a community for all educators. (e) School leader must ensure the avoidance of teaching and emphasize the importance of learning for both students and educators. (f) School leader must empower all teachers to be leaders. (g) School leader must give the opportunity for teacher to practice the strategies of leadership. (h) School leader must create a sort of personal credibility with all educators.

the findings regarding Participants' perceptions about the presence of common goals, vision, values and mission for all educators at the school related to the students' learning were compatible with the results of Bacani (2015), Jenkins (2016) and Spencer (2018) which confirmed the importance of having clear goals in order to create a professional learning community. Bacani (2015) examined the influence of principals' participation in principal Professional Learning Communities on their improvement as school leaders. principal Professional Learning Communities as framework where school leaders can work according to clear goals, be committed to development and learning, collaborate among each other, be involved in goals setting process, work together in the light of the available data and share their real experiences.

Jenkins (2016) aimed to discover how elementary school. The result confirmed that school leaders could create and sustain Professional Learning Communities by the following

procedures: fostering productive learning environment which based on collaboration, applying a group of effective leadership practices, exploiting teachers' capabilities, reinforcing the efficacy of teacher, identifying the educational goals of the school and getting rid of educational hindrances. Spencer (2018) examined the perspectives of humanities teachers who work in professional learning community school about the correlation between their professional conversations and student learning. Specifically, this study aimed to determine the perspectives of teachers about the impact of their collaboration within professional learning community on their knowledge of subject, pedagogy and instructional skills. The findings confirmed that despite of teachers' positive feelings regarding their peer collaboration as Professional Learning Communities, they indicated to the necessity for training in numerous aspects related to their work. The recommendations of the study highlighted the importance of having shared vision for the learning community, the involvement of the school leaders in all processes related to professional learning community, and prominence of delivering the needed training for teachers.

### **The presence of collaborative culture among educators.**

The quantitative findings regarding the Participants' perceptions about the presence of collaborative culture among educators showed that the mean scores ranged between (3.93-3.62). The highest mean was (3.93) which related to item 5 "Every teacher is aware of his/her responsibilities within the team". In contrast, item 2 "Every teacher at our school is familiar with the teaching methods and techniques utilized by other teachers from different disciplines" achieved the lowest rank with a mean of (3.62). The overall mean for all items was 3.83. Conversely, the qualitative findings indicated that the collaboration among

educators within the schools is disorganized. The findings showed that the majority of teachers have tendency to work collaboratively but without having a reliable plan. Moreover, the findings illustrated that the presence of collaborative culture can enhance students learning outcomes because all educator can employ their precious experiences. Furthermore, the findings revealed that school leader needs to create the suitable environment to foster the collaborative culture among the school. The findings also explained the reasons that prevent some educators to be involved in the teamwork, these reasons are: the massive amount of responsibility and workloads, lack of awareness about the importance of collaboration, absence of attractive environment, personal reasons and the lack of resources.

Obviously, collaboration is essential component in all theories that included within the theoretical framework of the current study in order to achieve the effective professional development for the school leaders and to promote the concept of Professional Learning Communities. The Social Constructivism Theory of Vygotsky (1978) demands the collaboration of all educators since it views learning as result of social interaction that may be affected by the social and cultural aspects within a particular context in order to acquire the intended learning and development for individuals. In addition, collaboration is crucial to achieve the Adult Learning Theory of Knowles (1984) because adults utilize their experiences as a valuable source while learning which can create a productive environment for professional learning and support the problem solving process inside the school. Moreover, Kegan's Constructive –Development Theory of Adult Development (1982) indicated to the importance of collaboration as the development of individuals cannot occur within isolation. This theory correlates between the construction and the development of



the human being, views the development of individuals as a continuous process, starts with constructing a concept about reality and developing it over the time to a higher level of complexity. Collaboration is also significant according to the Transformational Leadership Theory because it depends on the contribution of all members within the team in the decision making process. According to this theory, the leaders can get the benefit they seek from the input of others and take it in consideration to attain the common goals of the group. The Transformational leadership theory as well indicated to the importance of collaboration as it seeks to support the mission of leaders in improving the interpersonal relationship among the team and increase the morality and motivation. The Transformational Theory also helps leaders explain the importance of the task to their team member which can catalyse the effective participation of them (Berkovich, 2016).

Many previous studies indicated to the importance of organized collaboration to establish professional learning community. For example, Lujan & Day (2010) mentioned the educational initiatives of 21st century focus on the prominence of promoting collaborative professional culture among the school members. Collaboration should base on well-organized plan to avoid randomness and to benefit from this vital component in professional development of educators (Sjoer & Meirink, 2016; Jones et al., 2013; Keay et al., 2014). As the collaboration represents a main pillar of the Professional Learning Communities, the culture of isolation among educators is unacceptable because it leads to the restriction of educators' ability to share their beneficial expertise and pedagogy (Brodie & Hadar, 2015). Leclerc et al (2012) said that studies about the best practices professional of learning community identified seven indicators that point out to the extent of practicing this concept within any school. These seven indicators are: the ability to design the school

vision, the availability of the appropriate human condition that fostering the teamwork of educators, the presence of collaborative culture, the distribution of leadership between the principal and all educators, the presence of shared learning and taking the advantage of expertise at the school, the discussion of issues that related to students learning based on data, the use of accurate available data during decision making process (Leclerc et al., 2012).

Furthermore, the findings of the current study about the reasons that prevent some educators to be involved in the teamwork are compatible with the results of previous studies. For example, Stacy (2013) some teachers tend to work in isolation and confine themselves inside their classrooms without seeing the teaching methods of other colleagues. Therefore, Professional Learning Communities reinforce the Collaboration of educators as internal professional development at the school level (Chen & Wang, 2015; Ning et al., 2015; Owen, 2014). The main issue at schools is the lack of available time that permits the effective collaboration among educators during the academic year (Zhang & Pang, 2016; Song & Choi, 2017). In addition, the limited budgets can negatively impact the collaboration and lead to ineffective professional development benefits (National Institute for Excellence in Teaching, 2012). Taking into account the importance of professional support, it is essential for teachers to adopt professional collaborative identity (Servage, 2009). Professional Learning Communities presented all required elements to eliminate educators' isolation and replace it with collaborative culture (Stegall, 2011). Collaborative culture is characterized by its ability to foster positive interpersonal relationships, establish common goals for the team, and enable all members to share the decision making process (Sjoer & Meirink, 2016).

**The extent of implementing collective inquiry by all educators about the current reality of the school and the recommended best educational practices.**

The quantitative findings regarding Participants' perceptions about the extent of implementing collective inquiry by all educators about the current reality of the school and the recommended best educational practices showed that the mean scores is ranged between (3.61-3.21). The highest mean was (3.61) which related to item 5 "Our collective inquiry is based on dialogue and respect of diverse views". On the other hand, item 1 "All educators conduct a collective inquiry about the current reality of the school" achieved the lowest rank with a mean of (3.21). The overall mean for all items was 3.36. On the other hand, the qualitative findings indicated to the lack of collective inquiry by all educators about the current reality of the school and the recommended best educational practices. The findings illustrated that collective inquiry is not based on systematic approach and it can be performed haphazardly and may involve the school leaders with few number of teachers but not all. In addition, inquiry takes the form of meetings without implementing the appropriate inquiry methods or utilizing the correct tools. As for the obstacles related to collective inquiry, the findings indicated to the following: lack of teachers' educational research skills, lack of awareness regarding the importance of collective inquiry for students learning, lack of desire for teamwork by some teachers and the work responsibilities of teachers. However, teachers have a positive perception about the impact of practicing a collective inquiry by all educators about the current reality of the school and the recommended best educational practices on the students learning.

the lack of collective inquiry by all educators about the current reality of the school and the recommended best educational practices is not acceptable according to The Social

Constructivism Theory of Vygotsky (1978) because that can negatively impact social interaction and prevent the educators to learn and share their experiences. Transformational Leadership Theory also considers the lack of collective inquiry as a harmful factor as it does not enable all members within the team to contribute in the decision making process or add their input to improve the students' outcomes (Lamb, 2013). Moreover, According to The Transformational Leadership Theory, the lack of collective inquiry can lead to a disconnection between the leader and his team members and hinders the mission of leaders to improve the interpersonal relationship among team members to increase the morality and motivation (Berkovich, 2016).

According to the previous studies, collective inquiry by all educators about the current reality of the school and the recommended best educational practices is essential to promote the concept of Professional Learning Communities. Dufour, Dufour, and Eaker (1998) pointed out to understanding current reality and the opportunities of improvement of the school by using the collective inquiry as one of the six vital characteristics for Professional Learning Communities, Similarly, Hord (1997) referred that all educators of the school must learn and apply their new knowledge collectively.

As the collective inquiry is based on collaboration, the lack of collective inquiry by all educators about the current reality of the school and the recommended best educational practices can prevent educators to: find out new teaching strategies, deliver a needs-based education for the students, solve all problems related to educational process, collect and classify data, and ensure the availability of appropriate learning teaching conditions (Clarke et al., 2014; Sompong & Erawan, 2015). Collective inquiry is important as one of the effective practices implemented to promote Professional Learning Communities because it

creates learning culture for all educators and motivate teachers to present their ideas (Saavendra, 2017)

Moreover, the current findings about the extent of implementing collective inquiry by all educators about the current reality of the school and the recommended best educational practices confirmed the results of Thornton & Cherrington (2019) studied the factors of establishing and sustaining Professional Learning Communities. The results showed that the following factors are required to establish and sustain Professional Learning Communities: (1) effective induction for new educators. (2) The presence of collective focus, commitment and research orientation. (3) Clarity of responsibilities for all including leadership responsibilities. (4) Opportunity for discussion and suggestion of new ideas. Thus, collective inquiry is unavoidable component to establish and sustain effective Professional Learning Communities.

### **The extent of action orientation where all educators learn by doing.**

The quantitative findings of Participants' perceptions about the extent of Action orientation where all educators learn by doing showed that the mean scores ranged between (3.95-3.65). The highest mean was (3.95) which related to item 3 "All educators at our school consider themselves learners". On the other hand, item 5 "All educators believe that collaboration and collective inquiry will not be beneficial without working and taking actions" achieved the lowest rank with a mean of (3.65). The overall mean for all items was 3.80. Besides, the qualitative findings indicated to the absence of Action orientation where all educators learn by doing. The qualitative findings revealed that teachers tendency toward "action orientation where learning is by doing" is very low due to the following:

teachers' preference to transfer problems to the school leadership, absence of regulations that motivate teacher to be "action orientated", lack of allocated time and lack of needed logistics. On the other hand, teachers have positive perception action orientation where learning is by doing as it can enhance the students' outcomes.

According to the Adult Learning Theory of Knowles (1984) the absence of Action orientation where all educators learn by doing can prevent the educators adults utilize their experiences as a valuable source while learning within the professional learning community, prevent the educators to be able to resolve the actual daily life problems and prevent the educators to implement what they have learned instantly. In Addition, lack of allocated time and lack of needed logistics will reduce the motivation of educators to learn as they are intrinsically motivated learners. Moreover, the absence of Action orientation where all educators learn by doing hinders the development of individuals according to Kegan's Constructive –Development Theory of Adult Development (1982) because this theory views the development of individuals as a continuous process, starts with constructing a concept about reality and developing it over the time to a higher level of complexity. Therefore, the absence of Action orientation is contradicted with needed elements for the professional development of educators involved in professional learning community.

Many previous studies mentioned the significance of Action orientation as an essential component of Professional Learning Communities. Dufour, Dufour, and Eaker (1998) stated that all educators within Professional Learning Communities must be action-orientated in order to create the best opportunity to practice and learn by doing.

In general, there is some similarity between the qualitative findings of AL Taneiji (2009) which conducted in UAE and the findings as mentioned earlier. The mixed methods of Al Taneiji (2009) tried to investigate the extent of practicing the characteristics of Professional Learning Communities among UAE elementary and secondary schools. The study utilized the questionnaire and interviews to collect quantitative and qualitative data. This study conducted at fifteen elementary and secondary schools. The quantitative findings revealed that "the existence of supportive and shared leadership and the presence of the supportive structure" were only existed out of all characteristics of Professional Learning Communities. The qualitative findings showed that teachers did not participate in developing the current school vision and this vision is not clear for them. The similarities of these findings are due to the similarity of culture between Jordan and UAE as Arabic countries.

Moreover, there findings regarding The extent of action orientation where all educators learn by doing are compatible with the findings of Abdallah (2016) which investigated the degree of practicing the features of Professional Learning Communities within the secondary public schools in The Hashemite Kingdom of Jordan. The study was conducted at Bani Kinanah district north of Jordan and the number of participants was 1110 educators and the researcher utilized the mixed method design. According to the results of this study, there are many obstacles related to operating the schools as Professional Learning Communities. These obstacles are: the shared mission, vision, values, and goals either not clear at the school or not exist, lack of collaboration between the staff members, unavailability of collective inquiry, educators are not committed to continuous improvement, the presence of many difficulties that facing action orientation, and the

absence of results orientation. Moreover, there are several problems related to the Professional Development Programs such as the absence of the adequate resources, inadequate allocated time or comfortable and educators found the training material was not compatible with what they need to support the students.

#### **A commitment to continuous improvement.**

The quantitative findings of Participants' perceptions about a commitment to continuous improvement showed that the mean scores ranged between (3.92-3.34). The highest mean was (3.92) which related to item 1 "All educators are committed to the continuous improvement of their students". On the other hand, item 4 "All educators participate in the process of designing their Professional Development Programs inside our school" achieved the lowest rank with a mean of (3.34). The overall mean for all items was 3.61. While the qualitative findings indicated that teachers Commitment to continuous improvement is weak. The qualitative findings illustrated that few number of teachers have the desire to improve their knowledge and skills because it is optional and not obligatory. In addition, the qualitative findings revealed that lack of incentives decreases teachers' interest in joining training courses of MOE. Furthermore, poor facilities of the schools prevent teachers to implement what they have learned during courses or through self-learning. Furthermore, the qualitative findings showed that training courses of MOE are not effective due to the following reasons: the content of these courses are not matching the current reality inside the schools, the poor performance of some trainers, the timing and location of some courses are not comfortable and lack of required logistics during the courses.



Weakness of teachers' commitment to continuous improvement is not accepted according to the theoretical framework of the current study. All mentioned theories within the theoretical framework of the current study required the commitment to continuous improvement to achieve high level of professional development and students outcomes. Kegan's constructive –development theory of adult development (1982) rejects weakness of teachers' commitment to continuous improvement since it views the development of individuals as a continuous process, starts with constructing a concept about reality and developing it over the time to a higher level of complexity. Furthermore, commitment to continuous improvement is essential to the Social Constructivism Theory of Vygotsky (1978) as such commitment can motivate individuals to increase their social interaction with others and acquire more skills and knowledge. In addition, the Adult Learning Theory of Knowles (1984) mentioned the needed principles and conditions for adults learning as it is based on the concept of andragogy. However, the weakness of teachers' commitment to continuous improvement prevents them from learning and developing even if the school arranged all required conditions (Reischmann, 2004). Transformational Leadership Theory also rejects weakness of teachers' commitment to continuous improvement because this theory is based on the contribution of all members within the team in the decision making process and the leaders can get the benefit from the input of others and take it in consideration to attain the common goals of the group. Thus, teachers who have weak commitment to continuous improvement will not be able to present fruitful ideas or experiences (Lamb, 2013). Finally, weakness of teachers' commitment to continuous improvement can be solved by the Transformational Theory as the leader can focus on individual and collective performance and take the action needed (charry, 2012).

Dufour, Dufour, and Eaker (1998) stated that all educators must be committed to the continuous improvement of their school in order to operate the school as professional learning community. Many studies indicated that weakness of educators' commitment to continuous improvement may belong to personal reasons. For example, Gumusand Kemal (2013) explains how the participants' expectations about the benefits of professional training control their interest in joining these programs. In addition, the absence of educators' commitment to expanding their knowledge and experiences reduces the level of their actual engagement in Professional Development Programs and prevents them to achieve the professional growth for them (Van Ven&Sleegers, 2006).

In addition, weakness of educators' commitment to continuous improvement contradicts the concept of the effective professional development in education. Lunenburg& Irby (2005) mentioned ten principles related to the effectiveness of professional development in education. These steps are: (1) includes all staff at the school with more focus on teachers as a vital component of students' enhancement; (2) seeks to achieve a comprehensive improvement; (3) aims to increase the leadership and intellectual capacity for all school members; (4) considers the findings of the educational research regarding the best-recommended practices related to the educational process; (5) allows educators to acquire additional expertise such as using technology and the up- to-date instructional strategies; (6) fosters the culture of ongoing enhancement and inquiry among the schools; (7) depends on a collective planning process by staff who will work toward improvement; (8) demands the allocation of adequate time and resources; (9) based on long-term and intelligible plan and (10) the level of impact on student outcomes and educators effectiveness are utilized as an ultimate component for evaluating the effectiveness of these Professional Development

Programs . By giving an example from the medical field, Van Hoof and Meehan (2011) indicated that the current significance of professional development in all sectors comes from its connectivity to the enhancement of performance which made this concept to become a new trend. Professional development in educational field can be defined as a well- planned and systemized activities that mainly aim to increase dispositions, capabilities, skills and knowledge of all educators in order to improve the outcomes of the students and deal with the internal and external demands within the schools (Elmore, 2002). According to Bredeson (2002), professional development is inevitable and crucial for those educators who want to enhance the learning results of their students and to push toward the intended educational reform through gaining the adequate strategies and methods. Moreover, many scholars confirmed that professional development should be continuous, intensive and related to the actual practices of educators (Bambrick-Santoyo, 2012; Darling-Hammond, Wei, Andree, Richardson, &Orphanos, 2009). In addition, all educators should act as learners due to the nature and responsibility of their profession (Dufour, Dufour&Eaker, 2008).

### **Results orientation.**

The quantitative findings of Participants' perceptions about results orientation showed that the mean scores ranged between (3.83-3.69). The highest mean was (3.83) which related to item 3 "We have an efficient process to document and save all results of activities and initiatives at the school". Conversely, item 2 "All educators continuously involved in the assessment processes that include all educational activities at the school" achieved the lowest rank with a mean of (3.69). The overall mean for all items was 3.77. On the other hand; the qualitative findings illustrated the randomness of results orientation within the

public schools. The qualitative findings confirmed that teachers do not document the results of all activities related to the student learning and the process of documentation is limited to the students' scores. However, some teachers may have portfolios for the purpose of participating in some educational excellence awards. In general, educators agreed that result orientation can be beneficial for the students learning as it can provide the needed information for planning and school reform process. Educators stated that MOE needs to activate an accountability system in order to promote results orientation among schools.

Randomness of results orientation is not acceptable according to Transformational Leadership Theory because it is based on the contribution of all members within the team in the decision making process and leaders cannot get the benefit from the input of educators or take it in consideration as the process of result documentation is not systematic (Lamb, 2013). Besides, randomness of results orientation contradicts with the Transformational Leadership Theory because team members may not provide a valid results to the school leaders that may lead to a gap between them and negatively impact the interpersonal relationship among the team and decrease the morality and motivation. Furthermore, the leader will not be able to focus on individual and collective performance and take action as needed due to the randomness of results orientation (Berkovich, 2016).

According to the previous studies about the concept of Professional Learning Communities, results orientation is essential to operate the school as Professional Learning Communities. moreover, the randomness of results orientation is rejected within the professional learning community because it is based on the commitment of continuous collaboration between all educators from different disciplines and positions toward improving the students learning outcomes by implementing and practicing a group of characteristics and procedures

(Dufour, Dufour & Eaker, 2008; Hord, 1997; Brookhart 2009; Huffman & Jacobson, 2003). Thus, such randomness can be harmful as it does not support the performance of educators and the students learning appropriately. Dufour, Dufour, and Eaker (1998) confirmed that the planning process of school must be directed by results.

Results orientation is crucial within the Professional Learning Communities because it supports the educators to find out and confirm the validity of new teaching strategies, deliver a needs-based education for the students, solve all problems related to educational process, collect and classify data, and ensure the availability of appropriate learning teaching conditions (Clarke et al., 2014; Sompong & Erawan, 2015).

The qualitative findings regarding the results orientation confirmed the results the Annenberg Institute of School Reform (2004) which identified the lack of achievements documentation as one of barriers of creating effective Professional Learning Communities. Besides, the reason behind the randomness of results orientation may come from the limited time for educators at schools to accomplish their responsibilities, misunderstanding the aim of Professional Learning Communities and the negativity of teachers can stand as hindrance in front of the successful Professional Learning Communities (Lujan & Day, 2010).

### **School leadership.**

The quantitative findings regarding participants' perceptions about school leadership showed that the mean scores ranged between (3.98-3.84). The highest mean was (3.98) which related to item 2 "The principal promotes collaborative culture among educators". On the other hand, item 3 "The principal follows up the implementing collective inquiry by all educators about the current reality of the school and the recommended best practice"

achieved the lowest rank with a mean of (3.84). The overall mean for all items was 3.92. While the qualitative findings indicate to the weakness of school's leadership role in promoting some component of professional learning community. The findings illustrated the following: (1) School leaders do not ensure that all educators understand "the school's common goals, vision, values and mission related to the students'. (2) School leaders encourage collaboration but do not follow the adequate procedures that promote "organized collaborative culture" among all educators. (3) School leaders do not arrange the required aspects for all educators to implement collective inquiry about the current reality of the school and the recommended best educational practice. (4) School leaders do not foster the "action orientation where all educators learn by doing". (5) School leaders motivate and facilitate as much as they can all requirements that encourage educators to have commitment to the continuous improvement. (6) School leaders do not ensures that all educators are results orientated and working according to the available results.

According to the Participative leadership Theory, the role of school's leadership is crucial to ensure the contribution and participation of all educators within the team in the decision making process and to benefit from their ideas and experiences to achieve the common goals of the school (Lamb, 2013). Therefore, the weakness of school's leadership role in promoting some component of professional learning community can restrict the participative leadership among educators and hinder collective inquiry and collaboration among them (Amanchukwu, Stanley & Ololube, 2015).

Furthermore, the weakness of school's leadership role in promoting some component of professional learning community is destructive according to the Transformational Leadership Theory which focuses on building a connection between leader and team

members. The weakness of school's leadership role in promoting some component of professional learning community cannot support the mission of leaders to improve the interpersonal relationship among the team and increase the morality and motivation or to explain the importance of the school tasks to their team member which can catalyse the effective participation of them (Berkovich, 2016). Moreover, the weakness of school's leadership role in promoting some component of professional learning community cannot permit the leader to focus on individual and collective performance and take action as needed. The transformational leader need to have some essential traits such as sociability, self-confidence and good communication (charry, 2012).

Several schools of thoughts illustrated that the role of school leadership is crucial in operating the school according to the concept of Professional Learning Communities as it can support the students' growth (Zepeda, 2013). In addition, the principal can play a significant role in creating and preparing the required conditions that foster the collaboration of educators and student learning (Fullan, 2005; Kouzes and Posner, 2002). Moreover, DuFour and Eaker (1998) identified eight guidelines for school leaders that can draw the road map to successful Professional Learning Communities as follows: (a) school leader must develop the school mission, vision, and goals collectively with all members within the school. (b) School leader must clarify and share the school mission, vision, and goals with all members. (c) School leader must create an environment of collaboration which reinforces learning and teaching. (d) School leader must establish and support the culture of working as a community for all educators. (e) School leader must ensure the avoidance of teaching and emphasize the importance of learning for both students and educators. (f) School leader must empower all teachers to be leaders. (g) School leader

must give the opportunity for teacher to practice the strategies of leadership. (h) School leader must create a sort of personal credibility with all educators.

The above mentioned findings confirmed the results of Gebreselassie (2015), Dawson (2015) and Phillips (2014). Gebreselassie (2015) aimed to understand the role of school principal in supporting the continuous professional development of teachers. Following were the findings of this study: (a) it is important for principals to perform their role as instructional leaders and continuous learners concurrently (b) principals need to ensure and establish the appropriate learning environments (c) principals need to involve directly professional development designing process (d) principals should take part in delivering and assessing the outcomes of professional development (e) principals need to promote the characteristics of Professional Learning Communities among their schools in a manner that all educators can participate and build new expertise. In addition, Dawson (2015) aimed to explore the procedures followed by school principals in order to support the learning of teachers within Professional Learning Communities. The results presented five themes related to the procedures of school principals in supporting the learning of teachers within Professional Learning Communities. These themes are: increase the communication among educators to share their experiences and knowledge, enhance the school culture to create the environment that foster learning and development, ensure the teachers' personal gains, identify the purpose of all activities and the process of implementation, and create a productive structure and organization. Furthermore, the study of Phillips (2014) investigated the correlation between school principals' perceptions about their leadership practices and the perceptions of teachers regarding operating the schools as Professional Learning Communities. The study highlighted the impact of school principals' leadership



practices on accountability within educational field, leadership of teachers, educators' collaboration and continuity and sustainability.

#### **4.3.2 Discussion of Research Question Two**

In order to collect data about the presence of any demographic differences among participants (principals and teachers) regarding the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of Professional Learning Communities at Jordanian public secondary schools, the researcher used only the cross-sectional survey as a quantitative tool of data collection. The researcher developed two self-administered questionnaires (teachers' questionnaire and school leaders' questionnaire) as the study seeks to identify the perceptions and the practices of teachers apart from the principals and vice principals ones to obtain data from different angles.

As mentioned above, the school leaders' questionnaire included seven categories to ask the participants about the effectiveness of school leaders' Professional Development Programs in supporting those leaders to promote the characteristics of Professional Learning Communities at their schools, these categories are: professional development designing, professional development delivering, professional development evaluation, follow up visits after Professional Development Programs , professional development logistics and support, professional development impact on the performance of educators and students learning, and professional development continuity. Teachers' questionnaire were developed to ask the participants about the extent of practicing the characteristics of Professional Learning Communities within their schools via the following seven categories: The presence of common goals, vision, values and mission for all educators at the school related to the

students' learning, the presence of collaborative culture among educators, the extent of implementing collective inquiry by all educators about the current reality of the school and the recommended best educational practices, the extent of action orientation where all educators learn by doing, a commitment to continuous improvement, results orientation and school leadership. The current discussion of findings includes a briefing about the data collection procedures, the key results, and the interpretation of the researcher in the light of theoretical framework and previous studies. Moreover, the discussion of findings will be according to each research questions.

In order to answer this question, two researchers calculated the means and standard deviations for school leaders' and teachers' perceptions and practices of “the effectiveness of school leaders' Professional Development Programs and Professional Learning Communities at Jordanian public secondary schools”, according to the demographic difference among participants (i.e., gender, qualification, years of experience and age). The researcher utilized the t-test to identify any significant statistical differences among the means.

The quantitative findings of school leaders' perceptions showed the following: (1) no significant statistical differences at ( $\alpha=0.05$ ) related to the gender for all categories except the sixth category (Professional Development impact on the performance of educators and student learning) where the results indicated to a statistically significant difference in favor of females (2) no significant statistical differences at ( $\alpha=0.05$ ) related to the participants' academic qualification for all categories.(3) significant statistical differences at ( $\alpha=0.05$ ) related to the years of experience for all categories Professional Development Designing, Follow up visits after Professional Development Programs, Professional Development

Logistics and Support, and Professional Development impact on the performance of educators and student learning) where the results indicated to a statistically significant difference in favor of 15 or less except the categories 7, 3 and 2 (Professional Development Delivering, Professional Development Evaluation and Professional Development continuity) (4) No significant statistical differences at ( $\alpha=0.05$ ) related to the age for all categories except the categories 1 and 5 (Professional Development Designing, Professional Development Logistics and Support) where the results indicated to a statistically significant difference in favor of 40 or less.

Besides, the quantitative findings of teachers' perceptions showed the following: (1) no significant statistical differences at ( $\alpha=0.05$ ) related to the gender for all categories except categories 1, 6 and 7 (The presence of common goals, vision, values and mission for all educators at the school related to the students' learning, Results orientation, School Leadership) where the results indicated to a statistically significant difference in favor of females. (2) No significant statistical differences at ( $\alpha=0.05$ ) related to the participants' academic qualification for all categories except the categories 3, 5 and 6 (The extent of implementing collective inquiry by all educators about the current reality of the school and the recommended best educational practices, a commitment to continuous improvement and Results orientation.) where the results indicated to a statistically significant difference in favor of Bachelor or less. (3) No significant statistical differences at ( $\alpha=0.05$ ) related to the participants' age for all categories. (4) Significant statistical differences at ( $\alpha=0.05$ ) related to the participants' years of experience for all categories except for category 2.

According to the theoretical framework of the current study, all mentioned theories (i.e. Social Constructivism Theory, Adult Learning Theory, Constructive-Developmental

Theory of Adult Development, and Transformational Leadership Theory and Transformational leadership Theory) do not indicate directly to the relation between the demographics of individuals and the implications of certain theory. However, the researcher of the current study believes that some demographics can be significant to explain the main concepts of the theories. for instance, the level of qualifications, years of experiences and ages of individuals who interact with each other may control their learning according to The Social Constructivism Theory of Vygotsky (1978) which views learning as result of social interaction that may be affected by the social and cultural aspects within a particular context in order to acquire the intended learning and development for individuals. This explains the presence of significant statistical differences at ( $\alpha=0.05$ ) related to the years of experience for all categories except the categories 7, 3 and 2 where the results indicated to a statistically significant difference in favor of 15 or less in the quantitative findings of school leaders' perceptions.

Moreover, the researcher of the current study believes that knowing the demographics of individual could be helpful to implement the principles of the Adult Learning Theory of Knowles (1984) based on the concept of andragogy which relates to the needed principles and conditions for adults learning (Reischmann, 2004). The demographics can provide crucial professional information about the individual in order to deliver the adequate training for them. This can explain the presence of significant statistical differences at ( $\alpha=0.05$ ) related to the participants' academic qualification and the participants' years of experience in some categories for the quantitative findings of teachers' perceptions.

Furthermore, the researcher of the current study believes that the demographics of individuals is essential to implement Kegan's constructive –development theory of adult

development (1982) because this theory views the development of individuals as a continuous process, starts with constructing a concept about reality and developing it over the time to a higher level of complexity. In addition, to implement the Transformational Leadership Theory effectively, the researcher of the current study believes that leaders need to know the demographics of the team members as it identifies the contribution level of all members within the team in the decision making process (Lamb, 2013). This can also explain the presence of significant statistical differences at ( $\alpha=0.05$ ) related to the participants' academic qualification and the participants' years of experience in some categories for the quantitative findings of teachers' and school leaders' perceptions.

In the light of the previous studies, some of quantitative findings of the current study are compatible with Abdallah (2016) which investigated the degree of practicing the features of Professional Learning Communities within the secondary public schools in The Hashemite Kingdom of Jordan. Abdallah (2016) indicated to significant statistical differences between the perceptions of female and male participants due to the gender in favor of females. The study was conducted at Bani Kinanah district north of Jordan which is the same site of this study. The current study also revealed significant statistical differences at ( $\alpha=0.05$ ) related to the gender for all categories except categories (5, 4, 3, 2) where the results indicated to a statistically significant difference in favor of females.

Some studies within other Arabic context did not indicated to any significant statistical differences related to the demographics. For example, AL Taneiji (2009) which tried to investigate the extent of practicing the characteristics of Professional Learning Communities among UAE elementary and secondary schools. The study utilized questionnaire and interviews to collect quantitative and qualitative data. This study

conducted at fifteen elementary and secondary schools. The quantitative findings of that study did not indicate to any significant statistical differences related to the demographics which is normal as every study has different circumstances and considerations.

In light of the above discussion, it is evident that some of results indicated to no significant statistical differences related to the demographic differences among participants (regarding the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of Professional Learning Communities at Jordanian public secondary schools. On other hand some results indicated to the presence of significant statistical differences related to the demographic differences among participants. Thus, the findings of this study can support the decision makers in the DETA to understand the requirements of designing and delivering effective Professional Development Programs related to the concept of Professional Learning Communities for the schools leaders of secondary public schools and consider the demographic differences that showed significant statistical differences. In addition this study adds to the body of literature about the topic of Professional Learning Communities in Jordan and the Arabic world as there is a limited number of the studies about the concept of Professional Learning Communities in this region.

## **CHAPTER 5: CONCLUSION AND RECOMMENDATIONS**

### **5.1 Summary of the Study**

Delivering effective Professional Development Programs on the characteristics of Professional Learning Communities for the school leaders' of all Educational Directorates within The Hashemite Kingdom of Jordan is recommended since it can positively impact their schools' reform mission and enhance the student's results through reinforcing teachers' collaboration and delivering the needed professional development for them. Therefore, this study primarily aims to investigate the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of Professional Learning Communities at Jordan public secondary schools, through collecting and understanding the Principals' and teachers' Perceptions and Practices. To achieve the primary aim of this study, the researcher identified the following objectives:

- To understand the effectiveness of the current Professional Development Programs that deliver to the school leaders through the Directorate of Educational and Technical Affairs (DETA) under the supervision of the Jordanian MOE in promoting the concept of Professional Learning Communities at Jordanian public secondary schools.

- To determine any demographic differences among participants (principals, vice principals and teachers) regarding the effectiveness of school leaders' Professional Development Programs in implementing the concept of Professional Learning Communities at Jordanian public secondary schools.

The research questions of this study included two questions that guide the study as follows:

1. What are the school leaders' and teachers' perceptions and practice of the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of Professional Learning Communities at Jordanian public secondary schools?
2. To what extent do demographic differences among participants account for the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of Professional Learning Communities at Jordanian public secondary schools?

The current study utilizes the mixed method approach. In order to collect data for the purpose of the current study, the researcher used the cross-sectional survey as a quantitative tool of data collection and the semi-structured interviews as qualitative tools.

## **5.2 Key Findings**

The key findings regarding research question number one about the school leaders' and teachers' perceptions and practice of the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of Professional Learning Communities at Jordanian public secondary schools were the following: the perceptions of the school leaders about the effectiveness of school leaders' Professional Development



Programs in supporting them to promote the characteristics of Professional Learning Communities at their schools showed that the designing process of school leaders' Professional Development Programs related to Professional Learning Communities needs improvement, the delivery of training about the concept of Professional Learning Communities was appropriate, weakness of evaluation procedures for professional development, the Training Department did not follow up the school leaders after the course to determine the extent of implementing the training outcomes related the concept of Professional Learning Communities, the presence of difficulties related to logistics and support of the school leaders' Professional Development Programs related to Professional Learning Communities, the positive impact of professional development about the concept of Professional Learning Communities as perceived by participants which can impact the students learning, and the absence of continuous (external or internal) training about the concept of Professional Learning Communities.

Furthermore, the perceptions of the teachers about the extent of practicing the characteristics of Professional Learning Communities illustrated the nonexistence of clear common goals, vision, values and mission for all educators at the school related to the students' learning, the collaboration among educators within the schools is disorganized, the lack of collective inquiry by all educators about the current reality of the school and the recommended best educational practices, the absence of Action orientation where all educators learn by doing, teachers Commitment to continuous improvement is weak, the randomness of results orientation within the public schools and the weakness of school's leadership role in promoting some component of professional learning community.

The key findings regarding research question number two about to what extent do demographic differences among participants account for the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of Professional Learning Communities at Jordanian public secondary schools : The quantitative findings of school leaders' perceptions showed the following: (1) no significant statistical differences at ( $\alpha=0.05$  ) related to the gender for all categories except the sixth category (Professional Development impact on the performance of educators and student learning) where the results indicated to a statistically significant difference in favor of females (2) no significant statistical differences at ( $\alpha=0.05$  ) related to the participants' academic qualification for all categories.(3) significant statistical differences at ( $\alpha=0.05$  ) related to the years of experience for all categories Professional Development Designing, Follow up visits after Professional Development Programs, Professional Development Logistics and Support, and Professional Development impact on the performance of educators and student learning) where the results indicated to a statistically significant difference in favor of 15 or less except the categories 7, 3 and 2 (Professional Development Delivering, Professional Development Evaluation and Professional Development continuity) (4) no significant statistical differences at ( $\alpha=0.05$  ) related to the age for all categories except the categories 1 and 5 (Professional Development Designing, Professional Development Logistics and Support) where the results indicated to a statistically significant difference in favor of 40 or less.

Besides, the quantitative findings of teachers' perceptions showed the following: (1) no significant statistical differences at ( $\alpha=0.05$  ) related to the gender for all categories except categories 1, 6 and 7 (The presence of common goals, vision, values and mission for all

educators at the school related to the students' learning, Results orientation, School Leadership) where the results indicated to a statistically significant difference in favor of females. (2) no significant statistical differences at ( $\alpha=0.05$ ) related to the participants' academic qualification for all categories except the categories 3, 5 and 6 (The extent of implementing collective inquiry by all educators about the current reality of the school and the recommended best educational practices, a commitment to continuous improvement and Results orientation.) where the results indicated to a statistically significant difference in favor of Bachelor or less. (3) no significant statistical differences at ( $\alpha=0.05$ ) related to the participants' age for all categories. (4) Significant statistical differences at ( $\alpha=0.05$ ) related to the participants' years of experience for all categories except for category 2.

As mentioned above, some of results indicated to no significant statistical differences related to the demographic differences among participants (regarding the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of Professional Learning Communities at Jordanian public secondary schools.

On other hand some results indicated to the presence of significant statistical differences related to the demographic differences among participants. Specifically, the results showed Significant statistical differences at ( $\alpha=0.05$ ) related to the gender for the sixth category (Professional Development impact on the performance of educators and student learning) where the results indicated to a statistically significant difference in favor of females. Moreover, the results illustrated significant statistical differences at ( $\alpha=0.05$ ) related to the years of experience for all categories (Professional Development Designing, Follow up visits after Professional Development Programs, Professional Development Logistics and Support, and Professional Development impact on the performance of educators and

student learning) where the results indicated to a statistically significant difference in favor of 15 or less. In addition, the results indicated to significant statistical differences at ( $\alpha=0.05$ ) related to the age for categories 1 and 5 (Professional Development Designing, Professional Development Logistics and Support) where the results indicated to a statistically significant difference in favor of 40 or less. The results also showed significant statistical differences at ( $\alpha=0.05$ ) related to the gender for categories 1, 6 and 7 (The presence of common goals, vision, values and mission for all educators at the school related to the students' learning, Results orientation, School Leadership) where the results indicated to a statistically significant difference in favor of females. Furthermore, the results illustrated significant statistical differences at ( $\alpha=0.05$ ) related to the participants' academic qualification for categories 3, 5 and 6 (The extent of implementing collective inquiry by all educators about the current reality of the school and the recommended best educational practices, a commitment to continuous improvement and Results orientation.) where the results indicated to a statistically significant difference in favor of Bachelor or less.

Thus, the findings of this study can support the decision makers in the DETA to understand the requirements of designing and delivering effective Professional Development Programs related to the concept of Professional Learning Communities for the schools leaders of secondary public schools and consider the demographic differences that showed significant statistical differences. In addition, this study adds to the body of literature about the topic of Professional Learning Communities in Jordan and the Arabic world as there is a limited number of the studies about the concept of Professional Learning Communities in this region.

### **5.3 implication of the Study**

This study primarily aims to investigate the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of Professional Learning Communities in Jordan public secondary schools, through collecting and understanding the Principals' and teachers' Perceptions and Practices.

#### **Implication for Training Department the Educational Directorate of Bani Kinanah:**

The most important implication of the current study is that the study indicated to the essential procedures that can be implemented by the Training Department within the Educational Directorate of Bani Kinanah to ensure the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of Professional Learning Communities in Jordan public secondary schools. The Training Department within the Educational Directorate of Bani Kinanah needs to improve the designing process of school leaders' Professional Development Programs related to Professional Learning Communities through conducting an actual needs assessment for the school leaders to determine their needs regarding the concept of Professional Learning Communities, involving the school leaders in the designing process for training related to Professional Learning Communities, and considering the social, cultural and contextual aspects of the Educational Directorate of Bani Kinanah in the content of the training. Besides, The Training Department within the Educational Directorate of Bani Kinanah needs to enhance evaluation procedures for professional development of the school leaders by ensuring that the post assessment is not difficult and contains clear questions which do correspond to the course content. Moreover, as the findings indicated that timing of collecting feedback from the school leaders was uncomfortable because it became after the assessment directly, the

Training Department needs to collect the feedback, recommendations and perceptions of the school leaders by selecting the most appropriate and comfortable time.

What is more, The Training Department needs to follow up the school leaders after the course to determine the extent of implementing the training outcomes related to the concept of Professional Learning Communities. Additionally, Training Department should take action regarding the trainees who still need more information about the concept of Professional Learning Communities. Besides, the ability of the school leaders to communicate with the trainer after training for more inquiry and support regarding the concept of Professional Learning Communities should depend on an official process but not the personal relationship with trainer. Moreover, the Educational Directorate of Bani Kinanah should find an official platform for communication between the school leaders to enable them to share the ideas and experiences about the concept of Professional Learning Communities. The Training Department within the Educational Directorate of Bani Kinanah needs to get over from all difficulties related to logistics and support the school leaders' Professional Development Programs related to Professional Learning Communities and making sure that the timing of the training is appropriate, the amount that paid to cover expenses of food and drinks are enough and the presence of incentives for attending the training.

The (external or internal) training about the concept of Professional Learning Communities should be continuous within the Educational Directorate of Bani Kinanah.

### **Implications for School Leaders**

The current study indicated some procedures that can be implemented by the school leaders within the Educational Directorate of Bani Kinanah to ensure promoting the

characteristics of Professional Learning Communities in public secondary schools. The school leaders need to ensure the existence of clear common goals, vision, values and mission for all educators at the school related to the students' learning and enable teachers to be involved in the designing process of school's common goals, vision, values and mission. The school leaders need to ensure that the collaboration among educators within schools is organized and implemented through a reliable plan. School leader needs to create the suitable environment to foster the collaborative culture among the school and to eliminate the reasons that prevent some educators to be involved in teamwork such as the massive amount of responsibility and workloads, lack of awareness about the importance of collaboration, absence of attractive environment, personal reasons and the lack of resources. Moreover, The school leaders should support and facilitate the systematic collective inquiry by all educators about the current reality of the school and the recommended best educational practices and get rid of any obstacles related to collective inquiry such as lack of teachers' educational research skills, lack of awareness regarding the importance of collective inquiry for students learning, lack of desire for teamwork by some teachers and the work responsibilities of teachers. In addition, The school leaders need to motivate teachers to increase their tendency toward "action orientation where learning is by doing" through the following: motivate teachers to solve their problems without transfer them to the school leadership, find the regulations that motivate teacher to be "action orientated", allocate the required time and logistics. Furthermore, the school leaders need to support the continuous improvement of all teachers. The school leaders also need to ensure that teachers document the results of all activities related to the student

learning and the process of documentation should not be limited to the students' scores only.

### **Implications for Teachers**

The current study indicated to some procedures that can be implemented by teachers within the Educational Directorate of Bani Kinanah in order to promote the characteristics of Professional Learning Communities in public secondary schools.

Teachers need to understand the significance of operating their schools as Professional Learning Communities and how this can positively impact their professional development and the students learning outcomes. teachers need to make sure that they are working according to clear common goals, vision, values and mission for all educators at the school related to the students' learning and to be involved in the designing process of these elements. Teachers need to understand the importance of the collaboration among them and how the presence of organized collaborative culture can enhance students learning outcomes because they can share and employ their precious experiences. Teachers need to realize the importance of systematic collective inquiry about the current reality of the school and the recommended best educational practices by implementing the appropriate inquiry methods and utilizing the correct tools. Teachers need to increase their tendency toward "action orientation where learning is by doing" without transferring the problems to the school leadership. Teachers require understanding that commitment to continuous improvement is essential for them as educators since the nature of teaching profession based on responding to the dynamic changes. Teachers need to avoid the randomness of results orientation and document the results of all activities related to the student learning



and the process of documentation should not be limited to the students' scores because this can be beneficial for the students learning as it can provide the needed information for planning and school reform process.

## **5.5 Limitations**

The limitations of the study can be defined as the boundaries and unmanageable issues that hinder the research progression or its results (kumar, 2011). The key limitation for this study is the lack of literature about concept of Professional Learning Communities in the Arab countries. As the concept of Professional Learning Communities appeared initially in the American educational system, there is a scarceness of the studies' number about the concept of Professional Learning Communities among the educational field in Jordan. Some countries in Asia started to utilize Professional Learning Communities as a design which can improve the collaboration level at the schools and improve the learning environment (Hairon & Dimmock, 2012). The current study also limited to the teachers and school leaders who work only during the academic year 2019-2020 at the secondary public schools within the Educational Directorate of Bani Kinanah. Besides, it is not possible to generalize the results to the remainder Jordanian public schools or to the private schools within the same directorate. Since this study used questionnaires, semi-structure interviews methods of data collection, all results can be affected by many factors such as integrity, openness, honesty and participants' job satisfaction. Furthermore, the quantitative and qualitative findings depend on the researcher's skills in implementing all procedures and steps of this study appropriately and correctly. Yet, such limitations are common in mixed method studies.

### **Scope for Further Studies**

1. As the number of the studies about the concept of Professional Learning Communities is limited among the educational field in Jordan or Arab countries, it is recommended to conduct more studies about such crucial concept.
2. The researcher of the current studies believes that the concept of Professional Learning Communities can be beneficial if implemented within other educational, developmental and humanitarian organizations such as: special needs centres; youth development clubs, childhood care organizations refugees support organization etc.
3. The current study utilized the cross-sectional survey as a quantitative tool of data collection and the semi-structured interviews as qualitative tools. Therefore, the further mixed methods studies can use more data collection tools such as document analysis and observation which may lead to different understanding.
4. Further studies in the Arab countries can be conducted to explore the impact of Professional Learning Communities on students' outcomes, organizational structure, interpersonal relationship and team dynamic.
5. To replicate the current study within other public educational directorates and the private education sector in Jordan.

### **5.5 Concluding Note**

Delivering effective Professional Development Programs on the characteristics of Professional Learning Communities for the school leaders' of all Educational Directorates within The Hashemite Kingdom of Jordan is recommended since it can positively impact

their schools' reform mission and enhance the student's results through reinforcing teachers' collaboration and delivering the needed professional development for them.

This study primarily aims to investigate the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of Professional Learning Communities in Jordan public secondary schools, through collecting and understanding the Principals' and teachers' Perceptions and Practices. Thus, the research questions of this study include two questions that guide the study to achieve its purpose as follows: What are the school leaders' and teachers' perceptions and practice of the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of Professional Learning Communities at Jordanian public secondary schools? To what extent do demographic differences among participants account for the effectiveness of school leaders' Professional Development Programs in promoting the characteristics of Professional Learning Communities at Jordanian public secondary schools? In general, the study could achieve the main purpose and answer all research questions.

Professional Learning Communities is defined as the commitment of continuous collaboration between all educators from different disciplines and positions toward improving the students learning outcomes by implementing and practicing a group of characteristics and procedures (Dufour, Dufour&Eaker, 2008;Hord, 1997; Brookhart 2009; Huffman & Jacobson, 2003). Implementing the concept of Professional Learning Communities required a systematic method that cannot work without knowing Professional Learning Communities essential characteristics. Consequently, Hord (1997) five dimensions are outlined with the following characteristics in order to operate any school as Professional Learning Communities: (1) the leadership of the school must be shared and

Supportive; (2) the educators of the school must have Shared Values and Vision; (3) all educators of the school must learn and apply their new knowledge collectively, (4) the educators of the school must have Shared Personal Practice and (5) the school must show Supportive Conditions and Relationships. Similarly, Dufour, Dufour, and Eaker (1998) pointed out to six vital characteristics for Professional Learning Communities which includes the following: (1) the existence of shared mission, vision, values, and goals at the school (2) practicing a culture of collaboration that focuses on students and teacher learning (3) understanding current reality and the opportunities of improvement for the school by using the collective inquiry, (4) all educators must be action- orientated, (5) all educators must be committed to the continuous improvement of their school, (6) the planning process of school must be directed by results. The main purpose of Professional Learning Communities is to improve the educational achievements of the students and the educators' performance which comply with the primary goals of education (Cox, 2011; Dufour, Dufour, and Eaker 2008; Carter, 2008; Fullan, 2005; McLaughlin & Talbert, 2001). Moreover, Hord (1997) mentioned the following benefits of Professional Learning Communities: achieving the required equity in learning between the students, reducing the rate of dropout and absenteeism of the students and leading to an obvious improvement in students results in some subjects such as science, math and history. Furthermore, operating the school as a Professional Learning Communities one can promote a new productive culture and avoid any features of the traditional school that characterized by teachers' isolation, the absence of clear and distributed vision or values, Nonexistence of planning and the randomness of the strategies (Eaker, 2002). Consequently, implementing the characteristics of Professional Learning Communities is recommended as an effective

solution for the schools with low performance since it can develop the teaching techniques of educators and enhance the outcomes of students learning (Little, 2002).

The role of school leadership is crucial in operating the school according to the concept of Professional Learning Communities as it can support the students' growth (Zepeda, 2013). In addition, the principal can play a significant role in creating the appropriate conditions to foster the collaboration of educators and student learning (Fullan, 2007; Kouzes and Posner, 2002). The current study will be informed by five theories related to leadership and adult development and learning. These theories are Social Constructivism Theory, Adult Learning Theory, Constructive-Developmental Theory of Adult Development, and Transformational Leadership Theory. The researcher of the study selected these theories according to a deep understanding of the purpose, the problem and the questions of the study (Grant & Osanloo, 2014). Furthermore, these theories are well-suited with the concept of school leaders' development Professional Learning Communities and can support and guide all stages of the study.

As we shift from the traditional approach of school leadership, the responsibilities of the school leaders have changed to include several tasks such as the supervision of the instructional methods of curriculum; observing all operations within schools and expanding the relationships between the school and the local community (Darling-Hammond, LaPointe, Meyerson, Orr, & Cohen, 2007). This new mission of school leaders emphasized the necessity of professional development as an essential component to support those leaders while executing their responsibilities (Lunenburg & Irby, 2005). For instance, Moranzo and McNulty (2005) mentions that developing the leadership skills of school leaders can increase the results of students' assessments up to 10%. Furthermore, the role of

the school leader is undeniable in achieving the success of the school (DuFour &Marzano, 2015).

The Training Department within the Educational Directorate of Bani Kinanah needs to improve the designing process of school leaders' Professional Development Programs related to Professional Learning Communities through conducting an actual needs assessment for the school leaders to determine their needs regarding the concept of Professional Learning Communities, involving the school leaders in the designing process for training related to Professional Learning Communities, and considering the social, cultural and contextual aspects of the Educational Directorate of Bani Kinanah in the content of the training. The school leaders within the Educational Directorate of Bani Kinanah need to consider some procedures to ensure promoting the characteristics of Professional Learning Communities in public secondary schools. Teachers need to understand the significance of operating their schools as Professional Learning Communities and how that can positively impact their professional development and the students learning outcomes. This study may add to the body of literature about the topic of Professional Development Programs and the Professional Learning Communities in the Arab world.

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## **APPENDICES**

### **Appendix 1 Secondary School Leaders' Questionnaire**



### **Secondary School Leaders' Questionnaire**

A. Participant Demographic Data. Please circle the appropriate answer.

Gender	Qualification
1. Female 2. Male	1. Bachelor or less 2. More than Bachelor
Year of Experience	Age
1. 15 years or less 2. More than 15 years	1. 40 years or less 2. More than 40 years

B. Professional Development Designing.

	Statement	1	2	3	4	4
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	Principals/ Vice Principals are involved in the designing process for training programs related to the concept of Professional Learning Communities.					
2.	The designing process includes an appropriate assessment of needs for the principals/ vice principals regarding the concept of Professional Learning Communities.					
3.	The content of the training is compatible with the objectives of the Educational Directorate of Bani Kinanah.					
4.	The content of the training considers the findings of the educational research regarding the best-recommended practices related to the concept of Professional Learning					

	Communities.					
5.	The content of the training considers the social, cultural and contextual aspects of the Educational Directorate of Bani Kinanah.					

### C. Professional Development Delivering.

	Statement	1	2	3	4	4
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	The training delivered by expert trainer who is knowledgeable about the concept of Professional Learning Communities.					
2.	The instructor/trainee ratio was appropriate.					
3.	The trainer utilized an effective instructional techniques.					
4.	The trainer considered the individual differences among the trainees.					
5.	The trainees were able to share their knowledge, Issues and experiences from the field.					

### D. Professional Development Evaluation.

	Statement	1	2	3	4	4
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	At the end of the training program, an assessment has been conducted for the trainees to assess their level of					

	learning about the concept of Professional Learning Communities.					
2.	The trainees have been asked to give their feedback and perceptions about the training aid and the logistics.					
3.	The trainees have been asked to give their feedback and perceptions about the instructional methods that used by the trainer.					
4.	The trainees have been asked to give their feedback and perceptions about the time and the location of the training.					
5.	The trainees have been asked to give their recommendations which can improve the training in general.					

E. Follow up visits after Professional Development Programs.

	Statement	1	2	3	4	4
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	The training department follows up the principals after the course to determine the extent of implementing the training outcomes related the concept of Professional Learning Communities.					
2.	The training department collects the comments and observations from the field related to the concept of Professional Learning Communities to utilize them in the future training.					
3.	The training department conducts a remedial training for the principals who still need more information about the concept of Professional Learning					

	Communities.					
4.	All principals/vice principals can easily communicate with the trainer after the training for more inquiry and support regarding the concept of Professional Learning Communities.					
5.	All principals/vice principals from different schools within the Educational Directorate of Bani Kinanah can easily communicate among each other to share their ideas and experiences about the concept of Professional Learning Communities.					

#### F. Professional Development Logistics and Support

	Statement	1	2	3	4	4
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	All required training aids were available during the training.					
2.	The location of the training was appropriate and comfortable.					
3.	The timing of the training was appropriate and comfortable.					
4.	The training department delivered food and drinks during the training or the trainees have been paid to cover these expenses.					
5.	All principals/vice principals received financial reward for attending the training.					

G. Professional Development impact on the performance of educators and student learning.

	Statement	1	2	3	4	4
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	I felt that the training about the concept of Professional Learning Communities positively impacted my performance, skills and knowledge.					
2.	I felt that the training about the concept of Professional Learning Communities positively impacted the students learning outcomes.					
3.	I felt that the training about the concept of Professional Learning Communities positively impacted the school culture and teachers performance.					
4.	I felt that the training about the concept of Professional Learning Communities positively impacted the teamwork and collegial relationship between the teachers.					
5.	I felt that the training about the concept of Professional Learning Communities positively impacted the school capacity to deal with dynamic challenges.					

H. Professional Development continuity.

	Statement	1	2	3	4	4
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	The training about the concept of Professional Learning Communities is conducted frequently as continuous					

	training.					
2.	We have continuous professional development at our school for all educators.					
3.	I continuously identify the teachers' professional needs that required to operate our school as Professional Learning Community.					
4.	We don't have any obstacles or issues that prevent the continuity of professional development at our school.					
5.	All Professional Development Programs about the concept of Professional Learning Communities are compulsory for all educators.					

## **Appendix 2 Secondary School Teacher Questionnaire**

### **Secondary School Teacher Questionnaire**

A. Participant Demographic Data: Please circle the appropriate answer.

Gender	Qualification
3. Female 4. Male	3. Bachelor or less 4. More than Bachelor
Years of Experience	Age
3. 1 - 5 4. 6 -10 5. 11- 15 6. 16- above	3. 40 years or less 4. More than 40 years

B. The presence of common goals, vision, values and mission for all educators at the school related to the students' learning.

	Statement	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
1.	There are common goals we want to accomplish at our school.					
2.	We work according to a clear vision which is known by all educators at our school.					
3.	All educators at our school seek to achieve a group of educational values.					
4.	There is a clear educational mission which is agreed by all educators within the school.					
5.	All educators at our school are involved in the process of writing the common goals, vision, values and mission.					

C. The presence of collaborative culture among educators.

	<b>Statement</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
1.	We work as a team with no isolation from each other.					
2.	Every teacher at our school is familiar with the teaching methods and techniques utilized by other teachers from different disciplines.					
3.	We share experiences and knowledge among each other to enhance the learning outcomes for our students.					
4.	The current concepts, behavior and habits of teachers foster the teamwork.					
5.	Every teacher is aware of his/her responsibilities within the team.					

D. The extent of implementing collective inquiry by all educators about the current reality of the school and the recommended best educational practices.

	<b>Statement</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
1.	All educators conduct a collective inquiry about the current reality of the school.					
2.	All educators conduct a collective inquiry about the recommended best educational practices.					
3.	All educators participate in designing a collective plan to cover the different needs of students.					



4.	All educators collect and analyze the available data to evaluate the effectiveness of the implemented strategies.					
5.	Our collective inquiry based on dialogue and respect for diverse views.					

E. The extent of Action orientation where all educators learn by doing.

	<b>Statement</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
1.	All educators tend to transfer their aspirations and thoughts into real practices within the school.					
2.	All educators believe in taking actions and working to increase their knowledge and experiences.					
3.	All educators at our school consider themselves learners.					
4.	All educators utilize what they learn by doing in setting the improvement plan for the school that connected to the students learning.					
5.	All educators believe that collaboration and collective inquiry will not be beneficial without working and taking actions.					

F. A commitment to continuous improvement.

	<b>Statement</b>	<b>Strongly</b>	<b>Disagree</b>	<b>Neither agree or</b>	<b>Agree</b>	<b>Strongly</b>
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		<b>disagree</b>		<b>disagree</b>		<b>agree</b>
1.	All educators are committed to the continuous improvement of their students.					
2.	All educators realize the relationship between the continuous professional development that they receive and their students' learning outcomes.					
3.	All educators receive an internal professional development training at our school that cover our actual professional needs.					
4.	All educators participate in the process of designing their Professional Development Programs inside our school.					
5.	All educators participate in systematic and continuous processes to develop the current levels of the student learning.					

G. Results orientation.

	<b>Statement</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
1.	All educators understand that results are the most reliable evidence of student's improvement.					
2.	All educators continuously involve in the assessment processes that include all educational activities at the school.					
3.	We have an efficient process to document and save all results of					

	activities and initiatives at the school.					
4.	The decision- making process at our school is based on the available results.					
5.	All educators are permitted to access to the results.					

#### H. School Leadership

	<b>Statement</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
1.	The principal at our school continuously ensure that all educators understand the school's common goals, vision, values and mission related to the students' learning.					
2.	The principal promotes collaborative culture among educators.					
3.	The principal follows up the implementing collective inquiry by all educators about the current reality of the school and the recommended best practice.					
4.	The principal foster the action orientation where all educators learn by doing.					
5.	The principal facilitates all requirements that encourage all educators to be committed to the continuous improvement.					
6.	The principal ensures that all educators working according the available results.					

### **Appendix 3 Arabic Copy of Secondary School Leaders' Questionnaire**

**استبيان مدير/ مساعد مدير مدرسة ثانوية**

السادة المدراء ومساعدى المدراء فى المدارس الثانوية فى مديرية التربية والتعليم للواء بني كنانة المحترمون.

تحية طيبة وبعد.....

إن هذا الاستبيان جزء من دراسة للحصول على درجة الدكتوراة في ( الإدارة والقيادة والسياسات التربوية) والتي تهدف إلى التعرف على ( وجهات نظر وممارسات القادة التربويين والمعلمين في المدارس الثانوية حول فاعلية برامج التطوير المهني المتعلقة بمفهوم مجتمعات التعلم المهنية). إن فكرة مجتمعات التعلم المهنية مبنية على التزام مجموعة من التربويين بالعمل كفريق وتطوير قدراتهم وإمكاناتهم والقيام بالاستقصاء الجماعي بشكل مستمر واتخاذ الإجراءات المناسبة من أجل تحسين مخرجات التعلم لطلبتهم. إن مشاركتكم في تعبئة هذه الاستبانة هي محل تقديرنا والتي سيكون له الأهمية الكبيرة في تحقيق أغراض هذه الدراسة و تحسين الممارسات المهنية في المدارس الثانوية في لواء بني كنانة. ويؤكد الباحث بأنه سيتم التعامل مع البيانات المقدمة من قبلكم بسرية تامة وسيقتصر استخدامها على تنفيذ التحليل الإحصائي للأغراض البحثية في الدراسة الحالية. إذا كان لديك أية استفسارات تتعلق بموضوع الدراسة أو فقرات الاستبيان ، فيرجى التواصل مع الباحث عبر البريد الإلكتروني [20170028@student.buid.ac.ae](mailto:20170028@student.buid.ac.ae) أو الهاتف 00791558507631.

في حال موافقتك على المشاركة يرجى التوقيع على هذا النموذج.

التوقيع: \_\_\_\_\_ التاريخ: / /

مع الشكر الجزيل لتعاونكم .

الباحث رامي عبدالله

طالب دكتوراة/ الجامعة البريطانية في دبي.

أ. البيانات الشخصية ( الديمغرافية) للمشاركة: الرجاء وضع دائرة حول الخيار المناسب.

الجنس	المؤهل العلمي
1. أنثى 2. ذكر	1. بكالوريوس أو أقل 2. أكثر من درجة البكالوريوس
سنوات الخبرة	العمر
1. 15 أو أقل 2. أكثر من 15 سنة	1. 40 سنة أو أقل 2. أكثر من 40 سنة

ب. تصميم برنامج التطوير المهني.

الفقرات	1	2	3	4	5

		غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة
1.	يشارك المدراء/ مساعدي المدراء في عملية تصميم برامج التدريب المتعلقة بمفهوم مجتمعات التعلم المهنية.					
2.	تتضمن عملية التصميم تنفيذ تقييم احتياجات للمدراء/مساعدي المدراء حول مفهوم مجتمعات التعلم المهنية بالشكل المناسب.					
3.	يتوافق محتوى التدريب مع أهداف مديرية التربية والتعليم للواء بني كنانة.					
4.	يراعي محتوى التدريب نتائج الأبحاث التربوية حول أفضل الممارسات الموصى بها المتعلقة بمفهوم مجتمعات التعلم المهنية.					
5.	يراعي محتوى التدريب النواحي الاجتماعية والثقافية والبيئية المحيطة في مديرية التربية والتعليم للواء بني كنانة.					

ج. تنفيذ برنامج التطوير المهني.

	الفقرات	1	2	3	4	5
		غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة
1.	يتم تنفيذ التدريب بواسطة مدرب خبير والذي يمتلك المعرفة حول مفهوم مجتمعات التعلم المهنية.					
2.	كانت نسبة (المدرّب/ للمتدربين) مناسبة.					
3.	استخدم المدرّب أساليب تدريب فعّالة.					

4.	راعى المدرب الفروق الفردية بين المتدربين.					
5.	كان بمقدور المتدربين تشارك المعلومات والمشكلات والخبرات من الميدان التربوي.					

د. تقييم برنامج التطوير المهني.

5	4	3	2	1	الفقرات	
موافق بشدة	موافق	محايد	غير موافق	غير موافق بشدة		
					1. تم إجراء تقييم للمتدربين في نهاية البرنامج التدريبي لقياس مستوى تعلمهم حول مفهوم مجتمعات التعلم المهنية.	
					2. تم الطلب من المتدربين أن يقدموا ملاحظاتهم و وجهات نظرهم حول مساعدات التدريب والموارد اللوجستية.	
					3. تم الطلب من المتدربين أن يقدموا ملاحظاتهم و وجهات نظرهم حول أساليب التدريب المستخدمة من قبل المدرب.	
					4. تم الطلب من المتدربين أن يقدموا ملاحظاتهم و وجهات نظرهم حول وقت وموقع التدريب.	
					5. تم الطلب من المتدربين أن يقدموا توصياتهم التي يمكن من خلالها تحسين التدريب بشكل عام.	

هـ. زيارات المتابعة بعد برامج التطوير المهني.

5	4	3	2	1	الفقرات	
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		غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة
1.	يتابع قسم التدريب المدراء بعد الدورة لتحديد مدى تطبيق مخرجات التدريب المتعلقة بمفهوم مجتمعات التعلم المهنية.					
2.	يقوم قسم التدريب بجمع الملاحظات والمشاهدات من الميدان المتعلقة بمفهوم مجتمعات التعلم المهنية واستخدامها في التدريب في المستقبل.					
3.	يقوم قسم التدريب بتنفيذ تدريب إضافي للمدراء الذين لا يزالون بحاجة لمزيد من المعلومات حول مفهوم مجتمعات التعلم المهنية.					
4.	يمكن لكافة المدراء التواصل بسهولة مع المدرب بعد الانتهاء من التدريب لمزيد من الاستفسار أو الدعم حول مفهوم مجتمعات التعلم المهنية.					
5.	يمكن لكافة المدراء التابعين لمدارس مختلفة ضمن مديرية التربية والتعليم للواء بني كنانة التواصل بسهولة مع بعضهم البعض لتشارك المعلومات والأفكار والخبرات حول مفهوم مجتمعات التعلم المهنية.					

و. الموارد اللوجستية والدعم لبرنامج التطوير المهني.

	الفقرات	1	2	3	4	5
		غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة
1.	كانت كافة وسائل التدريب اللازمة متوفرة خلال التدريب.					
2.	كان موقع التدريب ملائم ومريح.					



3.					كان توقيت التدريب ملائم ومريح.	
4.					قدم قسم التدريب الطعام والشراب خلال التدريب، أو تم دفع مبالغ مالية للمتدربين لتغطية هذه النفقات.	
5.					استلم كافة المدراء حوافز مالية بدل حضورهم التدريب.	

ز. أثر برنامج التطوير المهني على أداء التريبيين و تعلم الطلاب.

5	4	3	2	1	الفقرات	
موافق بشدة	موافق	محايد	غير موافق	غير موافق بشدة		
					1. شعرت أن التدريب حول مفهوم مجتمعات التعلم المهنية أثر بشكل إيجابي على أدائي ومهاراتي ومعلوماتي.	
					2. شعرت أن التدريب حول مفهوم مجتمعات التعلم المهنية أثر بشكل إيجابي على مخرجات تعلم الطلاب.	
					3. شعرت أن التدريب حول مفهوم مجتمعات التعلم المهنية أثر بشكل إيجابي على ثقافة المدرسة وأداء المعلمين.	
					4. شعرت أن التدريب حول مفهوم مجتمعات التعلم المهنية أثر بشكل إيجابي على العمل الجماعي وعلاقة الزمالة بين المعلمين.	
					5. شعرت أن التدريب حول مفهوم مجتمعات التعلم المهنية أثر بشكل إيجابي على قدرة المدرسة في التعامل مع التحديات المستمرة.	

ح. استمرارية برامج التطوير المهني.

5	4	3	2	1	الفقرات	
موافق بشدة	موافق	محايد	غير موافق	غير موافق بشدة		
					1. يتم عقد التدريب حول مفهوم مجتمعات التعلم المهنية كتدريب مستمر.	
					2. يوجد لدينا برامج تطوير مهني مستمرة في مدرستنا لكافة التربويين.	
					3. أقوم بشكل مستمر بتحديد احتياجات المعلمين المهنية اللازمة لعمل مدرستنا كمجتمع تعلم مهني.	
					4. لا يوجد أي معوقات أو مشاكل تمنع استمرارية برنامج التطوير المهني المستمر في مدرستنا.	
					5. كافة برامج التطوير المهني حول مفهوم مجتمعات التعلم المهنية هي إجبارية لكافة التربويين.	

شكرا جزيلا لكم على مشاركتكم.

#### **Appendix 4 Arabic Copy of Secondary School Teacher' Questionnaire**

##### **استبيان معلمي المدارس الثانوية**

السادة المعلمون في المدارس الثانوية في مديرية التربية والتعليم للواء بني كنانة المحترمون.

تحية طيبة وبعد.....

إن هذا الاستبيان جزء من دراسة للحصول على درجة الدكتوراة في ( الإدارة والقيادة والسياسات التربوية) والتي تهدف إلى التعرف على ( وجهات نظر وممارسات القادة التربويين والمعلمين في المدارس الثانوية حول فاعلية برامج التطوير المهني المتعلقة بمفهوم مجتمعات التعلم المهنية). إن فكرة مجتمعات التعلم المهنية مبنية على التزام مجموعة من التربويين بالعمل كفريق وتطوير قدراتهم وإمكاناتهم والقيام بالاستقصاء الجماعي بشكل مستمر واتخاذ الإجراءات المناسبة من أجل تحسين مخرجات التعلم لطلبتهم. إن مشاركتكم في تعبئة هذه الاستبانة هي محل تقديرنا والتي سيكون له الأهمية الكبيرة في تحقيق أغراض هذه الدراسة و تحسين الممارسات المهنية في المدارس الثانوية في لواء بني كنانة. ويؤكد الباحث بأنه سيتم التعامل مع البيانات المقدمة من قبلكم بسرية تامة وسيقتصر استخدامها على تنفيذ التحليل الإحصائي للأغراض البحثية في الدراسة الحالية. إذا كان لديك أية استفسارات تتعلق بموضوع الدراسة أو فقرات الاستبيان ، فيرجى التواصل مع الباحث عبر البريد الإلكتروني [20170028@student.buid.ac.ae](mailto:20170028@student.buid.ac.ae) أو الهاتف 00791558507631.

في حال موافقتك على المشاركة يرجى التوقيع على هذا النموذج.

التوقيع: \_\_\_\_\_ التاريخ: / /

مع الشكر الجزيل لتعاونكم .

الباحث رامي عبدالله

طالب دكتوراة/ الجامعة البريطانية في دبي.

أ. البيانات الشخصية ( الديمغرافية) للمشاركة: الرجاء وضع دائرة حول الخيار المناسب.

الجنس	المؤهل العلمي
1. أنثى 2. ذكر	1. بكالوريوس أو أقل 2. أكثر من درجة البكالوريوس
سنوات الخبرة	العمر
1. 1 - 5 2. 6 - 10 3. 11 - 15 4. 16 - فأعلى.	1. 40 سنة أو أقل 2. أكثر من 40 سنة

ب. وجود أهداف ورؤية وقيم و رسالة مشتركة لكافة التربويين في المدرسة مرتبطة بتعلم الطلاب.

الفقرات	1	2	3	4	5
	غير موافق	غير موافق	محايد	موافق	موافق

			موافق	بشدة	
1.	يوجد مجموعة من الأهداف المشتركة التي نسعى إلى تحقيقها في مدرستنا.				
2.	نحن نعمل بناء على رؤية واضحة ومعروفة لكافة التربويين في مدرستنا.				
3.	يسعى كافة التربويين في مدرستنا إلى تحقيق مجموعة من القيم التربوية.				
4.	يوجد رسالة تربوية واضحة وتم الاتفاق عليها من قبل كافة التربويين في المدرسة.				
5.	شارك كافة التربويين في مدرستنا في عملية كتابة الأهداف والرؤية والقيم والرسالة المشتركة.				

ج. وجود ثقافة تعاونية بين التربويين.

	الفقرات	1	2	3	4	5
		غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة
1.	نحن نعمل كفريق ولا يوجد عزلة بيننا.					
2.	يعرف كل معلم في مدرستنا اساليب وطرق التدريس المستخدمة من قبل المعلمين الآخرين من مختلف التخصصات.					
3.	نتشارك الخبرات والمعرفة مع بعضنا البعض لتحسين مخرجات التعلم لطلابنا.					
4.	تشجع المفاهيم والسلوكيات والعادات الحالية للمعلمين العمل الجماعي.					
5.	يدرك كل معلم مسؤولياته ضمن الفريق.					

د. مدى تطبيق الاستقصاء الجماعي من قبل كافة التربويين حول الواقع الحالي وأفضل الممارسات الموصى بها.

5	4	3	2	1	الفقرات	
موافق بشدة	موافق	محايد	غير موافق	غير موافق بشدة		
					يقوم كافة التربويين بإجراء استقصاء جماعي حول الواقع الحالي للمدرسة.	1.
					يقوم كافة التربويين بإجراء بحث جماعي حول أفضل الممارسات التربوية الموصى بها.	2.
					يشارك كافة التربويين في تصميم خطة جماعية لتشمل احتياجات الطلاب المختلفة.	3.
					يقوم كافة التربويين بجمع وتحليل البيانات المتوفرة لتقييم فاعلية الاستراتيجيات المطبقة.	4.
					يعتمد الاستقصاء الجماعي على الحوار والاحترام لوجهات النظر المختلفة.	5.

هـ. وجود تركيز على العمل حيث يتعلم كافة التربويين بالممارسة.

5	4	3	2	1	الفقرات	
موافق بشدة	موافق	محايد	غير موافق	غير موافق بشدة		
					يميل كافة التربويين إلى تحويل طموحاتهم وأفكارهم إلى ممارسات حقيقة داخل المدرسة.	1.
					يؤمن كافة التربويين في اتخاذ الإجراءات والعمل لزيادة معلوماتهم وخبراتهم.	2.
					يعتبر كافة التربويين في مدرستنا أنفسهم كمتعلمين.	3.
					يستخدم كافة التربويين ما تعلموه بالممارسة في إعداد خطة التحسين للمدرسة والمرتبطة	4.

					بتعلم الطلاب.	
					يؤمن كافة التربويين بأنه لن يكون هنالك فائدة من التعاون و الاستقصاء الجماعي دون العمل و إتخاذ الإجراءات.	5.

و. وجود التزام بالتحسين المستمر.

5	4	3	2	1	الفقرات	
موافق بشدة	موافق	محايد	غير موافق	غير موافق بشدة		
					كافة التربويين ملتزمون بالتحسين المستمر لطلابهم.	1.
					يدرك كافة التربويين العلاقة بين برامج التطوير المهني المستمرة التي يتلقونها وبين مخرجات التعلم لطلابهم.	2.
					يتلقى كافة التربويين تدريب تطوير مهني داخلي في مدرستنا والذي يغطي احتياجاتنا المهنية الحقيقية.	3.
					يشارك كافة التربويين في عملية تصميم برامج التطوير المهني الداخلية الخاصة بهم في المدرسة.	4.
					يشارك كافة التربويين في عمليات منظمة ودائمة لتطوير مستويات تعلم الطلاب الحالية.	5.

ز. التركيز على النتائج.

5	4	3	2	1	الفقرات	
موافق	موافق	محايد	غير	غير موافق		

بشدة			موافق	بشدة	
					1. يفهم كافة التربويين أن النتائج هي أكثر دليل يمكن الإعتماد عليه لتحسن الطلاب.
					2. يشارك كافة التربويين بشكل مستمر في عمليات التقييم والتي تشمل كافة الأنشطة التربوية في المدرسة.
					3. يوجد لدينا طريقة فعالة لتوثيق وحفظ جميع نتائج الأنشطة والمبادرات التربوية في المدرسة.
					4. تعتمد عملية إتخاذ القرار في مدرستنا على النتائج المتوفرة.
					5. يسمح لكافة التربويين والوصول الإطلاع على النتائج.

#### ح. القيادة المدرسية

5	4	3	2	1	الفقرات	
موافق بشدة	موافق	محايد	غير موافق	غير موافق بشدة		
					1. يتأكد المدير في مدرستنا بشكل دائم من أن كافة التربويين يفهمون الأهداف والرؤية والقيم والرسالة المشتركة للمدرسة والمرتبطة بتعلم الطلاب.	
					2. ينشر المدير ثقافة التعاون بين التربويين.	
					3. يتابع المدير عملية تطبيق الاستقصاء الجماعي من قبل كافة التربويين حول الواقع الحالي وأفضل الممارسات الموصى بها.	
					4. يشجع المدير وجود تركيز على العمل حيث	

					يتعلم كافة التربويين بالممارسة.	
					5. يوفر المدير كافة المتطلبات التي تشجع كافة التربويين على أن يكونوا ملتزمين بالتحسين المستمر لطلابهم.	
					6. يتأكد المدير من أن كافة التربويين يعملون بناءً على النتائج المتوفرة.	

شكرا جزيلا لكم على مشاركتكم.

#### **Appendix 5 Interview Guides for Secondary School Leaders**

##### **Interview Guides for Secondary School Leaders (Principals/Vice Principals)**

Date	Duration	Location	Code



Information Background		
Position:	Qualification :	Years in current job:

## The Questions

### **General Questions:**

1. What are your main daily responsibilities?
2. How many Principals' Professional Development Programs have you attended?

### **A. Designing Professional Development.**

1. Can you tell what are the educational goals and objectives of Ministry of Education (MOE) in Jordan?
2. Were the Principal Professional Development Programs compatible with the goals and objectives of MOE? If **YES**, how? If **NO**, how?
3. Were Principals involve in the designing process for training related to Professional Learning Communities? How? Can you explain this process?
4. Is there a needs assessment for the principal conducted to determine their needs regarding the concept of Professional Learning Communities?
  - If **NO**, do you think needs assessment is important?
  - If **YES**, can you describe the format and the categories of the needs assessment? (e.g., baseline test, performance evaluation report, survey, or any assessment done by a Professional Development Committee?
5. To what extent do the content of the training considers the findings of the educational research regarding the best-recommended practices related to the concept of Professional Learning Communities?
6. How did the content of the training consider the social, cultural and contextual aspects of the Educational Directorate of Bani Kinanah?

### **B. Delivering Professional Development.**

1. What is your perception about the delivery of training about the concept of Professional Learning Communities from the following aspect?
  - The instructor/trainee ratio.
  - The performance of the trainer.

- The utilized instructional techniques.
- The consideration of individual differences among the trainees.
- The trainee's ability to share their knowledge, issues and experiences from the field.

**C. Evaluating Professional Development.**

1. Can you give some information about the assessment that has been conducted for you at the end of the training to assess your level of learning about the concept of Professional Learning Communities?
2. How, if available, does the Training Department collect the feedback, recommendations and perceptions of the trainee about the following?
  - The training aid and the logistics.
  - The instructional methods that used by the trainer.
  - The time and the location of the training.
  - Recommendations to improve the training in general.

**D. Follow-up Visits to Professional Development Programs.**

1. How the Training Department follows up the principals after the course to determine the extent of implementing the training outcomes related the concept of Professional Learning Communities?
2. What is the procedures (if any) that is used by the Training Department to collect the comments and observations from the field related to the concept of Professional Learning Communities to utilize them in the future training?
3. What is the action of the Training Department regarding the principals who still need more information about the concept of Professional Learning Communities?
4. What is you perception regarding the ability to communicate with the trainer after the training for more inquiry and support regarding the concept of Professional Learning Communities?
5. What is you perception regarding the ability to communicate with other principals from different schools within the Educational Directorate of Bani Kinanah to share the ideas and experiences about the concept of Professional Learning Communities?

**E. Professional Development Logistics and Support.**

1. What is your point of view regarding the following?
  - The availability of training aids during the training.
  - The appropriateness and comfortability of the location of the training was appropriate and comfortable.

- The appropriateness and comfortability of the timing of the training
- The availability of food and drinks during the training or the trainees have been paid to cover these expenses.
- Incentives for attending the training.

**F. Professional Development Impact on the Performance of Educators and Student Learning.**

1. How you describe the impact of professional development about the concept of Professional Learning Communities on the following:

- Your performance, skills and knowledge.
- The students' outcomes.
- The school culture and teachers performance.
- The teamwork and collegial relationship between the teachers.
- The school capacity to deal with dynamic challenges.

**G. Professional Development Continuity.**

1. How often is the training about the concept of Professional Learning Communities conducted?
2. Can you give examples of continuous professional development that you have at your school for all educators?
3. How you as a principal continuously identify the teachers' professional needs that required to operate our school as Professional Learning Community?
4. What are (if any) the obstacles or issues that prevent the continuity of professional development at our school?

**Appendix 6 Interview Guides for Secondary School Teachers**

**Interview Guides for Secondary School Teachers**

Date	Duration	Location	Code
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<b>Information Background</b>			
<b>Years of Experience</b>	<b>Gender</b>	<b>Area</b>	

## The Questions

### General Questions:

3. Can you tell me about your main responsibilities?
4. Have you ever heard of the concept of Professional Learning Communities?
- I. **Component 1:** The presence of common goals, vision, values and mission for all educators at the school related to the students' learning.
  1. Do you have common goals, vision, values and mission at your school? (If the answer is **NO** to question 1 go to question 7)
  2. Can you list your school's "common goals, vision, values and mission"?
  3. Did you participate in the development/design process of your school's "common goals, vision, values and mission" at your school?
  4. What is your perception about the impact of having your school's "common goals, vision, values and mission" on student learning?
  5. What are the activities that you practice as an educator to achieve your school's "common goals, vision, values and mission"?
  6. What are the factors that support the existence of common goals, vision, values and mission at your school?
  7. What is your perception about the impact of your school **NOT** having "shared mission, vision, values and goals; and what is your perception about the impact of this absence on students learning?
- J. **Component 2:** The presence of collaborative culture among educators.
  1. Do you have "collaborative culture with a focus on learning" at your school? (If the answer is **NO** to question 1 go to question 6)
  2. How do you perceive the impact of "collaborative culture" on students learning?
  3. To what extent do teachers practice a "collaborative culture with a focus on learning" at your school? And how? (i.e., list examples)
  4. Is this "collaborative culture" organized or random? How? (i.e., list examples)

5. What are the factors that support practicing a “collaborative culture with a focus on learning” at your school?
  6. What are the reasons that prevent you as teachers to practice a “collaborative culture with a focus on learning” at your school?
- K. **Component 3:** The extent of implementing collective inquiry by all educators about the current reality of the school and the recommended best educational practices.
1. To what extent do the educators at your school conduct a collective inquiry about the current reality of the school and the recommended best educational practices?
  2. Do you have a collective plan to cover the different needs of students? If **YES**, can you elaborate on the collection plan? If **NO**, can you elaborate on why you don’t have a collective plan?
  3. Please provide comment to the following statement: “All educators at our school collect and analyse the available data to evaluate the effectiveness of the implemented educational strategies”. If the answer is positive: ask the participant to explain “how”? If the answer is negative: ask the participant to explain “the reasons”.
  4. How would you describe the relationship between educators at your school?
  5. What is your perception about the impact of practicing a collective inquiry by all educators about the current reality of the school and the recommended best educational practices on the students learning?
  6. What are the factors that support practicing a collective inquiry by all educators about the current reality of the school and the recommended best educational practices at your school?
- L. **Component 4:** The extent of Action orientation where all educators learn by doing.
1. How do you see the teacher tendency toward “action orientation where learning is by doing”?
  2. What do you think of the influence of “action orientation where learning is by doing” on students outcomes? If the answer is negative: ask the participant what are the obstacles that prevent you as teachers to be “action orientated”?

**Component 5:** Commitment to continuous improvement.

1. Do you feel that teachers at your school are “committed to continuous improvement”? How? (i.e., list examples)?
2. How the teachers' “commitment to continuous improvement” could impact the students learning?
3. If the answer is negative: ask the participant what are the obstacles that prevent you as teachers to be “committed to continuous improvement”?
4. What is your recommendation to motivate teachers to be “committed to continuous improvement”?

**M. Component 6: Results orientation.**

1. To what extent do the teachers at your school document the results of any activity related to the student learning (testing)? How? (i.e., list examples)
2. Do you think “result orientation” can impact the students learning? How? (i.e., list examples)
3. If the answer is negative: ask the participant what their recommendation is to have result orientation at your school?
4. What else would you like to mention regarding the impact of Professional Learning Community components on students learning?

**Questions Related to the School’s Leadership**

1. How your principal does ensures that all educators understand the school’s “the school’s common goals, vision, values and mission related to the students”?
2. What is the procedures that your principal follows to promotes “collaborative culture” among educators at your school?
3. Does the principal follow-up on implementing collective inquiry by all educators about the current reality of the school and the recommended best educational practice? (If the answer is positive: ask the participant to explain how? If the answer is negative: ask the participant why and to explain “the reasons”).
4. Can you mention any example about how the principal foster the “action orientation where all educators learn by doing”?
5. As you know “commitment to the continuous improvement” can enhance student outcomes; can you tell how your principal facilitates all requirements that encourage educators to have this culture (commitment)?
6. How does your principal ensures that all educators working according to the available results?

**Appendix 7 Arabic Copy of the Interview Guides for Secondary School leaders**

**دليل مقابلة ( مدير / مساعد مدير ) مدرسة ثانوية**

الرمز	الموقع	مدة المقابلة	التاريخ
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بيانات المشارك			
المنطقة	الجنس	سنوات الخبرة	

الأسئلة

### أسئلة عامة:

1. ما هي مسؤولياتك اليومية في المدرسة؟
2. كم عدد برامج التنمية المهنية التي حضرتها؟

### أ. تصميم برنامج التنمية المهنية.

8. هل لك أن تخبرني ما هي الأهداف التربوية لوزارة التربية والتعليم الأردنية؟
9. هل كانت برامج التنمية المهنية للمدراء ومساعدتي المدراء متوافقة مع أهداف وزارة التربية والتعليم؟ إذا كانت الإجابة نعم ، كيف ذلك؟ وإذا كانت الإجابة لا كيف ذلك؟
10. هل شارك المدراء ومساعدتي المدراء في عملية تصميم التدريب المتعلق بمفهوم مجتمعات التعلم المهنية ؟ كيف ذلك؟ هل لك أن تشرح لي هذه العملية؟
- هل تم إجراء تقييم احتياجات للمدراء ومساعدتي المدراء حول مفهوم مجتمعات التعلم المهنية بالشكل المناسب؟
- إذا كانت الإجابة لا ، هل تعتقد أن تقييم الاحتياجات مهم؟
- إذا كانت الإجابة نعم ، هل يمكنك أن تشرح نموذج وعناصر تقييم الاحتياجات الذي تم تنفيذه؟
- ( مثلا ، اختبار مستوى أو تقرير تقييم أداء أو استبيان أو تقييم تم تنفيذه من قبل اللجنة المسؤولة عن التنمية المهنية؟
11. إلى أي مدى يراعي محتوى التدريب نتائج الأبحاث التربوية حول أفضل الممارسات الموصى بها المتعلقة بمفهوم مجتمعات التعلم المهنية؟
12. كيف راعي محتوى التدريب النواحي الاجتماعية والثقافية والبيئة المحيطة في مديرية التربية والتعليم للواء بني كنانة؟

### ب. تنفيذ برنامج التنمية المهنية

1. ما هي وجهة نظرك حول تنفيذ التدريب حول مفهوم مجتمعات التعلم المهنية من النواحي التالية:
- نسبة المدرب / للمتدربين

- أداء المدرب.
- أساليب التدريب المستخدمة.
- مراعاة الفروق الفردية بين المتدربين.
- قدرة المتدربين على تشارك المعلومات والمشكلات والخبرات من الميدان التربوي.

### ج. تقييم برنامج التنمية المهنية.

1. هل لك أن تقدم بعض المعلومات عن التقييم الذي أجري في نهاية التدريب لقياس مستوى تعلمك حول مفهوم مجتمعات التعلم المهنية؟
2. كيف تم جمع التغذية الراجعة ( إذا كان ذلك متوفراً ) والتوصيات ووجهات النظر من المتدربين حول ما يلي:
  - مساعدات التدريب والموارد اللوجستية.
  - أساليب التدريب المستخدمة من قبل المدرب.
  - توقيت و موقع التدريب.
  - التوصيات لتحسين التدريب بشكل عام.

### د. زيارات المتابعة بعد برنامج التنمية المهنية.

1. كيف يتابع قسم التدريب المدراء والمساعدين بعد الدورة لتحديد مدى تطبيق مخرجات التدريب المتعلقة بمفهوم مجتمعات التعلم المهنية؟
2. ماهي الإجراءات ( إن وجد ) المستخدمة من قبل قسم التدريب لجمع الملاحظات والمشاهدات من الميدان المتعلقة بمفهوم مجتمعات التعلم المهنية واستخدامها في التدريب في المستقبل؟
3. ما هو الإجراء المتبع من قبل قسم التدريب بخصوص المدراء والمساعدين الذين لا يزالون بحاجة لمزيد من المعلومات حول مفهوم مجتمعات التعلم المهنية؟
4. ما هو انطباعك بخصوص القدرة على التواصل مع المدرب بعد الانتهاء من التدريب لمزيد من الاستفسار أو الدعم حول مفهوم مجتمعات التعلم المهنية؟
5. ما هو انطباعك بخصوص القدرة على التواصل مع المدراء و المساعدین الآخرين من مدارس مختلفة ضمن مديرية التربية والتعليم للواء بني كنانة لتشارك المعلومات والإفكار والخبرات حول مفهوم مجتمعات التعلم المهنية؟

### هـ. الموارد اللوجستية والدعم لبرنامج التنمية المهنية.

1. ما هي وجهة نظرك بخصوص ما يلي:
  - توفر مساعدات التدريب خلال التدريب.



- مدى ملائمة وراحة موقع التدريب.
- مدى ملائمة وراحة توقيت التدريب.
- توفر الطعام والشراب خلال التدريب، أو تم دفع مبالغ مالية للمتدربين لتغطية هذه النفقات.
- حوافز مالية بدل حضور التدريب.

**و. أثر برنامج التنمية المهنية على أداء التربويين و تعلم الطلاب.**

1. كيف تصف تأثير برنامج التنمية المهنية حول مفهوم مجتمعات التعلم المهنية على ما يلي:
  - أدائك ومهاراتك ومعلوماتك.
  - مخرجات تعلم الطلاب.
  - ثقافة المدرسة وأداء المعلمين.
  - العمل الجماعي وعلاقة الزمالة بين المعلمين.
  - قدرة المدرسة على التعامل مع التحديات المستمرة.

**ز. استمرارية برامج التنمية المهنية.**

1. كم مرة يتم عقد التدريب حول مفهوم مجتمعات التعلم المهنية؟
2. هل لك أن تعطي أمثلة عن التنمية المهنية المستمرة الموجودة في مدرستكم؟
3. كيف تحدد كمدير بشكل مستمر الاحتياجات المهنية للمعلمين اللازمة لعمل مدرستكم كمجتمع تعلم مهني؟
4. ما هي المعوقات ( إن وجدت) أو المشاكل التي تمنع استمرارية التنمية المهنية في مدرستكم؟

**Appendix 8Arabic Copy of the Interview Guides for Secondary School Teachers**

**دليل مقابلة معلم مدرسة ثانوية**

التاريخ	مدة المقابلة	الموقع	الرمز
بيانات المشارك			
سنوات الخبرة	الجنس	المنطقة	

#### الأسئلة

#### أسئلة عامة:

هل لك أن تخبرني من فضلك عن مسؤوليات عملك الرئيسية؟

هل سمعت من قبل عن مفهوم مجتمعات التعلم المهنية؟

#### أ. وجود أهداف ورؤية وقيم ومهمة لكافة التربويين في المدرسة مرتبطة بتعلم الطلاب.

13. هل يوجد أهداف ورؤية وقيم ومهمة في مدرستكم؟ (إذا كانت الإجابة لا أنتقل للسؤال رقم 7).
14. هل يمكنك أن تذكر الأهداف والرؤية والقيم والمهمة المشتركة؟
15. هل شاركت في عملية تطوير وتصميم الأهداف والرؤية والقيم والمهمة المشتركة لمدرستك؟
16. ما هي وجهة نظرك حول تأثير وجود أهداف ورؤية وقيم ومهمة مشتركة في مدرستكم على تعلم الطلاب؟
17. ما هي الأنشطة التي تمارسها كترابي لتحقيق الأهداف والرؤية والقيم والمهمة المشتركة لمدرستك؟
18. ماهي العوامل التي تدعم وجود أهداف ورؤية وقيم ومهمة في مدرستكم؟
19. ما هي وجهة نظرك حول تأثير عدم وجود أهداف ورؤية وقيم ومهمة مشتركة في مدرستكم ، وما هي وجهة نظرك حول أثر ذلك على تعلم الطلاب؟

#### ب. وجود ثقافة تعاونية بين التربويين.

2. هل يوجد في مدرستكم "ثقافة تعاونية مع التركيز على التعلم" ؟ إذا كانت الإجابة لا أنتقل للسؤال رقم 6).
3. كيف ترى تأثير " الثقافة التعاونية" بين التربويين على تعلم الطلاب.
4. إلى أي مدى يمارس المعلمون في مدرستكم " ثقافة تعاونية مع التركيز على التعلم ؟ كيف ؟ ( أذكر أمثلة).

5. هل هذه " الثقافة التعاونية " منظمة أم عشوائية؟ وكيف؟ ( أذكر أمثلة).
6. ما هي العوامل التي تدعم ممارسة "ثقافة تعاونية مع التركيز على التعلم" في مدرستكم؟
7. ما هي الأسباب التي تمنع المعلمين من ممارسة "ثقافة تعاونية مع التركيز على التعلم" في مدرستكم؟

**ج. مدى تطبيق البحث الجماعي من قبل كافة التربويين حول الواقع الحالي وأفضل الممارسات التربوية الموصى بها**

7. إلى أي مدى يقوم التربويون في مدرستكم بتنفيذ بحث جماعي حول الواقع الحالي وأفضل الممارسات التربوية الموصى بها؟
8. هل وضعت خطة جماعية لتلبية الاحتياجات المختلفة للطلاب؟ إذا كانت الإجابة نعم ، هل لك أن تشرح أكثر عن الخطة الجماعية؟ إذا كانت الإجابة لا ، هل لك أن تشرح أكثر حول سبب عدم وجود خطة جماعية؟
9. من فضلك ، ماهو تعليقك حول الجملة التالية: " يقوم كافة التربويون في مدرستنا بجمع وتحليل البيانات المتوفرة لتقييم فاعلية الاستراتيجيات التربوية المطبقة" إذا كانت الاجابة إيجابية : اسأل المشارك أن يشرح كيف ذلك؟ وإذا كانت الإجابة سلبية أطلب من المشارك شرح الأسباب.
10. كيف تصف العلاقة بين التربويين في مدرستكم؟
11. ما هي وجهة نظرك حول تأثير البحث الجماعي من قبل كافة التربويين حول الواقع الحالي وأفضل الممارسات التربوية الموصى بها على تعلم الطلاب؟
12. ما هي العوامل التي تدعم البحث الجماعي من قبل كافة التربويين حول الواقع الحالي وأفضل الممارسات التربوية الموصى بها في مدرستكم؟

**د. وجود توجه إجرائي حيث يتعلم كافة التربويين بالممارسة.**

3. كيف ترى ميل المعلمين نحو " التوجه الإجرائي حيث يتعلم كافة التربويين بالممارسة"
4. ماهو اعتقادك حول تأثير التوجه الإجرائي حيث يتعلم كافة التربويين بالممارسة على مخرجات تعلم الطلاب؟ إذا كانت الإجابة سلبية : اسأل المشارك عن المعوقات التي تمنعكم كمعلمين من أن يكون لديكم " توجه إجرائي".

**هـ. وجود التزام بالتطوير المستمر.**

5. هل تشعر أن المعلمين في مدرستكم " ملتزمون بالتطوير المستمر " كيف ؟ ( أذكر أمثلة).
6. كيف يمكن أن يؤثر التزام المعلمين بالتطوير المستمر على تعلم الطلاب؟
7. إذا كانت الإجابة سلبية : اسأل المشارك ، ما هي المعوقات التي تمنعكم كمعلمين من ان يكون لديكم التزام بالتطوير المستمر؟
8. ما هي توصياتك لتحفيز المعلمين نحو الالتزام بالتطوير المستمر؟

#### و. التوجه نحو العمل المرتبط بالنتائج.

5. ما هو مدى قيام المعلمين في مدرستكم بتوثيق نتائج أي نشاط مرتبط بتعلم الطلاب ؟ كيف ؟ ( أذكر أمثلة).
6. هل تعتقد أن التوجه نحو العمل المرتبط بالنتائج يمكن أن يؤثر على تعلم الطلاب؟ كيف ؟ (أذكر أمثلة).
7. إذا كانت الإجابة سلبية : اسأل المشارك ، ما هي توصياتك لتفعيل التوجه نحو العمل المرتبط بالنتائج في مدرستكم؟
8. بشكل عام ماذا تريد أن تضيف حول تأثير مفهوم مجتمعات التعلم المهني على تعلم الطلاب؟

#### ز. أسئلة حول القيادة المدرسة.

1. كيف يتأكد المدير في مدرستكم من أن كافة التربويين يفهمون الأهداف المشتركة والرؤية والقيم والمهمة للمدرسة والمرتبطة بتعلم الطلاب؟
2. ما هي الاجراءات التي يتبعها المدير لنشر ثقافة التعاون بين التربويين في مدرستكم؟
3. هل يتابع المدير عملية تطبيق البحث الجماعي من قبل كافة التربويين حول الواقع الحالي وأفضل الممارسات الموصى بها؟ ( إذا كانت الإجابة إيجابية : اسأل المشارك أن يشرح كيف ذلك؟ وإذا كانت الإجابة سلبية : اطلب من المشارك شرح الاسباب؟
4. هل يمكن أن تذكر أمثلة حول كيف يقوم المدير بتشجيع وجود توجه إداري حيث يتعلم كافة التربويين بالممارسة؟
5. كما تعلم فإن الالتزام بالتطوير المستمر يمكن أن يحسن مخرجات تعلم الطلاب. هل لك أن تخبرني كيف يوفر المدير كافة المتطلبات التي تشجع كافة التربويين على أن يكون لديهم هذه الثقافة؟
6. كيف يتأكد المدير من أن كافة التربويين يعملون بناءً على النتائج المتوفرة؟

**Appendix 9 Letter of BUID to the Educational Directorate of Bani Kinanah**

9/30/2019

**To: The Educational Directorate of Bani Kinanah**

This is to certify that Mr. Rami Abdallah with Student ID number 20170028 is a registered part-time student in the Doctor Of Education offered by The British University in Dubai since September 2017.

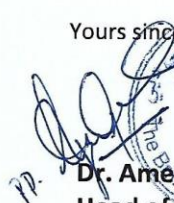
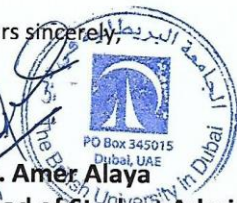
Mr. Abdallah is currently collecting data for his research (Principals' and teachers' Perceptions and Practices of the effectiveness of school leaders' professional development programs and learning communities in Jordan public secondary schools.)

He is required to gather data through conducting cross-sectional survey as a quantitative tool of data collection and the semi-structured interviews and observation as qualitative tools. that will help him in writing the final research. Your permission to conduct his research in your organisation is hereby requested. Further support provided to his in this regard will be highly appreciated.

Any information given will be used solely for academic purposes.

This letter is issued on Mr. Abdallah's request.

Yours sincerely,

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

بإشراف  
م. د. محمد عبد الله  
م. د. محمد عبد الله

التاريخ: 29 سبتمبر 2019

السيد مدير التربية والتعليم للواء بنى كنانة المحترم

تحية طيبة وبعد

تشهد إدارة الجامعة البريطانية في دبي - قسم التسجيل بأن الطالب/ رامي حسين محمد عبد الله رقم جامعي: (20170028) مسجل بالجامعة في برنامج دكتوراه الفلسفة في التربية.

الطالب المذكور أعلاه بصدد إعداد بحث بعنوان (وجهات نظر وممارسات القادة التربويين والمعلمين في المدارس الثانوية حول فاعلية برامج التنمية المهنية المتعلقة بمفهوم مجتمعات التعلم المهنية) (حيث أن هذا البحث ضمن متطلبات الحصول على درجة الدكتوراه في (الإدارة والقيادة والسياسات التربوية). وسيحتاج الباحث الحصول على بيانات من المدراء ومساعدي المدراء والمعلمين لأغراض البحث الأكاديمي بثلاثة طرق وهي الاستبانات والمقابلات والمشاهدات داخل المدارس.

شاكرين لكم جهودكم المتميزة في الارتقاء في العملية التعليمية.

ملاحظة: جميع البيانات ستستخدم لأهداف دراسية فقط.

تفضلوا بقبول فائق الاحترام والتقدير



دكتور: عامر عيسى

مدير إدارة الطلبة

## Appendix 10 Permission Letter of the Educational Directorate of Bani Kinanah



وزارة التربية والتعليم

مديرية التربية والتعليم للواء بني كنانة



الرقم ٢٩٩٣/١/٧  
التاريخ ٢٠١٩/٩/٥  
الموافق ٢٠١٩/٩/٥

تعميم رقم ( ٤٠٣ ) لسنة 2019م  
مديري ومديرات المدارس الحكومية

الموضوع/ البحث التربوي

الطالب: رامي حسين محمد عبد الله

السلام عليكم ورحمة الله وبركاته، وبعد؛

إشارة لكتاب عميد الجامعة البريطانية في دبي الى عطوفة مدير التربية والتعليم للواء بني كنانة بتاريخ 2019/9/29 .

يرجى تسهيل مهمة الطالب المذكور أعلاه وتقديم المساعدة الممكنة له في اعداد بحثه بعنوان (وجهات نظر وممارسات القادة التربويين والمعلمين في المدارس الثانوية حول فاعلية برامج التنمية المهنية للحصول على درجة الدكتوراه)، على ان تتم مطابقة الأدوات المرفقة مع الأدوات المطبقة شريطة الا تستخدم البيانات والمعلومات المتحصلة إلا لأغراض البحث العلمي.

واقبلوا الاحترام ،،،

مدير التربية والتعليم

مدير الشؤون الإدارية والمالية والتشغيل  
أحمد فائق محمد ماسكاوي

نسخة للسيد مدير الشؤون التعليمية والفنية

نسخة للسيد رفق التدريب والإشراف التربوي



## **Appendix 11 Research Participant Informed Consent**

### **RESEARCH PARTICIPANT INFORMED CONSENT**

**Title of the Research:** Principals' and teachers' Perceptions and Practices of the effectiveness of school leaders' Professional Development Programs and Professional Learning Communities in Jordan public secondary schools.

**Dear Principal / Teacher,**

Thank you very much in anticipation of your participation in this study.

The main purpose of this study is to investigate the effectiveness of school leaders' Professional Development Programs delivered by the Directorate of Educational, Technical Affairs (DETA) in promoting the characteristics of Professional Learning Communities (PLCs), as perceived, and practiced by principals, vice-principals and teachers of the secondary public schools.

I confirm that all collected data will be treated confidentially and your name and identity will not be mentioned in connection with this research. You have the right to refuse to participate or withdraw at any time during the data collection process and without any professional consequences related to your job.

By signing this consent form you confirm your acceptance of participation including permitting the researcher to audio record the interview session. All of your inquiries and questions related to this research, its instruments and procedures will be answered by me as a researcher during or after your interview. Alternatively, if you wish you may contact my Supervisor and Director of Studies to discuss anything relating to this research? Our contact details are written below.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### **The contact details of the student researcher:**

Name: Rami Hussein Mohammad Abdallah

Phone No. 00791558507631

Email address: [20170028@student.buid.ac.ae](mailto:20170028@student.buid.ac.ae)

Position: Ph.D. student. The British University in Dubai.

**The contact details of the supervisor (the Director of Studies):**

Name: Dr Christopher Hill

Phone No. 0079142791448

Email address: [christopher.hill@buid.ac.ae](mailto:christopher.hill@buid.ac.ae)

Position: Assoc. Prof Faculty of Education

Director Doctoral Training Centre

The British University in Dubai.

## Appendix 12 Research Ethics Form (Low Risk Research)



### **Research Research Ethics Form (Low Risk Research)**

To be completed by the researcher and submitted to the Dean's nominated faculty representative  
on the Research Ethics Committee

#### **i. Applicants/Researcher's information:**

Name of Researcher /student	Rami Hussein Mohammad Abdallah
Research Title	Principals' and teachers' Perceptions and Practices of the effectiveness of school leaders' professional development programs and professional learning communities in Jordan public secondary schools.
Contact telephone No.	00791558507631
Email address	20170028@student.buid.ac.ac
Date	24/07/2019

#### **ii. Summary of Proposed Research:**

<b>BRIEF OUTLINE OF PROJECT</b> (100-250 words; this may be attached separately. You may prefer to use the abstract from the original bid):	<p>The Jordanian MOE designs and delivers several professional development programs, which includes training on operating schools as professional learning communities PLCs, to increase the capabilities of school leaders to meet the challenges of their tasks through the Directorate of Educational and Technical Affairs (DETA).</p> <p>The main purpose of this study is to investigate the effectiveness of school leaders' professional development programs delivered by the Directorate of Educational, Technical Affairs (DETA) in promoting the characteristics of professional learning communities (PLCs), as perceived, and practiced by principals, vice-principals and teachers of the secondary public schools is the primary aim of this proposed study. In addition,</p>
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	<p>the study will attempt to determine any demographic differences among participants (principals, vice-principals and teachers) regarding the effectiveness of school leaders' professional development programs in promoting the characteristics of PLCs at Jordanian public secondary schools.</p> <p>The Educational Directorate of Bani Kinanah will be the site of the current proposed study. This directorate located in the northern part of the Hashemite kingdom of Jordan under the supervision of the Jordanian ministry of education.</p> <p>The current proposed study will utilize the mixed method approach. The researcher will use the cross-sectional survey as a quantitative tool of data collection and the semi-structured interviews and observation as qualitative tools. The participants for the cross-sectional survey will include 500 teachers (250 females and 250 males) and all available 72 Principals and Vice Principals. The semi-structured interviews will include 5 principals, 5 vice-principals and 20 teachers. While the observation will include five schools. The tools of this proposed study consist of interview guide for secondary school principals, interview guide for secondary school teachers, observation form, secondary school principal questionnaire and secondary school teacher questionnaire.</p>
<p>MAIN CONSIDERATION(S) OF THE PROJECT</p>	<p>ETHICAL</p> <p>The researcher will adhere to the following ethical considerations:</p>

<p>(e.g. working with vulnerable adults; children with disabilities; photographs of participants; material that could give offence etc...):</p>	<ol style="list-style-type: none"> <li>1. The researcher will request a letter from BUID that should be directed to the Educational Directorate of Bani Kinanah to facilitate the procedures of conducting the current proposed research and collect the required data from participants;</li> <li>2. Before starting the data collection process, the researcher will introduce himself formally and explain the nature and the purpose of the research to all participants.</li> <li>3. The researcher will confirm that all collected data will be treated confidentially.</li> <li>4. The researcher will assure all participant that they can refuse the participation or withdraw at any time during the data collection process without any professional consequences related to their job.</li> <li>5. The researcher will ask the participants to sign a consent form to prove their acceptance of participation and to allow the researcher to use the recording devices particularly during the interviews;</li> <li>6. All inquiries and questions of participants related to the research procedure or the researcher will answer all inquiries and questions of participants related to the research procedure or instruments</li> <li>7. The researcher will avoid any type of bias during the data collection and analysis.</li> </ol>
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DURATION OF PROPOSED PROJECT (please provide dates as month/year):	25/08/2019 to 01/02/2020 5 months
Date you wish to start Data Collection:	25/08/2019
Date for issue of consent forms:	

**iii. Declaration by the Researcher:**

I have read the University's policies for Research and the information contained herein, to the best of my knowledge and belief, accurate.

I am satisfied that I have attempted to identify all risks related to the research that may arise in conducting this research and acknowledge my obligations as researcher and the rights of participants. I am satisfied that members of staff (including myself) working on the project have the appropriate qualifications, experience and facilities to conduct the research set out in the attached document and that I, as researcher take full responsibility for the ethical conduct of the research in accordance with subject-specific and University Research Policy (9.3 Policies and Procedures Manual), as well as any other condition laid down by the BUiD Ethics Committee. I am fully aware of the timelines and content for participant's information and consent.

Print name: Rami Hussein Mohammad Abdallah

Signature: \_\_\_\_\_ Date: 24/07/2019

*If the research is confirmed as not medium or high risk, it is endorsed HERE by the Faculty's Research Ethics Committee member (following discussion and clarification of any issues or concerns)\*.....and forwarded to the Research Office to be recorded.*

I confirm that this project fits within the University's Research Policy (9.3 Policies and Procedures Manual) and I approve the proposal on behalf of BUiD's Research Ethics Committee.

Name and signature of Dean of Research: Professor Ashly Pinnington

Signature: Ashly Pinnington Date: 14.08.2019

iv. If the Faculty's Research Ethics Committee member or the Vice Chancellor considers the research of medium or high risk, it is forwarded to the Research Ethics Officer to follow the higher-level procedures.

*\* If the Faculty representative is the DoS, the form needs the approval of the Chair of the Research Ethics Committee.*

### **Appendix 13 Summary of Reviewed Related Studies**

<b>Author</b>	<b>Aim</b>	<b>Methods , Site and Sample</b>	<b>Findings and conclusion</b>
Haggquist (2018)	To Explore the relationship between School Success and the Practices of Professional Learning Communities from the perspective of high school administrators and teachers who work at Basic Aid Schools with Professional Learning Communities.	This qualitative study conducted in coastal California, and the sample of this study included 8 administrators and 8 Teachers.	The teachers of Basic Aid Schools with Professional Learning Communities perceived the administrators as image oriented; the Administrators considered the most important aspect of PLC work was the results, the difficulty of measuring the results and the need for increasing the number of teacher as leaders.

<b>Author</b>	<b>Aim</b>	<b>Methods , Site and Sample</b>	<b>Findings and conclusion</b>
Tutwiler (2016)	To examine the relationship between perceptions of teachers about the instructional culture that practiced through the Professional Learning Communities and level of student progress in language arts and reading.	The researcher collected data from 97 elementary schools by utilizing pre-existing teacher survey.	<p>1. the existence of significant linear associations between the level of student progress in language, arts and reading</p> <p>2. The increment of positive perceptions of teachers related to the environment of learning, the process of internal measures of student progress, planning of the instructional procedures, and the current culture of peer, leadership, community and evaluation.</p>
Reyna (2019)	To explore how practicing Professional Learning Communities and the administrative use of it can impact the professional development of	<p>This study utilized the mixed method.</p> <p>The researcher used questionnaires, interviews and observations to understand the</p>	Practicing the Professional Learning Communities' culture at the schools can facilitate and support the professional development of teachers and enhance



<b>Author</b>	<b>Aim</b>	<b>Methods , Site and Sample</b>	<b>Findings and conclusion</b>
	teachers regarding teaching and learning.	perceptions of teachers in the K12 environment in Deep South Texas.	teachers teaching and learning skills and strategies.
Kastner (2015)	To explore how Educators perceived the influence of Professional Learning Communities on their professional progression and student learning outcomes according to the five universal PLC dimensions of (Hord, 1997).	This mixed methods study utilized a stratified random sample of participants and collected quantitative and qualitative concurrently.  The site of this study was in the north-eastern United States.	The results of this study confirmed the positive impact of Professional Learning Communities according to the five universal dimensions on professional progression of educator and student achievement.
Beckmann (2016)	To evaluate the impact of training about Professional Learning Communities in improving the investment of teacher in order to increase students' outcomes and teachers' professional practices	The data of this study collected through online questionnaire, interviews with participants and revision for the products of Professional Learning	The effectiveness of training can be improved when teachers bring data about the current status of their schools during meetings.  Professional Learning Communities can contribute in team

<b>Author</b>	<b>Aim</b>	<b>Methods , Site and Sample</b>	<b>Findings and conclusion</b>
	within middle school context.	Communities.	building.  Lack of time, lack of communication and trust among the team members were some barriers of team building within Professional Learning Communities.
Brucker (2013)	To investigate the perceptions of teachers in Kanawha County Schools about the implementation of Professional Learning Communities and its effectiveness in enhancing the learning of the students.	The sample included 1017 participants from elementary, middle and high schools in the Kanawha County School District in West Virginia.	The findings indicated that teachers connected the quality of implementation to the effectiveness of Professional Learning Communities.
Spencer (2018)	To examine the perspectives of humanities teachers who working in professional learning community school about the correlation between their	The researcher used the qualitative approach to collect data from 19 humanities teachers who met on a daily-basis as they work in five Professional	Teachers indicated to the necessity for training in numerous aspects related to their work.

<b>Author</b>	<b>Aim</b>	<b>Methods , Site and Sample</b>	<b>Findings and conclusion</b>
	professional conversations and student learning	Learning Communities.	
Ateeq (2018)	To explore the needed conditions for implementing the concept of Professional Learning Communities as perceived by kindergarten teachers in Dammam, Saudi Arabia.	The researcher used the mixed methods through the use of interviews and survey to collect quantitative and qualitative data.	The level of Shared and Supportive Leadership need to be improved.  The dimension of Shared Values and Vision was very weak in kindergartens in Dammam.
Jenkins (2016)	To find out how elementary school principals created and sustained successful Professional Learning Communities.	The site was the Coastal South-eastern Region. The data collected qualitatively from nine school leaders who used Professional Learning Communities to establish the model of educators' professional development inside	The result confirmed the role of school leaders in creating and sustaining Professional Learning Communities by applying a group of procedures.

<b>Author</b>	<b>Aim</b>	<b>Methods , Site and Sample</b>	<b>Findings and conclusion</b>
		their schools.	
Kirksey (2018)	To explore the reasons behind the Fluctuated quality of Professional Learning Communities.	In this qualitative case study, The sample included teachers who working at two high Professional Learning Communities' schools.	The needed elements to create and maintain an exemplary professional learning community are: building the professional learning community, collaboration encouragement, team communication, and allocating the time needed
Saavendra (2017)	To explore the effective practices that implemented by the middle schools principals in Gold Ribbon Texas to promote Professional Learning Communities.	In this qualitative study, the researcher selected participants from ten middle schools.	The results indicated to the effective practices to promote Professional Learning Communities. All these practices focus on creating learning culture for all educators.
Thornton & Cherrington (2019)	To study the factors of establishing and sustaining Professional Learning	This mixed method conducted in New Zealand.	The results showed that in order to establish and sustain Professional Learning

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	Communities within the contexts of early childhood education.		Communities in the early childhood education sector we need effective induction for new educators, the presence of collective focus, commitment and research orientation, clarity of responsibilities for all including leadership responsibilities, opportunity for discussion and suggestion of new ideas.
Zhang & Sun (2018)	To understand the Professional Learning Communities in China.	The study utilized mixed-methods.	The result of this mixed-method study showed that the institutional and cultural barriers should be solved to increase the level of practicing the characteristics of Professional Learning Communities

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			effectively.
Clarke (2014)	To identify the Barriers and elements of success during the establishment of Professional Learning Communities.	This Mixed-methods study conducted in southwest Minnesota in 25 school districts.	The results indicated that curriculum alignment, the areas of increased focus, teacher competence as three areas of success.
Kincaid (2014)	to explore the reasons behind the resistance of full PLC implementation and the procedures of overcoming this resistance	The researcher used the qualitative method.	The results of the study revealed the lack of time, absence of shared leadership, and lack of effective communication were the main reasons and barriers to implementation of effective Professional Learning Communities.
Wan (2018)	To understand the implementation process for the concept of professional learning community at one of the independent	The study utilized the qualitative method.	The findings revealed that low level of trust in some Professional Learning Communities, temporary employed faculty and the high

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	private school.		number of school initiatives that consumed the time of Professional Learning Communities were the barriers of professional learning community.
Murphy (2017)	To achieve a better understanding for the obstacles and challenges that deter the progression of professional community and how educators can successfully respond to these challenges.		The results indicated to the presence of dynamic cultural and well-entrenched structural obstacles during the formation process of professional community.
Zhang& Pang (2016)	to explore the extent of practicing the characteristics of Professional Learning Communities	This mixed-method in seven schools in Shanghai.	The results showed that collaboration, the competency of educators, supportive school leadership and structural support are essential elements in promoting the characteristics of

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			Professional Learning Communities.
Sadlovsky (2013)	To examine the extent of implementing developmentally appropriate practices by early childhood teachers and identify barriers that prevent teachers to apply these practices.	The study used qualitative method and the participants were teachers from licensed centres for early childhood.	The results revealed that all teachers can implement the majority of training concepts with some difficulties during the implementation process.
Seymour (2017)	to find out the link between practicing a shared leadership at the school and the development of a collaborative culture by implementing the concept of Professional Learning Communities, and how the shared leadership roles impact the teachers' perceptions about self-efficacy.	This mixed methods study conducted in the mid-south at high-performing middle school and the researcher sampled all teachers of that school.	The results revealed how sharing the responsibilities of leadership as Professional Learning Communities could positively impact the teacher self-efficacy more than the officially designated roles of leadership.
Allen (2017)	To identify how the	The researcher used	The results showed



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	school leadership impact the effective implementation of Professional Learning Communities and staff engagement.	the mixed methods and selected participants who work as school employees from 24 high schools level which located in a large public school district in the northern part of the Commonwealth of Virginia.	that the school culture can positively impacted the implementation of Professional Learning Communities. Conversely, the results did not revealed any significant impact related to leadership and engagement on student success.
Serrato (2015)	To explore the perceptions of principals about professional development models they received by their school district in order to come up with recommendations of improvement.	The researcher utilized Qualitative action research model and collected data by the action research documentation, reflection papers of participants and interviews.	The finding also clearly confirmed the positive perceptions of principals about using Professional Learning Communities for their professional development as this model can consider their actual requirements and enable them to solve their daily work problems.

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Velasquez (2018)	To comprehend the current practices and thoughts of principals leading Professional Learning Communities' secondary schools toward improving students' achievement.	This the mixed methods study included the perceptions of 10 participants working as principals within Southern California secondary school.	The results revealed that teachers become more motivated due to feeling of accountability and administration support. Besides, the participants confirmed the presence of some obstacles related to mind-set issues and absence of trust among educators.
Phillips (2014)	To investigate the correlation between school principals' perceptions about their leadership practices and the perceptions of teachers regarding operating the schools as Professional Learning Communities.	The participants of this quantitative survey study included 203 teachers and 12 schools principals who selected from rural school district in Louisiana.	The study highlighted the impact of school principals' leadership practices on accountability within educational field, leadership of teachers, educators' collaboration and continuity and sustainability.
Cruz (2015)	To examine the mission of principals in solving relational	This qualitative study collected data via interview,	The results revealed that lack of trust among school

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	trust and group dynamics problems while they are trying to facilitate all needed conditions to implement the concept of Professional Learning Communities, to achieve the intended transformational learning.	reflections and document analysis.	educators hinder the positive impact of Professional Learning Communities as means for transformational learning.
Dawson (2015)	To explore the procedures followed by school principals in order to support the learning of teachers within Professional Learning Communities.	The study used qualitative multiple case study methodology to collect data from principals and teachers who experienced Professional Learning Communities at three Torchbearer Schools in Alabama.	The results presented five themes related to the procedures of school principals in supporting the learning of teachers within Professional Learning Communities.
Salvatore (2014)	To explore the impact of Professional	The participants in this qualitative case	The results highlighted the

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	Learning Communities for school principals on the Perceptions about School Leadership explicitly and responsibilities.	study were teachers and principals from White School District secondary schools and the data collected through interviews.	importance of communication, practicing the instructional leadership and promoting integrity as the most important responsibility of leadership.
Draper (2014)	To evaluate the leadership handbook of Professional Learning Communities that created by five school district leaders from Estacada city.	The purpose of this evaluation was to support the school leaders in implementing the components of Professional Learning Communities through systematic and comprehensive guidelines.	As for the evaluation results, the design team confirmed the usefulness of the handbook as a tool to enhance and activate the concept of professional learning community at all targeted schools.
Manning (2018)	To examined the impact of creating principals Professional Learning Communities on improving learning at low-performing	This mixed methods study conducted in south-eastern North Carolina school district and included principals	The results showed students improvement after one year of implementing principal's Professional Learning

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	schools.	from two high performing schools and two low-performing schools.	Communities.
Ricken (2011)	To investigate the impact of guiding values and leadership practices within Professional Learning Communities on the teachers' professional relationships.	In this qualitative study, the researcher collected data through observations, focus groups, and interviews with participants.	The results revealed that all activities related to professional learning community could positively impact professional relationships among teachers and increase their empowerment and engagement.
Thomas (2012)	To examine Professional Learning Communities' value for school leaders.	The qualitative approach used to collect data from school leaders from elementary schools in Illinois which listed before as “No Child Left Behind” status.	School leaders could learn more effective knowledge and benefit from working within Professional Learning Communities context.
Bacani (2015)	To examine the influence of principals' participation in principal Professional	The participants of this qualitative study were K-12 suburban high	The results of this study confirmed that the participation in principal Professional

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	Learning Communities on their improvement as school leaders.	schools leaders distributed in two groups and the data collected by semi-structured interviews.	Learning Communities can build the leadership style of the school leader.
Sayers (2013)	To explore the educator's perceptions about the use of professional learning community concept as structure of adult learning and development.	The participants of this qualitative study included district leaders, administrators and teachers from south-eastern school district of United States.	The results of this study illustrated that the implementation of professional learning community can reinforce the adult learning and development, increase the responsibility level of administrator, enhance the attitude and collaboration of educators, and provide authentic learning.
Hurst (2015)	To explore the impact of implementing Professional Learning Communities on learning of teachers, administrative	This qualitative study included two high schools that implemented Professional Learning	The results of this study showed the positive impact of implementing Professional Learning Communities on

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	leadership and students' achievement in math.	Communities for seven years from one urban school district in Texas.	learning of teachers, administrative leadership and student's achievements.
Geren (2016)	To explore the opinions of the school leaders in Arkansas about the Professional Development Programs and its relation to the effective leadership.	The researcher used the mixed methods during the study by asking 112 school principal to fill an online survey and he also interviewed 12 principals.	The findings of the study pointed out that adult learners can benefit from problem-solving techniques, implementing a system of mentoring and using one-to-one training method.
Magruder (2015)	To study the effect of Professional Development Programs on leadership behaviours as perceived by the urban school principals.	The mixed methods study applied in the school district of Staten Corft with a total number of 13 participants, one admin staff from the middle schools in that district.	The findings highlighted the significance of Professional Development Programs as a critical element for achieving the goals of the school district.
Seaton (2019)	To investigate the way followed by school superintendents and district leadership	The site of this quantitative study was in Illinois and the researcher	The result of this study determined that practicing features of Professional Learning

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	teams to employ the existing features of Professional Learning Communities for Professional Capital and Leadership improvement.	distributed the survey to 852 school leaders.	Communities district leadership teams can lead for Professional Capital and Leadership improvement.
Tande (2018)	To explore the influence of school leaders Practices on the level of learning for teachers who work in Professional Learning Community in a single K-8 elementary school district.	This qualitative study conducted in central Arizona by collecting data from eight teachers and five	The results showed the strong relation between the Practices of school leaders on teachers learning which lead to the deployment of Professional Learning Communities across the district successfully.
Calabrese (2015)	To examine how the job satisfaction of teachers can be connected to the administrative behaviors of leaders, the delivered professional development for teachers and teachers	In this quantitative study the researcher administered a survey for 48 teachers at 10 schools.	The results revealed that working in a professional learning community school can increase teachers' willingness to stay in teaching profession due to the presence of collaboration, shared vision and



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	acceptance of high-stakes accountability.		transformational leadership.
Saunders (2019)	To examine school leaders' decision making process regarding the professional development about research- based instructional strategies.	This qualitative study conducted in New Hampshire and selected six school district leaders as stratified purposeful sample to collect data.	The results of this study revealed the decision making process for all participants influenced by their thoughts, their desire to enhance the practice of teacher and achieve high quality learning for the students.
Lancaster (2010)	To compare the perceptions of principals working at schools that implement Professional Development Programs to the perceptions of principals who work at non- professional development schools within West Virginia.	In this quantitative study, the researcher utilized a survey with six domains that included visioning, advocating, management, collaboration, ethics and community relation.	The results confirmed that principals from professional development schools showed more collaboration and advocating according to the standards of interstate school leaders licensure consortium.

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Petridou et al (2017)	To study how professional development and professional practice can impact the self – efficacy of school leaders.	This study used a quasi – experimental design	The results showed that the combination between professional development and practice can positively impact the self –efficacy of school leaders.
Jones (2017)	To understand the impact of professional learning in building educators' cultural proficiency and improving their practice in order to respond to students needs within diversity and poverty communities.	This study used a qualitative phenomenological approach to collect data from participants within three suburban school districts.	The results also revealed that the delivered professional learning could enhance the cultural proficiency of educators in decreasing bias and covering the needs of English language learners and special needs students.
Bunch (2017)	To study how attending the Professional Development Program of the National Institute for School Leadership that Nationally Recognized	The study utilized mixed methods methodology.	The results indicated that the training impacted the following leadership practices: Enable Others to Act, Inspire a Shared Vision,

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	impact the behavior and practices of school leaders in schools.		Model the Way.
Fatima (2017)	To investigate the professional expertise of school principals in enhancing the classroom practices within early childhood education in Illinois through in-service training.	The researcher selected a purposeful sample included four principals working in early childhood schools and the data collected via semi-structured interview.	All participants agreed that collaboration among all educators is essential for teachers' improvement. The challenges related to implementation of training outcomes included the availability of time, financial resources and teachers' employment and retention.
Gebreselassie (2015)	To understand the role of school principal in supporting the continuous professional development of teachers.	This study utilized the descriptive research design and collected data by using questionnaires and interviews.	The findings of this study indicated that it is important for principals to perform their role as instructional leaders and continuous learners concurrently.
Cothorn (2014)	To identify the nature	This mixed method	The results showed

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	of existent subjects, features, and the contextual aspects related to the effectiveness of the professional development of principals.	study was done in two districts in the state of Louisiana.	that the implemented programs were only temporary with no time for reflection, schools visits or practicing the collaboration between the principals.
Bond (2013)	To investigate the effectiveness of development programs for the school leaders working in Abu Dhabi Educational Council (ADEC) from the precipitation of the trainees.	The researcher utilized a qualitative narrative approach and the instrument of data collection was the semi-structured interview.	The results indicated to the usefulness of these programs, however, these programs lack the follow-up visits after the training and it should be continuous and to include a more practical demonstration.
Wise (2017)	To investigate the perceptions of professional development leaders about their roles and the process of prioritizing and executing these roles.	This mixed methods study sampled 701 principals from Ohio public high school to collect qualitative and quantitative data.	The results indicated that principals perceived professional development as essential element to increase the effectiveness of educators and

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			students performance.
Davis (2018)	To examine the definitive perceptions of principals from the state of North Carolina about their professional development program.	The participants of this study were school principals from an urban school district and the data collected via Q methodology.	The results indicated that professional development can support the job success, and it is crucial and cannot be a waste of time.
Al Ghafri (2014)	To investigate the perceptions of principals and teachers who work at Abu Dhabi Education Council Schools about the effectiveness of principals Professional Development Programs.	This mixed methods study conducted in Al Ain public schools and collected data from teachers and principals by using quantitative and qualitative instruments.	All participants confirmed that the involvement of teachers and principals will positively impact the Professional Development Programs of principals.
Pina (2019)	To improve perceptions of educators about the traditional format of professional development by using andragogy as a framework of adult learning.	The used methodology in this study was a qualitative action research.	The results of this study showed that using andragogy framework could improve the educators' perceptions about the traditional professional development.

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Alqahtani (2018)	To investigate perceptions of teachers about professional development program in Kuwait under the supervision of Ministry of Education.	The study utilized a mixed methodology to collect data quantitatively from 201 teachers and interviewed 7 teachers during the qualitative data collection process.	The participants confirmed that Professional Development Programs were limited as it only included some workshops or conducting observation among teachers.
McCracken (2017)	To investigate principals' experiences and perceptions about their professional development regarding the characteristics of effective professional learning, during the district professional the extent of implementing these characteristics development training and the impact of the training on principals practices, skills and	In this case study, the researcher collected data by conducted interviews with selected school district principals.	The results revealed that some of professional development training were effective practices, skills and knowledge.

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	knowledge.		
Salvesen (2016)	To investigate the perceptions of Pennsylvania principals about their Professional Development Needs based on the implementation of the new educator effectiveness system which evaluates teachers' performance according to Danielson's Framework.	The researcher used Danielson's Framework to develop a questionnaire to collect data from principals of Pennsylvania public school districts.	The findings indicated that professional development delivered by all professional developers such as training departments, school districts and colleges should include different forms of professional development (i.e. training workshops, observation and coaching sessions) that suite the context.
Brown (2013)	To investigate the effective features of professional development as perceived by school leaders and how they can facilitate teachers' professional development to enhance learning of	This mixed methods study collected the perceptions of thirty-four public school leaders.	The results confirmed the significant role of school leaders in facilitating teachers' professional developments as key element for enhancing student learning.

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	student.		
Sledge (2013)	To explore the perceptions of novice school principals who belong to Generation Y about the effectiveness of their training and preparation programs to empower them to lead their schools during the first three years of service.	This is a mixed methods study.	The findings revealed that the sized faculties were appropriate during preparation programs for principals, standards of graduation were clear for all participants and preparation programs focused on research skills.
Yslas (2016)	To investigate the perceptions of principals about their individual success and effectiveness and if it related to their in-service development training or pre-service program delivered by district, as per the framework of Interstate School Leader Licensure Consortium (ISLLC) standards.	This study used mixed-methods and The participants were school principals within a school district in southwestern.	All participants agreed that the majority of their skills were developed individually or by practicing them at their schools.



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waite (2011)	To explore the barriers that encounter the implementation of professional development information as perceived by educators.	This is a mixed methods study.	The results revealed that some of the existing barriers are endemic, while others related to individual teacher.
Larson (2016)	To investigate the correlation between the perceptions of superintendents regarding the principles of professional development and students achievements according to Performance Index of South Dakota' School.	This study used the quantitative method and the population included 127 superintendents from the public schools of South Dakota.	The results of this study revealed that time the main barrier that encounter the implementation of professional development.
moor (2009)	To explore the perceptions of educators about professional development and its related barriers and facilitators.	The participants were teachers from four school districts selected randomly within West Virginia and Pennsylvania.	The results showed that majority of participants tended to be continuous learner.
Abdallah (2016)	To investigate the	The number of	The results of this

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	features of Professional Learning Communities within the secondary public schools in The Hashemite Kingdom of Jordan.	participants was 1110 educators and the researcher utilized the mixed method design.	study, there are several problems related to the Professional Development Programs such as the absence of the adequate resources, inadequate allocated time or comfortable and educators found the training material was not compatible with what they need to support the students.
Koonce (2018)	To identify barriers that affect the engagement of principals during professional development process.	The researcher used the qualitative method and selects 20 principals as purposeful sample to collect data via interviews.	The results revealed that lack of financial resources and time were the main barriers that affect the level of principals' engagement in professional development.
Narrow (2011)	To discover the hindrances and opportunities related	The researcher collected qualitative data from three	The results of this study indicated that professional

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	to Professional Development Programs for principals who work within small K-8 school districts.	small K-8 school districts and the participant's were 14 school principals and three superintendents.	development doesn't provide the required preparation for the principals' work.
Moore (2016)	To examine the Perspectives of Principals about the procedures and outcomes of Professional Development for educators at their schools.	The study utilized a cross-sectional survey as quantitative data collection instrumentation.	The results illustrated that principals are satisfied about the professional development of their educators and their ability to control it. Principals indicated to the availability of needed funds for implementing the professional development.
Saunders (2016)	To investigate the effectiveness of using the online videos as tools during schools leaders' professional development training.	The researcher used mixed methods approach to collect qualitative and quantitative data from principals and admin staff at Midwestern suburb of Chicago schools	The results indicated that using the online videos could expedite the process of collecting information and evidence during teachers' evaluation.

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		based on the four domains of the charlotte Danielson framework.	
Perry (2014)	To investigate the continuous professional development program for leaders of professional development.	The study used the mixed methods approach to collect data before, during and after the implementation stage of the program.	The results revealed that the program was effective in emphasizing the effectiveness of continuous professional development and the importance utilizing video. However, the program needs to improve the process of supporting teachers' enquiry.
Watkins (2019)	To investigate the perceptions of k-12 educators regarding the online Professional Development Programs.	This mixed methods study conducted in a suburban school district and the data collected by online survey and interviews.	The results indicated that the ability of teachers to select the topic and setting of the training and the collaboration and support of facilitator can increase teachers' motivation to participate in online

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			Professional Development Programs.
Porter (2017)	To identify the factors that may influence the attendance of Professional Development Programs by early learning educators after registration.	This study used a natural experiment design to identify any differences due to geography regarding the completion of registrants for early learning development standards before and after adding the online training option.	The results confirmed that travel barrier may reduce the possibility of attending the training by those educators who work far away of training location. The results also showed that the delivery of online training can increase the attendance rate for educators from rural areas.
Taylor (2012)	To identify the features of useful online professional development which uses Blackboard as a management system for web-based courses.	The site of this case study was in south-western Pennsylvania and the participants were K-12 educators with the certification of the Pennsylvania Department of	The results also confirmed that the effective online professional development courses are characterized by the appropriate instructional design, the presence of interaction among

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		Education to practice teaching in the commonwealth.	educators, and the presence of collaboration.