# Western Instructors' Beliefs in Their Own and Their Western Administration's Efficacy in a Western Educational Institution Located in the Middle East

by

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**ABSTRACT**

The Middle East is experiencing very rapid growth in post-secondary education due to the large number of Arab youth who require advanced educational and vocational skills (United Nations Development Program Arab Fund for Social and Economic Development, 2002). This need is more than the locally established Middle East colleges and universities can accommodate.  Because of this gap in the number of spaces available at local Arab post-secondary educational institutions, Arab states have invited numerous Western educational institutions to help fill this need (Bhandari & El-Amine, 2012). This research examines teachers' beliefs at one such Western institution located in a Middle East state.

This research investigates two important concepts related to teachers' beliefs at the Western educational institution located in the Middle East: teachers' beliefs in their own self-efficacy and teachers' beliefs in the Western administration's efficacy.  Using  Woolfolk Hoy's (2012) survey, Teachers' Sense of Efficacy Scale (Short form), and Hoy's (2003a) survey, Enabling School Structure (ESS),  as well as face-to-face interviews, this research examines Western teachers' beliefs in their own self-efficacy and their beliefs in the Western administration's efficacy at a Western educational institution located in the Middle East. The teachers were divided into two groups, those with previous international teaching experience and those without.

This research found that, based on an unpaired *t*-test, there was no significant difference, between the two groups of Western teachers and that both groups had a relatively high level of belief in their own self-efficacy once they are behind closed classroom doors. This indicates that the physical location of the Western institution did not negatively impact the teachers' beliefs in their self-efficacy. However, for both groups, their belief in the Western administration's

efficacy was low, less than 98% efficacy according to the finding on the ESS port of this research when compared to the Ohio normative sample developed from the Enabling School Structure survey. In other words, the Western instructors at this satellite campus of a Western college believed that their Western administration was far more coercive than the majority of the schools in the Ohio normative sample. Although both groups rated the Western administration's efficacy as low, those instructors who had previous international teaching experience rated the Western college administration 2 percentage points lower, or 99% more coercive than the schools in the Ohio normative sample, than those Western instructors who had no previous international experience, 97% coercive than the schools in the Ohio normative sample. The results for this portion of the research showed a significant difference using an unpaired $t$-test with a Bonferroni Correction for type-1 error on three of the 12 items. The three items were the administration enabling authentic communication, the administrative hierarchy of the school enabling instructors to do their jobs, and the administrative hierarchy obstructing student achievement.

# ACKNOWLEDGEMENTS

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TES – Teachers' Sense of Efficacy Scale (short form)
ESS – Enabling School Structure
EFL – English as a Foreign Language

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**Chapter 1    Introduction**

Romani (2009) states that the Arab world "is experiencing a silent yet multidimensional revolution…a surge in higher education, along with its privatization and its internationalization" (p. 1). However, according to Romani, the unavailability of vocational training is "among the principle structural problems associated with Arab higher education" (2009, p. 2). Although neither the concept of "globalization of higher education nor "Westernization" is a new trend in the Middle East" (Romani, 2009, p.3), the concepts of teacher self-efficacy and administrative efficacy as they relate to Western institutions in the Middle East are.

Fives and Looney (2009) identified teacher efficacy as "a crucial construct in the research on teachers and teaching" (p. 182). Glickman and Tamashiro (as cited in Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998, p. 784), for example, found that teachers who have left teaching have a significantly lower efficacy level than teachers who are in either their first or fifth year of teaching.  Furthermore, Mayerson (2010) wrote that a "teacher's perceptions and opinions on his or her own efficacy may have a positive impact on the "effectiveness and fluidity of the organization" (p. 4). Furthermore, as teachers have direct contact with students, the group that an educational institution, regardless of where it is located, strives to have a positive effect on, it is vitally important that they have a positive belief in their own self-efficacy.

Along with the concept of teacher self-efficacy, many researchers are coming to the conclusion that a teacher's work cannot be fully understood unless the work is placed within the institutional reality where it takes place (Pedersen, 1980). Furthermore, Easley and Tulowitzki (2013) note that where something is located, its physical location, creates the juxtaposition of "the way we do things" with "the way they do things" (p. 745). In other words, the

administration of an educational institution and the administration's administrative efficacy not only affects the efficacy of the educational institution itself, but also the self-efficacy of teachers who work in the educational institution. However, can the teacher self-efficacy construct, which is largely based on US data (Vieluf, Kunter, & van de Vijer, 2013), be applied to Western teachers teaching in a Western educational institution in a non-Western cultural context? Rose and Mackenzie (1991) state that it is a "false universalism" to assume that "a theory designed and tested in a single country will be universally applicable." (p. 450). With Western educational institutions becoming more and more global in scope and with it changing from "a parochial and technical specialty to a globalized curriculum applied to all learning which reflectively relates to persons from all cultures" (Pedersen, 1980, p. 20), the areas of Western teachers' self-efficacy beliefs and teachers' beliefs in Western administration efficacy in Western educational institutions located in the Middle East are areas that are well worth researching.

This research conducted at a satellite campus of a Western educational institution located in the Middle East explores the two concepts of Western teachers' beliefs in their own efficacy and the teachers' beliefs in the Western administration's efficacy. The research employed an online survey comprised of two survey instruments used to investigate into these two concepts: the Teachers' Sense of Efficacy Scale (Short form) (TSE) survey developed by Woolfolk Hoy (2012), and the Enabling School Structure (ESS) survey developed by Hoy (2003a). Along with the online survey, face-to-face interviews were used to develop a deeper understanding of the teachers' rational behind their beliefs in both of these areas. The research also views the teachers' beliefs through the lens of whether or not they have previous international experience and whether or not previous international experience affected how the Western teachers perceive

their own efficacy and that of the Western educational institution's administration in the Middle

East educational environment.

## Chapter 2      Literature Review

2.1      Teacher Self-Efficacy

Rotter (1966) in a paper entitled "Generalized expectations for internal verses external control of reinforcement" espoused the concept that teachers who felt that they had no influence over their environment believed that their ability to have an impact lies outside their control. Teachers who express confidence in their ability to teach difficult or unmotivated students, on the other hand, exhibited a belief that reinforcement of teaching actives lies within the teacher's control. In their studies, researchers at the RAND Corporation, a United States based non-profit, nonpartisan, fact-based research organization based in the United States with offices in 47 countries that "develops solutions to public policy challenges" (RAND Corporation, 2015), expanded on this concept. They defined teacher efficacy as "the extent to which teachers believed that they could control the reinforcement of their actions" In other words, the RAND researchers were interested in whether the "control of reinforcement lay with themselves [the teachers] or in the environment" (Tschannen-Moran et al., p. 202).

As the RAND research was being undertaken, another strand was also developing based on Bandura's (1977) social cognitive theory and his construct of self-efficacy. Social cognitive theory (Bandura, 1977) is a general framework for understanding learning and motivation. Self-efficacy is a critical component of this theory (Hoy, Tarter, & Woolfolk Hoy, 2006). Bandura (1994) defined self-efficacy as "people's beliefs about their capability to produce designated levels of performance that exercise influence over events that affect their lives" (p. 71). This concept of self-efficacy is based on the assumption that humans make purposeful choices, based on beliefs about the likely outcomes of the interactions of their behaviours with the environment

(Bandura, 1986, 1993, 1997). These self-efficacy beliefs assist people in defining how they feel, think, motivate themselves and behave. These human choices are based on a combination of personal factors, environmental factors, and behaviour and that it is specific to particular situations or contexts (Bandura, 1977). Dewey (1933), another researcher who delved into personal beliefs, defined the concept slightly differently. For Dewey (1933) beliefs are "all the matters of which we have no sure knowledge and yet which we are sufficiently confident to act upon and all the matters that we now accept as certainly true, as knowledge, but which nevertheless may be questioned in the future" (p. 116).

More recently, Tschannen-Moran et al. (1998) have also researched the concepts of belief and teacher efficacy. For Tschannen-Moran et al., a teacher's belief is the capability of him or her "to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context" (p. 233). The term teacher efficacy however, does not have the same meaning as "teacher effectiveness" or "successful teaching" (Goddard, Hoy, Woolfolk Hoy, 2000, p. 4). For Tschannen-Moran et al. (1998) teacher-efficacy "has to do with self-perception of confidence rather than actual levels of competence" (p. 211) in terms of what teachers believe they can do in a particular teaching situation or institutional context. The higher the teacher's efficacy the more effort and persistence the teacher exhibits (Tschannen-Moran et al., 1998). This, in turn, leads to greater efficacy. However, the opposite is also true: "lower efficacy leads to less effort and giving up easily, which leads to poor teaching outcomes, which then produce decreased efficacy" (Tschannen-Moran et al., 1998, p. 234).

Instructors with a high level of self-efficacy generally plan more, are more effectively organized, look for and use more engaging instructional strategies, strive harder to motivate their students (Guskey & Passaro, 1994), and are more resilient when faced by difficulties than are

teachers with lower self-efficacy (Ashton & Webb, 1986 (as cited in Stipek, 2012, p. 591));

Midgley, Feldaufer, & Eccles, 1998; Tschannen-Moran et al., 1998; Woolfolk Hoy, Hoy, &

Davis, 2009). Furthermore, according to Allinder (1995), Rosse, Hogaboam-Gray, and Hannay

(2001) (as cited in Morris & Usher, 2011, p. 232), the high self-efficacy teacher's students "tend

to have higher expectations of themselves and perform better on standardized tests" (p. 232).

Researchers, according to Sarafidou and Chatzioannidis (2013), have found that " teachers with a

high self-efficacy set more ambitious standards for themselves and for students, put more effort

and persist longer, and are more likely to succeed" (p. 172). Furthermore, as Tschannen-Moran

et al. (1998) note, the higher the self-efficacy belief of a teacher, the more the teacher believes

that he or she can control, or at the very least strongly influence student motivation and

achievement (p. 202). Furthermore, according to research citied by Stipek (2012), teachers with a

high level of self-efficacy are better at helping students "deal with failure on academic tasks

more and criticize them less for incorrect answers" (p. 591), focus more on learning and less on

performance goals (Wolters & Daugherty, 2007), use more effective management techniques

(Abu-Tineh, Khasawneh, & Khalaileh, 2011), establish warmer and more engaging relationships

with their students (Ashton & Webb, 1986) implement more focused instruction (Wahlstrom &

Louis, 2008), exhibited less distress and anger in the context of students noncompliance

(Guskey, 1988), and showed a greater willingness to experiment with new instructional

methodologies (Cousins & Walker (as cited in Stipek, 2012)). Teacher efficacy has also been

linked to the level of professional commitment of the teachers themselves (Ware & Kitsantas,

2007).

The opposite of high teacher efficacy is low teacher efficacy. Ashton and Webb (1986),

found that a number of factors contribute to lower teacher efficacy. These included excessive

role demands, poor morale, inadequate salaries, low status and lack of recognition. In addition, "professional isolation, uncertainty, and alienation tended to weaken teachers' efficacy beliefs" (Tschannen-Moran et al., 1998, p. 221). Tschannen-Moran et al. also found that novice teachers' efficacy belief appears to be "related to stress and commitment to teaching, as well as satisfaction with support and preparation" (p. 236).

Tschannen-Moran et al. (1998) also found that the efficacy beliefs of established teachers seem to be quite stable even when exposed to new teaching techniques. Nevertheless, when change happens in an educational institution, it has a negative effect on teachers' senses of their own efficacy. In contrast, when change is perceived as positive and teachers develop new strategies to cope with the changes, their own efficacy increases.

Various studies of teacher efficacy have been undertaken in America, for example Ashton and Webb, 1982, Berman, McLaughlin, Bass, Pauly and Zellman (1977), Dembo and Gibson (1985), and Fuller, Wood, Rapoport, and Dornbusch, (1982). The results of these and other studies regarding teacher efficacy have been replicated in the Punjab in India (Raza & Shah, 2010), in Singapore (Nie, Tan, Liau, Lau, & Chau, 2012) as well several other countries. However, all of these studies have been with teachers who were citizens of the various countries where the research was undertaken and the vast majority of the studies were conducted at the K-12 levels. In all of these studies, however, the teachers were citizens of the various countries where the research was undertaken. Principals, the administrators of a school, also have a sense of self-efficacy. Taylor (1992) found that principals have a "significantly greater sense of efficacy…than did teachers" (p. 62) and that this greater sense of self-efficacy was evident at all levels.

2.2    Teacher Efficacy at College and University Level

Although the role of higher education instructors is not the same as K-12 teachers, and very few studies have researched the self-efficacy of instructors in higher education (Fives & Looney, 2009), it is still possible to use the insights gained through K-12 research as a guide to "assist in determining how… [to] improve education at the college level" (Morris et al., 2011, p. 233). At the higher education level, school climate, otherwise known as school structures or school bureaucracy, also has an impact on instructor efficacy. According to Tschannen-Moran et al. (1998), self-efficacy belief can be enhanced or eroded by a school`s climate, its bureaucracy, be it enhancing or cohesive.

The main studies that have taken place at the higher education level include Heppner (1994), Preito and Meyers (1999), and Young and Kline (1996). All of these studies found that the instructors exhibited high levels of self-efficacy and that this was attributed to knowledge of the subject matter and feedback. Loop, Clark, and Ellet (1997) in their study concluded that with university faculty the "higher education setting is quite a different organizational context, characterized perhaps by greater autonomy among faculty and less organizational cohesion" (p. 15) and, therefore, the teaching faculty exhibit higher teacher-efficacy. At these levels, research found that there was a connection between teacher self-efficacy and the teacher's teaching strategies as well as the teacher's student's achievement (Fives & Looney, 2009). This is similar to what was found with teachers at the elementary and secondary level.

At the college level, Smylie (1992) found that instructors who felt that their school climate was a positive one were more willing to participate in the decision making process, and in fact, did participate more. Stipek (2012) found that for college level instructors, the more

administrative support the instructors believed they were given, the higher their sense of self-efficacy.

2.3    Bureaucracy

Hoy and Sweetland (2001) wrote that there are two significant parts to bureaucratic organizations: formalization and centralization. Formalization of bureaucracy is "the degree to which the organization has written rules and regulations, procedures, and policies" (Hoy & Sweetland, 2001, p. 297).  In enabling bureaucratic formalization, procedures are used to provide organizational memory and capture 'best practice' and codifies these routines "so as to stabilize and diffuse new organizational capabilities" (p. 69). With coercive bureaucracy formalization, procedures are used as substitutes for, "rather than a complement to commitment" (p. 60). In other words, coercive formalizations are designed to force reluctant compliance and to extract recalcitrant effort (Hoy & Sweetland, 2001, p. 60).

Centralization, which is closely related to formalization, can be defined, according to Sinden, Hoy, and Sweetland (2004), as the "hierarchy of authority" (p. 462). Forsyth, Barnes, and Adams, (2006) define centralization as "the power distribution in an organization" (p. 127). When the rules and procedures are enabling so is the hierarchy and vice versa (Hoy & Miskel, 2013, p. 115). As Sinden et al. (2004) note, "problem solving is not improved by blind obedience to the rules; in fact, what is often required for effective problem solving is the flexibility to substitute judgement for rules" (p. 463). Furthermore, according to Hoy (2003b), the higher the centralization in an organization, the more the decision making process is concentrated at the top of the hierarchy while organizations with low centralization "depicts a decision making structure that is diffuse and shared" (p. 89). Enabling centralization "helps solve problems rather than

getting in the way" (p. 89) while hindering centralization "is a structure and an administration that impede rather than help subordinates solved problems and do their work" (p. 89). It is the combination of formalization and centralization that Adler and Borys (1996) describe as enabling and coercive bureaucracy. Hoy and Sweetland (2000, 2001), using Adler and Borys's terminology, label school bureaucracy as enabling school structures and coercive school structures.

2.4      Schools as Bureaucracies

Any organization of any size has bureaucratic features (Hoy, 2003b). Part of the reason for this is that organizations require formal procedures and hierarchical structures in order to "prevent chaos and promote efficiency" (Hoy, 2003b, p. 87). Bureaucratic structures also pervade the organizational life of schools (Sweetland, 2001). In fact, McGuigan and Hoy (2007) state that "public schools have all the trappings of traditional bureaucracies" (p. 210). According to Weber (1947), bureaucratic trappings are: a hierarchy of authority, division of labor, impersonality, objective standards, technical competence, and rules and regulations. In short, school bureaucracy is inevitable and unavoidable. For schools, teaching and learning are the "technical core" (Hoy & Miskel, 2013, p. 26) with specialization, according to Lennon (2009), being "based on instructional level and subject matter content" (p. 7). Hierarchically, the level above the technical core is the managerial level, otherwise known as the administrators (Hoy & Forsyth, 1986; OECD, 2009). However, both "managers [administrators/principals] and workers [teachers] have a unity of end in that the objective is to do what is best for kids" (Ryan, 2007, p. 20).

Since bureaucracy is inevitable, the most important thing, as Sinden et al. (2004) note, "is to avoid the dysfunctions of structure while embracing its positive forces" (p. 464) since "unresponsive structures and unfair and rigid rules and policies" (Hoy & Sweetland, 2001, p. 297) frequently generates frustration, alienation, the breeding of dissatisfaction, the hindering of creativity, and discouraged employees (Sinden et al., 2004). However, although widespread, bureaucracy is not in and of itself a negative thing and the negative effects need not be part and parcel of it. Rather, as Adler, Klein, Howe, and Root (1999) wrote, the "adverse consequences of bureaucracy … are due to the decisions managers make when they choose alternative forms of bureaucracy" (p. 49). In other words, it is "in the *kind* [italicized in the original] of [bureaucratic] structure [that has been created] and its implementation" (Sinden et al., 2004, p. 464) that are negative, not the bureaucracy itself. As Sinden et al. (2004) note, "punishment-centered procedures are determined unilaterally by those in power and are used to control and discipline those who deviate" (p. 463). Furthermore, bureaucratic "layers insulate" (Adler et al., 1999, p. 36) which can lead to administrators seeing only the bureaucratic rules and procedures and not the people within the organization that the rules and procedures are meant to assist. If the rules and procedures are used to "guide behaviour, clarify responsibility, reduce stress, and enable individuals to feel and be more effective" (Sinden et al., 2004, p. 463), then they can also be "used to guide and prevent problems" (p. 463). However, this is only viable if the rules and regulations are representative and are developed jointly by the administrators and the teachers.

2.5     Bureaucracy and Hierarchy in Schools

Sinden et al. (2004) note that hierarchy of authority and high centralization, where authority is concentrated at the top and flows downwards, "is a classic characteristic of

bureaucratic structure" (p. 464). The task of the administrator in such structures is to manage the bureaucracy "with a concomitant emphasis on control and efficiency of operations" (Barnhardt, 1987, p. 2). Also in such structures, according to Barnhardt, the administrator hopes to "maintain the system by reducing extraneous or complicating variables to a minimum, or redefining them in terms that are manageable, so as to avoid disruption to the equilibrium in the system" (p. 2). Furthermore, the only changes that are permitted are within-system ones (e.g. innovations in curriculum, teaching methods, or training techniques) as these "do not significantly interfere with established administrative procedures or power alliances" (Barnhardt, 1987, p. 2). However, as Barnhardt further noted, administrators who take a "hard-line bureaucratic response" to a situation that they perceived as a threat to their authority as an administrator or to the system that they are entrusted with, can lead to "a defensive administrative posture and a subsequent polarization between the school and the community around the issue" (p. 3), whatever that issue may be.

Despite the desires of administrators in these bureaucratic structures, as Willower (1980) notes, "the application of theories by practicing administrators [is] a difficult and problematic undertaking…theories are simply not used very much in the realm of practice" (p. 2). Teachers in an educational institution expect the rules and procedures that are in place in the school system to "make sense and be enforceable" (Sinden et al., 2004, p. 467). To accomplish this, according to Edelman (as cited in Sinden et al., 2004), "administrators should be thinking persons rather than merely bureaucrats" (p. 468). In other words, the administration of schools "must play a more dynamic role and become far more than an administrator of top-down rules and regulations" (OECD, 2009, p. 191). There needs to be two-way communication between the teachers and the administration since **"two-way communication facilitates two-way influence

and encouragement" (Sinden et al., 2004, p. 474). In a culturally diverse setting, the task of the administrator is to create and maintain an organizational environment that will maximize the ad hoc communication between the teachers and the administration. The ability of a school system to accommodate diversity, according to Barnhardt (1987), required "an extensive framework for participatory decision-making [underlined in the original] to allow complementarity to emerge from the diverse points of view" (p. 10).

2.6     School Administration

According to Hoy and Miskel (2013), school administrators are "subordinate to teachers in the sense that their primary role is to serve teachers and facilitate the teaching-learning process" (p. 113) and, according to Stipek (2012), the research supports the idea of "promoting administrator's skills in order to support teachers" (p. 601). Mullins (1996) notes that it is very important that managers, including the administration of schools, have a "highly developed sense of people perception, and understand the feelings of staff, and their needs and expectations" (p. 452). After all, it is people who are being managed and people need to be viewed in human terms. As Mullins further notes, "a genuine concern for people and for their welfare goes a long way in encouraging them to perform well" (p. 452).  Mullins goes on to state that too many managers "appear to attempt to manage through the use of rules, systems, procedures and paperwork, rather than with and through people" (p. 452).

Hoy and Woolfolk (1993) found that "teachers who felt that their principals were sufficiently influential with their superiors within the district, as measured on the Organizational Health Inventory, had higher PTE [personal teacher efficacy]" (p. 213). In fact, as Tschannen-Moran et al. (1998) found, "principals used their leadership to provide resources for teachers and

buffer them from disruptive factors, but allow teachers flexibility over classroom affairs, created a context that allowed efficacy to develop" (p. 220). Furthermore, as Tschannen-Moran et al. go on to state, when the principal demonstrated the types of behaviour that were appropriate and "provided rewards contingent on performance, both PTE and GTE [general teacher efficacy] were higher" (p. 220).

2.7     Enabling and Coercive School Structures

Adler and Borys (1996) suggested that there are two types of bureaucracy: enabling and coercive. An enabling school structure is a hierarchy that helps rather than hinders and is supported by a system of rules and regulations that is flexible, encouraging, and guides rather than punishes mistakes (Hoy et al., 2013). In contrast, a coercive bureaucratic school structure attempts to "force reluctant employees to comply and to extract recalcitrant effort" (p. 60).  For Mayerson (2010), the concept of enabling and coercive bureaucratic school structure is that the rules and procedures that are in place may have different purposes.

This enabling / coercive bureaucratic school structure can have an effect on teachers' sense of self-efficacy (Tschannen-Moran et al., 1998, p. 220).  In a study of 116 schools, Sweetland (2001) found that the greater the enabling bureaucracy of schools, the more teachers feel a sense of power and the more they communicate authentically with other teachers. Furthermore, the greater the degrees of enabling bureaucracy, the greater the extent to which principals are authentic in their communication with teachers. Sweetland concluded that enabling bureaucracy are "positive forces in the lives of teachers" and "enabling structures free and empower teachers to make professional decisions without fear of administrative reprisal" (p. 587).

Bureaucracy (in the form of clear rules and procedures) can reduce ambiguity and false starts, clarifying how desired outcomes can be achieved. In other studies, researchers have documented that bureaucratic rules, regulations, and procedures can have a positive effect on an organization. Michaels, Cron, Dubinsky, & Joachimsthaler (1988), for example, found that greater organizational formulation lowered both role ambiguity and role conflict stress. Senatra (1980) found that bureaucracy can reduce role conflict. Craig (1995) found that it can effectively promote innovation, change, and can be used to effectively achieve specific goals. Moller and Charters (1996) found that bureaucracy can lessen feelings of alienation in schools. It would appear, therefore, that, as Mayerson (2010) states, "bureaucracy, rules and procedures, can be either positive or negative" (p. 27).

## 2.7.1    Enabling School Structures

Enabling formulation facilitates employees' mastering their tasks and functions and "can be designed to enable employees to deal more effectively with its inevitable contingencies" (Hoy et al., 2013, p. 69). Also, as noted previously, enabling school structures support employees by viewing rules and regulations through the lens of "best practice" (Hoy et al., 2013, p. 463) rather than as a means of punishing mistakes. The rules and regulations are viewed as means of helping subordinates with their difficulties and dilemmas. Hoy and Sweetland (2001) theorized that "for enabling organisations to be genuine and effective, they needed to be anchored in trust" (p. 310). This has been echoed by King (2001) in his study of teachers in Virginia, USA. King found that if the teacher-principal relationship was perceived negatively, "the tendency is for teachers [is] to feel less efficacious" (p. 98). Hoy and Sweetland (2004) suggest that an enabling school structure is necessary for change and "are important to the development of effective learning

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organizations" (p. 317). McGuigan and Hoy (2007) state that "enabling structure had both enabling formalization and centralization…regulations that guided problem solving rather than punished failure and a hierarchy of authority that enabled principals and teachers to work cooperatively across recognized authority boundaries, which retaining distinct roles" (p.211). A key characteristic of the administration in enabling school structures is flexibility (Sinden et al., 2004, p. 474). As Zachariah (1979) states, "policy decisions are not discrete acts. They occur in a context of administrative continuity" (p. 348). Forsyth, Barnes, and Adams (2006) go so far as to state that enabling structures are the "organizational scaffold for school success" (p. 127).

## 2.7.2   Coercive School Structures

Coercive school structures are used to "punish subordinates when they do not comply with the rules" (Sinden et al., 2004, p. 463). However, according to Sinden et al., coercive rules "tend to hinder productive work practices and more often than not alienate" (2004, p. 463). According to Adler and Borys (1996) and Hoy (2003b), coercive bureaucracy is inclined to generate alienation at the expense of commitment. Furthermore, "coercive rules and procedures punish subordinates rather than reward productive practice…enabling formalization assists employees with solutions to problems in their work. Enabling rules and procedures are flexible guidelines that reflect "best practice" and help subordinates deal with surprises and crisis" (Hoy et al., 2001, p. 298).  Coercive school structures are also typically characterized by "top-down, one-way communication, viewing problems as constraints, forced consensus, mistrust, control, and punishment" (Hoy et al., 2013, p. 115).

# Chapter 3    Methodology

The purpose of this research is two-fold. The first is to examine Western college instructors' beliefs in their self-efficacy in a Western educational institution situated in the Middle East. The research question for this research purpose is: "Does international experience affect Western college instructors' beliefs in their self-efficacy in a Western educational institution situated in the Middle East?" The hypothesis for this research question is: International teaching experience affects college instructors' beliefs in their self-efficacy when teaching in a Western educational institution situated in the Middle East. The null hypothesis is: International teaching experience does not affect college instructors' beliefs in their self-efficacy when teaching in a Western educational institution situated in the Middle East. The independent variable is the college instructors' previous international experience. The dependent variable is the college instructors' beliefs in their self-efficacy.

The second purpose is to examine Western college instructors' beliefs in administrative efficacy in a Western educational institution situated in the Middle East. The research question for this research purpose is: "Does international experience affect Western college instructors' beliefs in administration's efficacy in a Western educational institution situated in the Middle East?" The hypothesis for this research question is: International teaching experience affects college instructors' beliefs in administrative efficacy when teaching in a Western educational institution situated in the Middle East." The null hypothesis is: International teaching experience does not affect college instructors' beliefs in administrative efficacy when teaching in a Western educational institution situated in the Middle East. The independent variable is the college instructors' previous international experience. There are thirteen dependent variables. The first one is the college instructors' beliefs in administrative efficacy. The other dependent variables

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flow from this first dependent variable and are the twelve questions used in Woolfolk Hoy's

(2012) Teachers' Sense of Efficacy Scale (TES) survey (short form). These dependent variables

are listed below.

- administrative rules in this school enable authentic communication between instructors and administrators;
- instructors' [teachers'] beliefs that in this school red tape is problem;
- instructors' (teachers') beliefs that the administrative hierarchy of this school enables instructors to do their job;
- instructors' [teachers'] beliefs that the administrative hierarchy obstructs student achievement;
- instructors' [teachers'] beliefs that the administrative rules help rather than hinder;
- instructors' [teachers'] beliefs that the administrative hierarchy of this school facilitates the mission of this school;
- instructors' [teachers'] beliefs that the administrative rules in this school are used to punish instructors;
- instructors' [teachers'] beliefs that the administrative hierarchy of this school obstructs innovation;
- instructors' [teachers'] beliefs that the administrative rules in this school are substitutes for professional judgment;
- instructors' [teachers'] beliefs that the administrative rules in this school are guides to solutions rather than rigid procedures;
- instructors' belief that in this school the authority of the administration is used to undermine instructors; and
- instructors' [teachers'] belief that that the administrators in this school use their authority to enable instructors to do their job.

This research received full ethical clearance for one year starting on May 11, 2014 from

the Interdisciplinary Committee on Ethics in Human Research (ICEHR) and in accordance with

Memorial University of Newfoundland's Policy on Ethical Research Involving Human

Participants, Section 3 (Guiding Ethical Principles and Section 18, Responsibilities of

Researcher), and the *Tri-Council Policy Statement on Ethical Conduct for Research Involving

Humans (TCPS2)*. The ethics approval was renewed on May 16, 2015 for one additional year.

This research also received full ethical clearance from the College of the North Atlantic-Qatar's

Institutional Review Board (IRB) on May 29, 2014. Renewal of the ethical clearance from the College of the North Atlantic-Qatar's Institutional Review Board (IRB) was not necessary. All ethics approvals can be found in Appendix A.

The research was conducted in the Middle East in a satellite campus of a Canadian college offering certificates and diplomas in IT, Business, Engineering, Health Sciences, and Industrial Trades. The Middle East campus also has a foundations program which offers academic upgrading in English (English as a Foreign Language (EFL)), mathematics, biology, chemistry, and communications. The college has been operating in the Middle East for more than 10 years. There are approximately 2000 full-time students and 2000 part-time students. The college employs 342 instructional faculty and 1500 staff and other support personnel.

The instructors were sent an initial email by the college's Chair of Research via an internal college "Faculty All" email group account. The researcher was not given access to this email group account. The email contained a link to the survey (Appendix B) which was held on SurveyMonkey©'s servers in the United States. By clicking on the "Submit" button at the end of the survey, a respondent was giving his or her informed consent to use the data submitted in this research. This method of obtaining the respondent's informed consent was stated in the "Faculty All" group email sent out by the Chair of Research, restated in the "Online Informed Consent" section at the beginning of the survey before access to the survey was permitted, and restated again next to the submit button at the end of the survey. Informed consent for the face-to-face qualitative interviews was also undertaken at the same time.

The survey was made available for one calendar month. After two weeks, a reminder email regarding the survey was to be sent out, but this was not permitted, nor was the planned

final email thanking all instructors for completing the survey and participating in the research. No reason was given for this refusal by the college.

Respondent demographic data were collected in the initial part of the survey. These bio-data were used to identify the two groups under consideration: instructors who had prior international teaching experience and instructors who did not have prior international teaching experience. It was not possible to identify any specific individual using the biographical data provided by the respondents thereby ensuring respondents' confidentiality. Instructors' beliefs in their own efficacy was gathered using Woolfolk Hoy's (2012) Teachers' Sense of Efficacy Scale (TES) survey, short form (Appendix C). This survey, along with its statistical analysis protocol, can be found at http://people.ehe.osu.edu/ahoy/files/2009/02/tes22.pdf. To gather the data, this portion of the survey was renamed Instructors' Sense of Efficacy Scale due to the research being undertaken at a college. For the purposes of the analysis, however, the original name, Teachers' Sense of Efficacy Scale (TES), and the original word "teacher" has been used in the Results and the Discussion sections to facilitate reference to previous research. According to Tschannen-Moran and Woolfolk Hoy (as cited by Hoy, 2013), the TES (short form) has a reliability mean of 7.1, a standard deviation of .98, and an alpha of .90. In most social sciences research situations, a reliability of .70 or higher is considered to be acceptable (UC Regents, 2015).

The instructors' beliefs in administration's efficacy were gathered using Hoy's (2003a) Enabling School Structure (ESS) survey (Appendix D). This survey, along with the statistical analysis protocol, can be found at http://waynekhoy.com/pdfs/form-ess.pdf. The ESS survey has a reliability value of .90 or higher (Hoy & Sweetland, 2000; Hoy & Sweetland, 2001). Permission to use both of these surveys can be found in Appendix E. The raw data can be found in Appendix F.

As these two surveys were not specifically designed for this specific population, a Cronbach's alpha (Cronbach's α) was run on both of these surveys to determine the scale of reliability for all respondents and for each group of respondents. Cronbach's α is a measure of coefficient of reliability, or internal consistency. It is considered to be a measure of scale reliability. A "high" (UC Regents, 2015) value for alpha does not imply that the measure is unidimensional. The results of the Cronbach's α for the TES and the ESS used in this research are presented below in Table 1.

| Respondents by Survey | | Cronbach's α reliability score (SPSS 20.0.0) |
|---|---|---|
| 1 | ESS All (n = 62) | .919 |
| 2 | ESS Abroad Previously (n = 25) | .868 |
| 3 | ESS Neve Abroad Previously (n = 37) | .925 |
| 4 | TES All (n = 62) | .893 |
| 5 | TES Abroad Previously (n = 25) | .943 |
| 6 | TES Never Abroad (n = 37) | .810 |

Table 1: Cronbach's α results for TSS and ESS used in this research.

3.1     Demographic Data of Survey Respondents

There were a total of eighty-four responses to the online survey (N=84), a response rate of 24.6% (84(respondents) ÷ 342 (total instructors at the college who received the survey) = 0.246 x 100 = 24.6% (rounded)). Seven of the respondents self-identified as "Administrator / Management", one self-identified as "staff" and one self-identified as "Other" (entrepreneurial mentor), and thirteen responses were incomplete. These were removed from the final results. The remaining sixty-two respondents who completed the survey self-identified as "Instructor" (n=62). This n was used in this research. Thirty-seven of the sixty-two respondents had never taught abroad prior to commencing their employment at the college in the Middle East while 25 respondents had taught abroad prior to taking up their current positon. Twenty-three respondents had taught at the college for 0-4 years, thirty for 5-9 years, and 9 for 10-14 years. Of those

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instructors who had taught abroad previously, six had been teaching at the college for 0-4 years,

seventeen for 5-9 years, and 2 for 10-14 years. For those instructors who had not taught abroad

previously, seventeen had been in their current position for 0-4 years, thirteen for 5-9 years, and

seven for 10-14 years. The ages of the respondents ranged from 25 to 74.  Three respondents had

a technical certificate, 1 had a technical diploma, 9 had a bachelor's degree, forty-five had a

master's degree, and 4 had a doctorate. All of the respondents were from Canada.


3.2     The Quantitative Analysis

The initial analysis of the survey data was completed according to the statistical analysis

protocols provided by Woolfolk Hoy (2012) for the TES and Hoy (2003a) for the ESS. As per

Woolfolk Hoy's protocol, the results obtained from the TES survey used in this research was

analyzed using factor analysis.  The results of this factor analysis were as follows. The rotational

sums of squares loading for factor 1, efficacy in classroom management, was 33.19%, for factor

2, efficacy in instructional strategies, was 54.50%, and for factor 3, efficacy in student

engagement, it was 72.36 %. The varimax results generally followed those found by Woolfolk

Hoy's (2012) factor analysis. In the factor analysis for this research Q13(a) (TES 1), How much

can you do to control disruptive behavior in the classroom?, Q13(f) (TES 6), How much can you

do to get children to follow classroom rules?, Q13(g) (TES 7), How much can you do to calm a

student who is disruptive or noisy?, and Q13(h) (TES 8), How well can you establish a

classroom management system with each group of students?,  generally loaded on factor 1,

efficacy in classroom management.  Q13(e) (TES 5), To what extent can you craft good

questions for your students?, Q13(i) (TES 9), How much can you use a variety of assessment

strategies?, Q13(j) (TES 10), To what extent can you provide an alternative explanation or (sic)

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example when students are confused?, and Q13(l) (TES 12), How well can you implement

alternative strategies in your classroom?, generally loaded on factor 2, efficacy in instructional

strategies, and Q13(b) (TES 2), How much can you do to motivate students who show low

interest in school work?, Q13(d) (TES 4), How much can you do to help your students value

learning?, and Q13(k) (TES 11), How much can you assist families in helping their children do

well in school?, generally loaded on factor 3, efficacy in student engagement. Q13(c) (TES 3),

How much can you do to get students to believe they can do well in school work?, however,

loaded on factor 2, efficacy in instructional strategies, rather than factor 3, efficacy in student

engagement, as in Woolfolk Hoy's factor analysis. However, when this loading of Q13(c) (TES

3) on factor 2, efficacy in student, was reanalyzed and compared to the greater number of studies

undertaken, the number of respondents who participated in the initial development of the

instrument, and the greater number of statistical tests used to validate the instrument (Tschannen-

Moran & Woolfolk Hoy, 2001), it was concluded that this loading of Q13(c) (TES 3) on factor 2

instead of factor 3 was an not significant as all other questions in the ESS loaded on the expected

factor. Therefore, this loading of Q13(c) (TES 3) on factor 2, efficacy in instructional strategies,

in this factor analysis was rejected and the Woolfolk Hoy protocol was accepted and used. The

results of the scree plot are presented in Figure 1 below. The results of the factor analysis

varimax, using Principal Component Analysis as the extraction method, and the Kaiser

Normalization as the rotation method with a rotation converged in 6 iterations, are presented

below in Table 2. The factor analysis in its entirety can be found in presented in Appendix G.
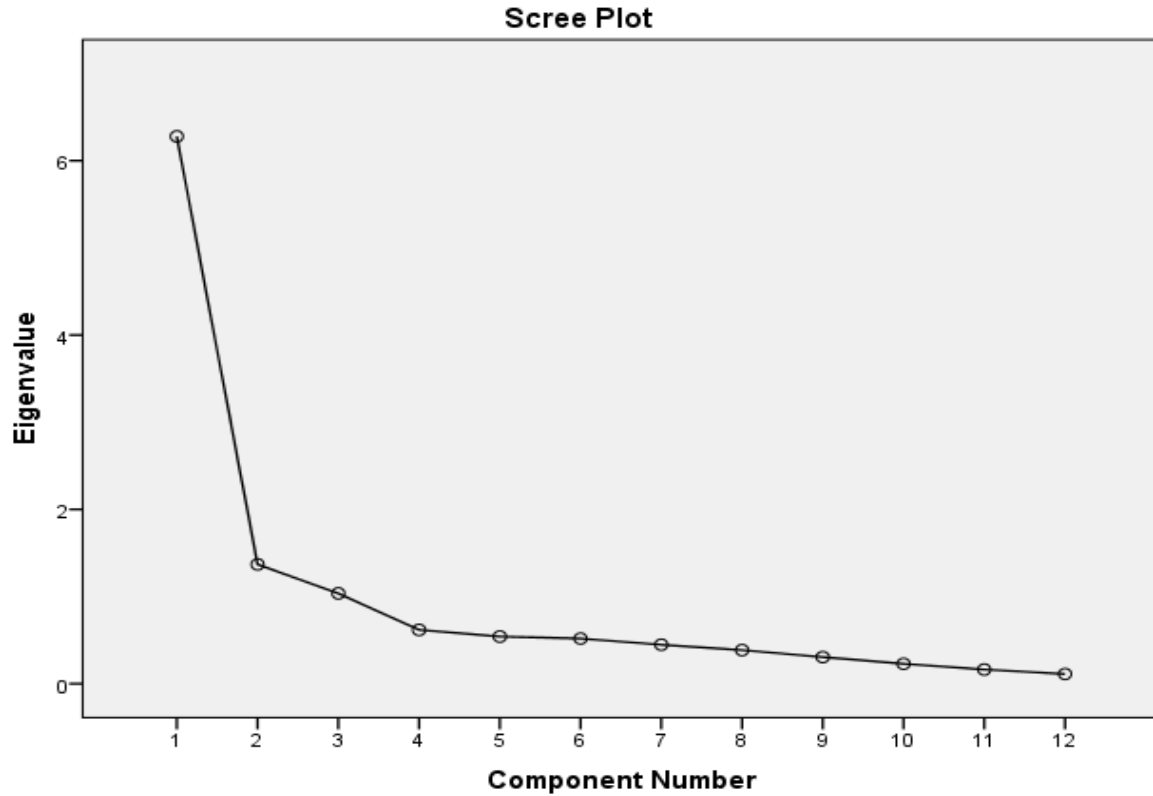
Figure 1: TES (Q13(a)-(l) (TES 1-12) factor analysis scree plot.

| Question Number (This research survey number and original TES number) | Component | | |
|---|---|---|---|
| | Factor 1: efficacy in classroom management | Factor 2: efficacy in instructional strategies | Factor 3: efficacy in student engagement |
| Q13(f) (TES 6) | .878 | .212 | .154 |
| Q13(a) (TES 1) | .859 | .129 | .223 |
| Q13(g) (TES 7) | .830 | .243 | .263 |
| Q13(h) (TES 8) | .747 | .363 | .123 |
| Q13(i) (TES 9) | .067 | .750 | .319 |
| Q13(l) (TES 12) | .189 | .710 | .272 |
| Q13(e) (TES 5) | .527 | .662 | -.119 |
| Q13(j) (TES 10) | .529 | .624 | .009 |
| Q13(c) (TES 3) | .487 | .514 | .314 |
| Q13(k) (TES 11) | .021 | .081 | .841 |
| Q13(d) (TES 4) | .307 | .308 | .706 |
| Q13(b) (TES 2) | .548 | .212 | .700 |

Table 2: Varimax with Kaiser Normalization.

Once the factor analysis on the TES was completed, a further analysis of the survey data used in this research was undertaken. The respondents' biographic data were used to determine which of the respondents belonged to which group depending on whether or not they had prior international teaching experience. Using the biographical data, the results to the ESS were again analyzed using the unweighted means of the two groups. A further analysis of the TES responses was completed using an unpaired $t$-test to determine if the differences between the means of the two groups was significant at a $p < 0.05$ level with $df = 60$ ($df = $ (n-2) where n = sample size) for each sections on the TES section of the survey.

The ESS survey data were initially analyzed as per the statistical analysis associated with the survey. The statistical protocol is as follows:

1. The average score for each respondent was computed

2. All the average scores were summed and then divided by the number of respondents.

3. The total score was converted to a standardized score with a mean of 500 and a standard deviation of 100 as follows:

    a. Standard score for = [100*(ESS-3.74)/.341] + 500

    This provides the college's standard score for ESS.

4. The total score for the college was then compared against the normative ESS Ohio sample provided by Hoy (2015) are presented in Table 3 below :

| ESS Score Obtained | Interpretation of the ESS Score Obtained |
|---|---|
| 200 | lower than 99% of the schools in the ESS Ohio sample |
| 300 | lower than 97% of the schools in the ESS Ohio sample |
| 400 | lower than 84% of the schools in the ESS Ohio sample |
| 500 | average |
| 600 | higher than 84% of the schools in the ESS Ohio sample |
| 700 | higher than 97% of the schools in the ESS Ohio sample |
| 800 | higher than 99% of the schools in the ESS Ohio sample |

*Note.* Adapted from *ESS Form* [website]*,* by W. Hoy, 2015

Table 3: Interpretation of Obtained ESS Score.

To further analyze the results from the ESS survey, each of the questions in the survey were analyzed using two identified groups: instructors who had taught abroad previously and instructors who had never taught abroad previously. The taught abroad previously group have had additional international teaching experience while the never taught abroad previously group have only worked for their current employer abroad. The two groups were compared using an unpaired *t*-test to determine if the differences between the means of the two groups for each question on the ESS survey was significant at a $p < 0.05$ level with $df = 60$ ($df = $ (n-2) where n = sample size). However, in this research a Bonferroni Correction for type-1 error with a $p < 0.004$ (rounded) was used to ensure that any type-1 error was corrected for as per Dr. Hoy's (personal communication, January 5, 2014), the developer of the survey, recommendation. When using multiple statistical tests, as in this research, there is a greater likelihood that Type I errors (the acceptance of the hypothesis when the null hypothesis is true) can occur. The Bonferroni correction lowers the critical *p*-value for each particular test based on the number of tests thereby

reducing this problem associated with multiple comparisons (Cabin & Mitchell, 2000). All the statistical analysis for both portions of the survey was completed using SPSS version 20.0.0.

3.3     The Qualitative Analysis

There was an opportunity for respondents to participate in a confidential one-on-one interview based on an individual's responses to the online surveys. To participate in the interview, respondents had to self-identify at the end of the survey by providing a non-college email address through which they could be contacted. A total of 13 instructors responded that they would be willing to participate in an interview. Six of the 13 had taught abroad previously while seven had not. All 13 interviewees were sent an interview request and schedule via non-college email, but only 12 responded to the request. Interviews were digitally recorded using an Olympus Digital Voice Recorder©, model number WS-560M. However, if an interviewee did not wish the interview to be recorded, the interviewer took notes instead. The interviews lasted for approximately one hour. Eight of the interviews were digitally recorded while two were not due to technical problems with the digital recorder. Two interviewees did not keep their interview appointment. The interview questions were the initial survey questions thereby allowing for the interviewees to expand on their initial responses and add extra information or clarification to their responses if they wished. An assistant was trained to administer the interview questions. All the digitally recorded interviews were transcribed by the researcher using Express Scribe Transcription Software v-5.69. The data obtained were used to gain additional insight into the results obtained from the quantitative analysis. Both the eight transcribed interviews and the interviewer's notes for the two unrecorded interviews can be found in Appendix H.

3.4     Limitations of the Study

This research, although it provides an overview of Western college instructors' beliefs in their own as well as their Western administration's efficacy at a Western satellite college in the Middle East, has limitations. The first is that the participants come from only one branch of the college, the satellite campus located in the Middle East. One possible way to eliminate this limitation would be to survey instructors in the home college as well. However, this was not possible due to time constrains. A second shortcoming is that some schools at the college were over-represented in the survey results. Part of the reason for this limitation has to do with the number of instructors working in each school. A final limitation is the relatively small number of participants in the face-to-face interviews: 10 in total of the 62 total respondents (n = 62). Although the answers to the interview questions did provide additional information regarding the survey results, more interviews would have greatly enhanced this.

# Chapter 4    Presentation of Data (Results)

The results for this research have been divided into two sections: the TES (short form) and the ESS.  For each section, only the quantitative analysis is presented. In this research, the TES (short form) questions were renumbered Q13(a) – Q13(l) to fit into the format of the online research survey. All places where the TES (short form) question is used uses both this research survey's numbering system as well as the TES (short form) numbering system for ease of reference. The ESS questions were also renumbered Q14(a) – 14(l) to fit the format of the online research survey. In all places where reference to an ESS question is made, both this research survey's question number and the original ESS question number are used for ease of reference.

Due to the small number of respondents (N = 10) in the one-to-one interviews, the qualitative research, based on the one-to-one interviews, is used in the discussion section to delve into the teachers' rationale for their responses to the survey. The interviews are intended to balance the statistical data, and to facilitate a deeper and richer understanding of the teachers' sense of their own efficacy and their perceptions of the administration's efficacy.

## 4.1    Teachers' Sense of Efficacy Scale (TES) Results

The TES (short form) consists of 12 questions, numbered 1 – 12. The TES questions are grouped to provide a score for the three sub-groupings listed below:

1. Efficacy in Student Engagement question group:

   a.    Q13(b) (TES 2):  How much can you do to motivate students who show low interest in school work?

   b.    Q13(c) (TES 3):  How much can you do to get students to believe they can do well in school work?

c. Q13(d) (TES 4): How much can you do to help your students (sic) value learning?

d. Q13(k) (TES 11): How much can you assist families in helping their children do well in school?

2. Efficacy in Instructional Strategies question group:

a. Q13(e) (TES 5): To what extent can you craft good questions for your students?

b. Q13(i) (TES 9): How much can you use a variety of assessment strategies?

c. Q13(j) (TES 10): To what extent can you provide an alternative explanation or example when students are confused?

d. Q13(l) (TES 12): How well can you implement alternative strategies in your classroom?

3. Efficacy in Classroom Management question group:

a. Q13(b) (TES 1): How much can you do to control disruptive behavior in the classroom?

b. Q13(f) (TES 6): How much can you do to get children to follow classroom rules?

c. Q13(g) (TES 7): How much can you do to calm a student who is disruptive or noisy?

d. Q13(h) (TES 8): How well can you establish a classroom management system with each group of students?
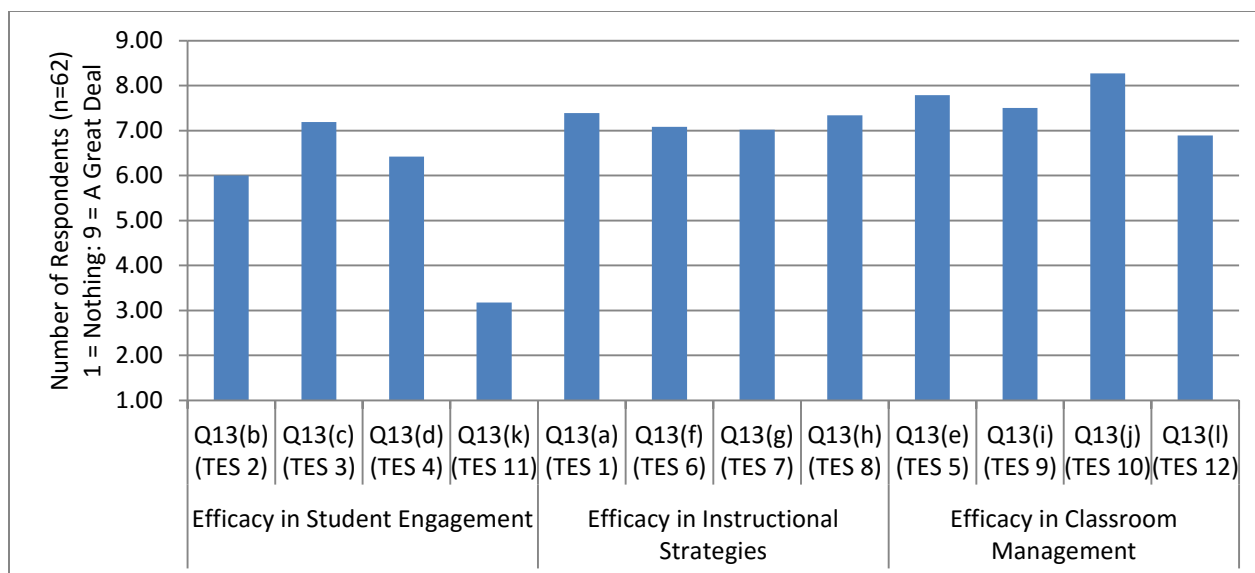
Figure 2. TES by question group for all respondents.

Figure 2 above shows that for all respondents (those respondents who have taught abroad previously and those respondents who have not taught abroad previously), the Efficacy in Student Engagement section of the survey, Q13(b) (TES 2), How much can you do to motivate students who show low interest in school work?, Q13(c) (TES 3), How much can you do to get students to believe they can do well in school work?, Q13(d) (TES 4), How much can you do to help your students value learning?, and Q13(k) (TES 11), How much can you assist families in helping their children do well in school?, had a mean, the central tendency, of 5.70 with a standard deviation (SD), the amount of variation in the data, of 2.37. The Efficacy in Instructional Strategies section of the survey, Q13(e) (TES 5), To what extent can you craft good questions for your students?, Q13(i) (TES 9), How much can you use a variety of assessment strategies?, Q13(j) (TES 10), To what extent can you provide an alternative explanation or (sic) example when students are confused?, and Q13(l) (TES 12), How well can you implement alternative strategies in your classroom?, had a mean of 7.61 with a standard deviation (SD) of 1.60. The Efficacy in Classroom Management section of the survey, Q13(a) (TES question

1), How much can you do to control disruptive behavior in the classroom?, Q13(f) (TES 6), How much can you do to get children to follow classroom rules?, Q13(h) (TES 7), How much can you do to calm a student who is disruptive or noisy?, and Q13(i) (TES 8), How well can you establish a classroom management system with each group of students?, had a mean of 7.21 with a standard deviation of 1.57.

## 4.2    Further Analysis of the Teachers' Sense of Efficacy Scale

Further analysis of the responses to the TES questions on the survey indicated that there was little difference between the instructors who had taught abroad previously and those who had not.  The results are presented below.

## 4.2.1    Efficacy in Student Engagement
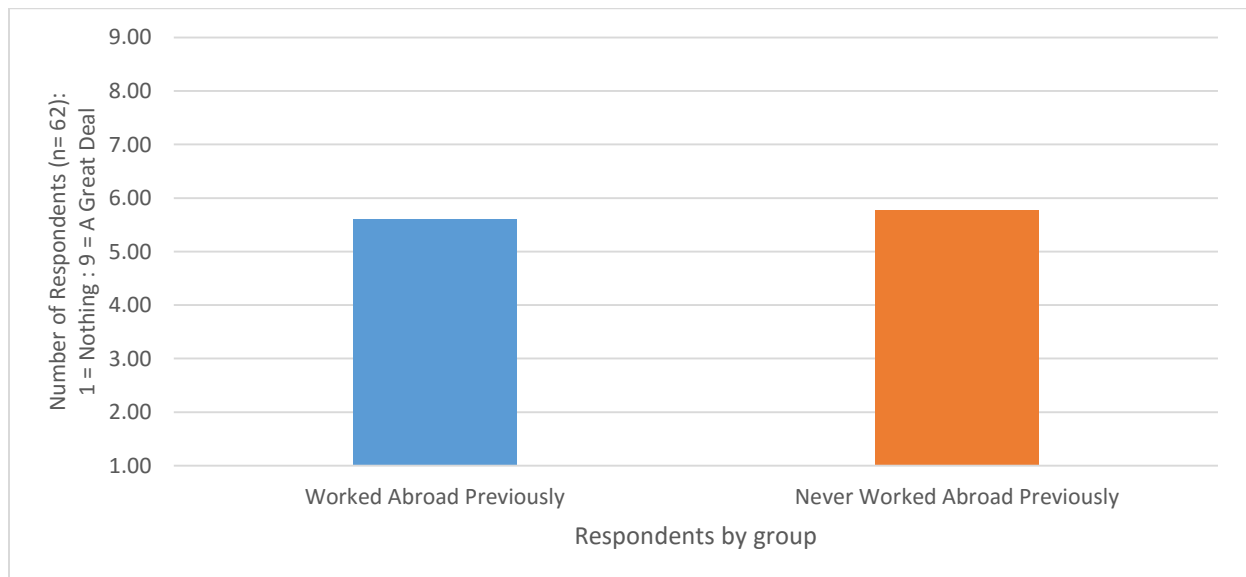


Figure 3. Efficacy in student engagement by group.

As Figure 3 shows, for the taught abroad previously group, the Efficacy in Student Engagement, survey Q13(b) (TES 2), How much can you do to motivate students who show low interest in school work?, Q13(c) (TES 3), How much can you do to get students to believe they can do well in school work?, Q3(d) (TES 4), How much can you do to help your students value learning?, and Q13(k) (TES 11), How much can you assist families in helping their children do well in school?, had a mean of 5.60 with a standard deviation (SD) of 2.64. For the never taught abroad previously group, the Teachers' Sense of Efficacy in Student Engagement had a mean of 5.76 with a standard deviation (SD) of 2.19. In the unpaired *t*-test, the results were $t(60) = 0.69$, $p = 0.51$. This result was not significant and the null hypothesis was accepted[1].

The lowest score of all the questions groups was the Efficacy in Student Engagement group of questions with a mean of 5.70 out of a possible 9.00. The relatively low mean score for this question was due mostly to question Q13(k) (TES 11), the ability of instructors to assist families in helping their adult children do well in school, which had an overall mean of 3.18. When the mean for the Efficacy in Student Engagement was calculated for each of the instructor groups, those instructors who had previous international experiences obtained a mean of 2.68 while the instructors with no previous international experience obtained a mean of 3.51. The reason for this low mean score became clearer during the interviews. Most of the instructors interviewed felt that they had little input in this area mainly due to the college and cultural environment in which they were teaching. Rather, the instructors were apt to rely on the student support services and systems that are in place at the college to bridge this gap if the need arose.

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[1] This acceptance or rejection of the null hypothesis is as per the explanation provided by Creswell (2012). Creswell notes that if the *p*-value obtained from the statistical analysis of the data is less than the *p*-value used, then the results are significant; reject the null hypothesis and accept the hypothesis. Otherwise, accept the null hypothesis. In this research, the Bonferroni correction of *p*-.0004 was used rounded down from *p*-.0041667.

The general consensus from the qualitative data was that the instructors believed that as long as their students felt they were part of the learning process and respected within the classroom, they had little difficulty being effective in student engagement. The qualitative interviews further demonstrated that the instructors did not believe that there was a lack of student engagement. The main point for both groups was that it was vitally important to be able to communicate effectively with their students. In other words, "Keep the channels of communication clear", to quote one instructor. Nevertheless, there was a perception that it was sometimes difficult to motivate students. A large part of this difficulty, as one instructor noted, was that many of the students were "placed and sponsored into areas…that were of little interest or they have no knowledge or understanding about."

## 4.2.2   Efficacy in Instructional Strategies
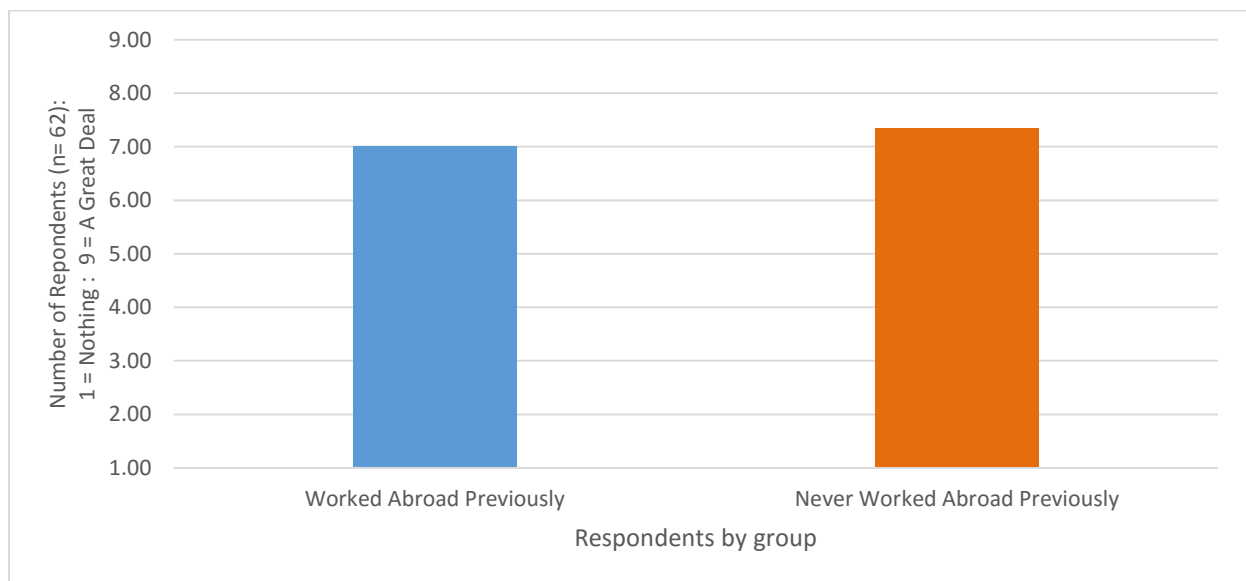


Figure 4. Efficacy in instructional strategies by group.

Figure 4 above shows efficacy in instructional strategies by group. The taught abroad previously group score on the Efficacy in Instructional Strategies section of the survey, Q13(e) (TES 5), To what extent can you craft good questions for your students?, Q13(i) (TES 9), How much can you use a variety of assessment strategies?, Q13(j) (TES 10), To what extent can you provide an alternative explanation or example when students are confused?, and Q13(l) (TES 12), How well can you implement alternative strategies in your classroom?, had a mean of 7.53 with a standard deviation (SD) of 1.89. The never taught abroad previously group had a mean of 7.67 for the Efficacy in Instructional Strategies with a standard deviation (SD) of 1.38. In the unpaired $t$-test, the results were $t(60) = 0.53$, $p = 0.58$. This result was not significant and the null hypothesis was accepted.

For the Efficacy in Instructional Strategies group of questions there was no significant difference between the two groups and the general consensus from the interviews was that this was not an issue. The one area in this question group where the interviewees from both groups generally felt that they had less control was using a variety of assessment strategies, Q13(i) (TES 9), especially for mid-term and final exams. A common theme which ran through this portion of the interviews was a decided lack of assessment input by instructors, especially with regards to the mid-term and final exams. As one instructor stated, "We have no choice on assessment." Part of the reason for this appeared to be, as one instructor noted, the lack of understanding by the parent college in the West. It was felt that the Western parent college forced the satellite campus in the Middle East to use the parent college's Western standardized exams for many of the courses being taught. However, these imported exams did not take into account the cultural and linguistic challenges of the students at the Middle East satellite campus. As one instructor explained, "We have to teach according to an assessment, a strategy that was created in [Western

country] and…it hasn't been tailored to an international setting of second language students." Another instructor, however, felt that outside of the "prescribed exams", a variety of assessment strategies could be employed.

### 4.2.3 Efficacy in Classroom Management
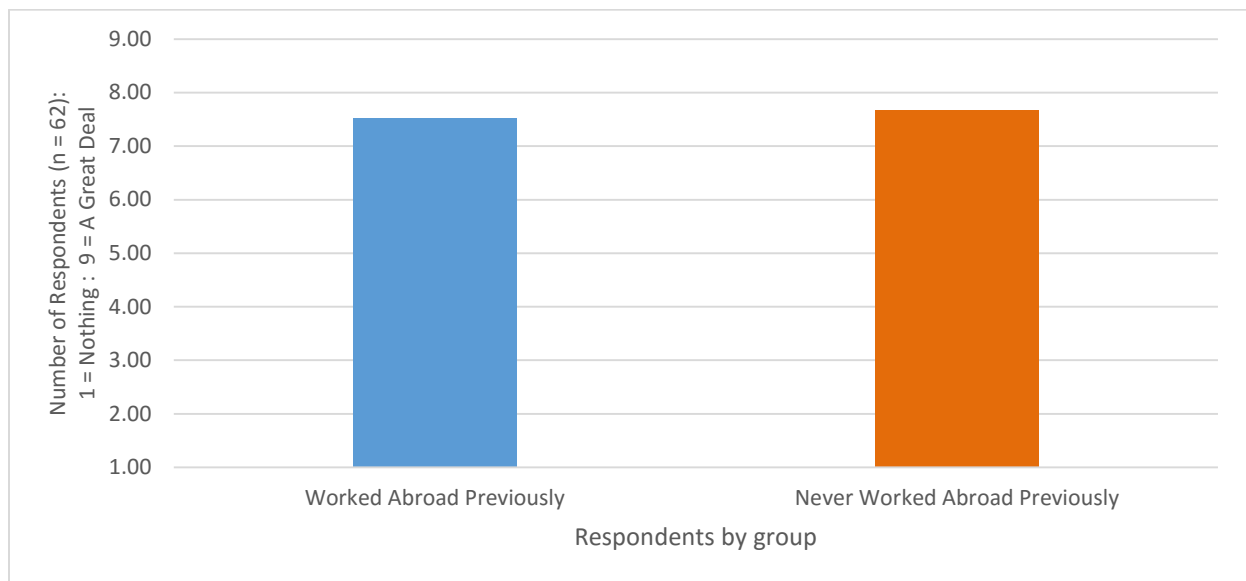


Figure 5. Efficacy in classroom management by group.

Figure 5 above shows the efficacy in classroom management by group. For the taught abroad previously group, the Efficacy in Classroom Management, survey question Q13(a) (TES 1), How much can you do to control disruptive behavior in the classroom?, Q13(f) (TES 6), How much can you do to get children to follow classroom rules?, Q13(g) (TES 7), How much can you do to calm a student who is disruptive or noisy?, and Q13(h) (TES 8), How well can you establish a classroom management system with each group of students?, had a mean of 7.34 with a standard deviation (SD) of 1.13. For the never taught abroad previously group, the Efficacy in Classroom Management section had a mean of 7.11 with a standard deviation of 1.98. In the

unpaired *t*-test, the results were $t(60) = 1.66$, $p = 0.10$. This result was not significant and the null hypothesis was accepted.

For the Efficacy in Classroom Management question group, there was no significant difference between the two instructor groups: both groups felt that classroom management was not an issue. Most of the interviewees, however, felt, as one instructor reported, that it was "really important that they [the students] know right from the get go what the rules are, what the can and cannots are, that they understand it, and right from the get go, day one, those rules are enforced and there's no swaying." Another instructor noted, "It [using a classroom management system] works, you know, but it can't be top down... [It has to be] bottom up. You're down there with them, working and the whole power dynamics just erodes itself." There were other instructors, however, who did not set classroom rules as a means of classroom management. The reason offered for this was explained by one instructor who stated, "They [the students] never listen to it [classroom rules] anyway." This, however, was a minority view.

4.3    Enabling School Structure (ESS) Results

Wahlstrom and Louis (2008) found in their research that "no matter who the respondent is…they all seem to know good (and bad) leadership when they experience it" (p. 459). Geist (2002) noted that the administration of educational institutions can choose the type of organizational structure they wish to employ, either enabling, coercive, or somewhere on this continuum. Whichever structure the organization chooses, however, has an impact on teacher efficacy. As Mayerson (2010) notes, the "administrators' relationships with their teachers should be one of trust, respect, and integrity, so that their teachers feel calm, knowledgeable, and

empowered when entering their classrooms to teach" (p. 5). In other words, teachers need to have a belief in the enabling efficacy of their administration in order to maintain and develop their own efficacy.

As with the TES portion the survey, the ESS survey has 12 questions. The quantitative results of the ESS portion of this study show that the majority of the instructors at this Western college's satellite campus in the Middle East believe that the Western administration's efficacy is lacking and that the school structure is coercive with the ESS score for the satellite campus being lower than 98% of all schools in the Ohio normative sample. When the two groups' ESS scores were computed, those instructors with previous international teaching experience scored the administrative efficacy of the college at lower than 99% of the schools in the Ohio normative sample, while those instructors without previous international teaching experience scored the administrative efficacy at lower than 97%. This indicates quite strongly that the Western instructors at this Western college's satellite campus overwhelmingly believe that the administration of the college does not strive to create an enabling school structure to the benefit of all. Rather the college appears to adhere to what Lawson (1997) terms an "archetypal coercive administration" (p. 323). In an archetypal coercive environment, the administration relies on rules and regulations as they had a propensity to use the organization's rules and policies to define "how people ought to behave" (Lawson, 1997, p. 323). When someone challenges or come up against the rules of the system, the archetypal administrator attempts to get the "misguided" (p. 323) person to adhere to the system in place. This is similar to what one instructor described as a system of "Follow the rule. Follow the rule. And that makes you acceptable [to the administration] or not."

Watts (2009) found that teacher self-efficacy positively correlates to an enabling school structure. Additionally, Tschannen-Morran et al. (1998) found that teachers' self-efficacy is higher in enabling school structures. This research did not replicate this correlation. Although the ESS score for the administrative efficacy in this research was very low, the TES score for the instructors' sense of efficacy was relatively high. This suggests that from the classroom door in the instructors believe they are doing their jobs. The issues appear to radiate from the classroom door out, the administrative side of the college. Part of the reason for this, as the qualitative analysis demonstrates, appears to be the ability of the instructors at this college to divorce their own sense of classroom efficacy from that of the administrative environment that they work in, viewing what they do in the classroom as above the policies and procedures put in place by the administration. This belief was summed up in the interviews by one instructor who said, "For the most part…I'm pleased with the freedom that I'm given when I go inside the classroom. Outside the classroom door it is a completely different story."

Although both instructor groups felt that the college administration's efficacy was low, there was a statistically significant difference between the two groups on three of the individual ESS questions. For questions Q14 (a) (ESS 1), administrative rules in this school enable authentic communication between instructors and administrators, Q14 (c) (ESS 3), the administrative hierarchy of this school enables instructors to do their job, and Q14(d) (ESS 4), the administrative hierarchy obstructs student achievement, which encompasses the administration enabling authentic communication, the administrative hierarchy of the school enabling instructors to do their jobs, and the administrative hierarchy obstructing student achievement, those instructors who had taught abroad previous believed that the administration's efficacy was 2 percentage points lower when compared to those instructors with no previous

international teaching experience. This implies that for those instructors who had taught abroad previously believed that the administration's efficacy was even lower than did those instructors who had never taught abroad before.  However, for questions Q14(b) (ESS 2), in this school red tape is problem, Q14(e) (ESS 5), administrative rules help rather than hinder, Q14(f) (ESS 6), the administrative hierarchy of this school facilitates the mission of this school, Q14(g) (ESS 7), administrative rules in this school are used to punish instructors, Q14(h) (ESS 8), the administrative hierarchy of this school obstructs innovation, Q14(i) (ESS 9), administrative rules in this school are substitutes for professional judgment, Q14(j) (ESS 10), administrative rules in this school are guides to solutions rather than rigid procedures, Q14(k) (ESS 11), in this school the authority of the administration is used to undermine instructors, and Q14(l) (ESS 12), the administrators in this school use their authority to enable instructors to do their job, the instructors international experience, or lack thereof, was not significant. Although not universal, the overarching themes that came out of the face-to-face interviews was the instructors belief in a lack of authentic communication from administration, fear of a backlash from the administration if they spoke out, a feeling of powerlessness with regard to the administration, a belief in the rigidity of the college's policies and procedures, and a lack of professional respect from the administration. To gain a fuller understanding of these themes, each of the questions from the ESS portion of the survey is discussed below.

### 4.3.1    Enabling School Structure: all respondents
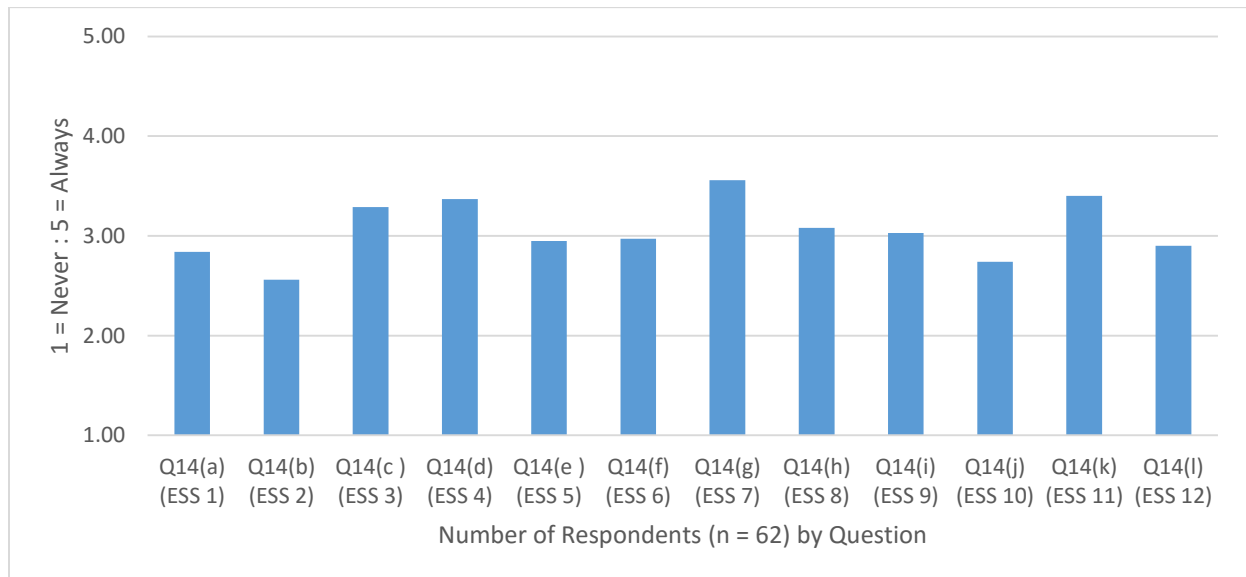


Figure 6. Enabling school structure for all respondents.

Figure 6 above shows the enabling school structure responses for all respondents. For all respondents, those respondents who have never taught abroad previously and those respondents who have taught abroad previously, the mean was 3.05 making the ESS score for all participants 245, which is 2.5 standard deviations below the normative sample from the Ohio sample. This is lower than 98% of the Ohio normative sample of 500 schools. The average question score for all questions for all respondents was 2.77/5.00.

Mayerson (2010) states that "Teachers should feel a sense of ownership over their classrooms" (p. 23). The results of the TES demonstrate that the vast majority of the Western instructors at this Western satellite college located in the Middle East are engaged in their teaching and have a strong feeling of ownership over their classrooms. These results are also comparable to the studies by Five and Looney (2009) and Raza and Shah (2010) in the Punjab, and Nie, Tan, Liau, and Chau (2012) in Singapore, although the participants in those studies

were citizens of the countries where the research was undertaken. Furthermore, there were no significant differences between the two groups. This indicates that having previous international teaching experience or not does not affect the instructors' beliefs in their own sense of efficacy.

### 4.3.2 Enabling School Structure: Groups Compared
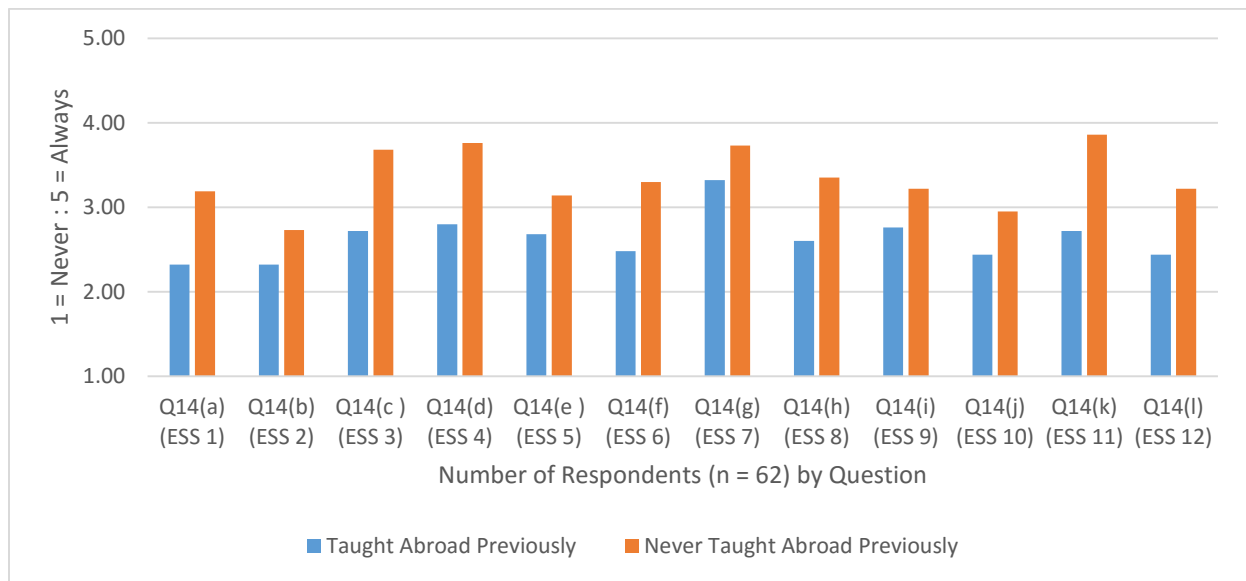


Figure 7. Enabling school structure compared by group.

Figure 7 above shows the enabling school structure responses compared by group. When broken down into the taught abroad previously and never taught abroad previously groups, the results were similar. For the taught abroad previously group, 25 of the 62 respondents, the ESS score was 150.92, which is 3.50 standard deviations below the normative sample from the Ohio sample. This score is lower than 99% of all the schools in the normative sample. For the never taught abroad previously group, 37 of 62 respondents, the ESS score was 311.02, which is 2.00 standard deviations below the normative sample. This score is 97% lower than the schools in the Ohio study sample.

## 4.4    Additional Analysis of the Enabling School Structure (ESS) Survey Results

To further analyze the data from the ESS survey, and to determine if there was a significant different between the two groups on any of the questions on the ESS portion of the survey, each of the ESS questions was analyzed independently using descriptive statistics and a unpaired *t*-test with a Bonferroni Correction for type-1 error level of $p < 0.004$. There was no attempt made to rank the questions against each other. The results are presented below.

### 4.4.1    Administrative Rules in this School Enable Authentic Communication Between Teachers and Administration
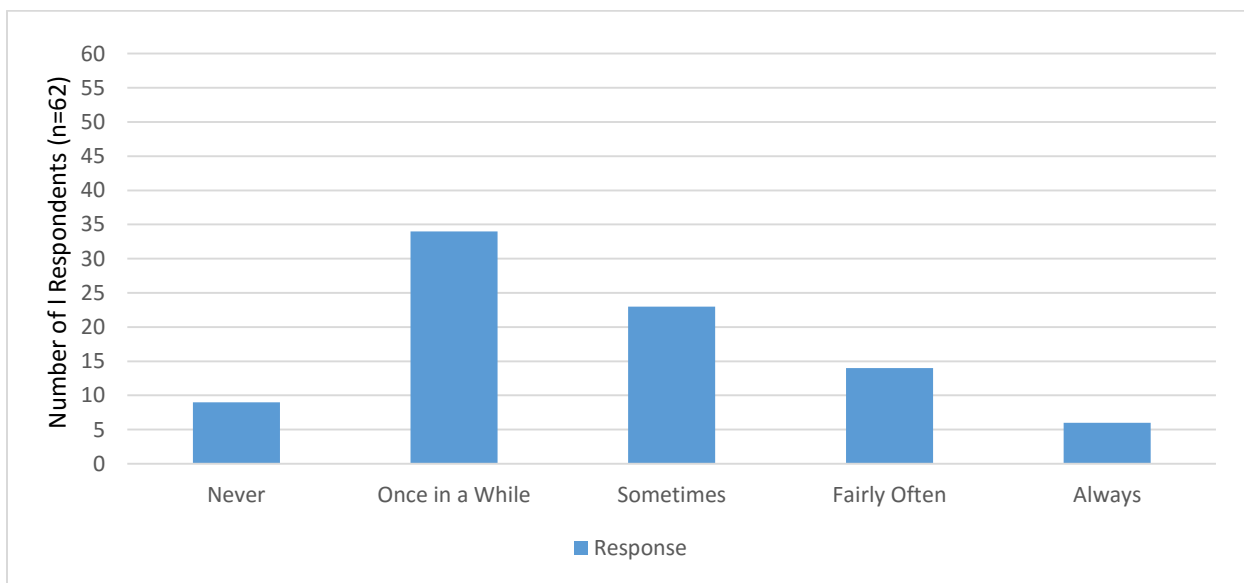


Figure 8. Q14(a) (ESS 1): Administrative rules in this school enable authentic communication between teachers and administrators.

Figure 8 above shows the responses to Q14(a) (TES 1), administrative rules in this school enable authentic communication between teachers and administrators. For both groups combined, the average score (mean) was 2.84/5.00. The median was 3.00 and the mode was 2.00 with a standard deviation of SD = 1.09.
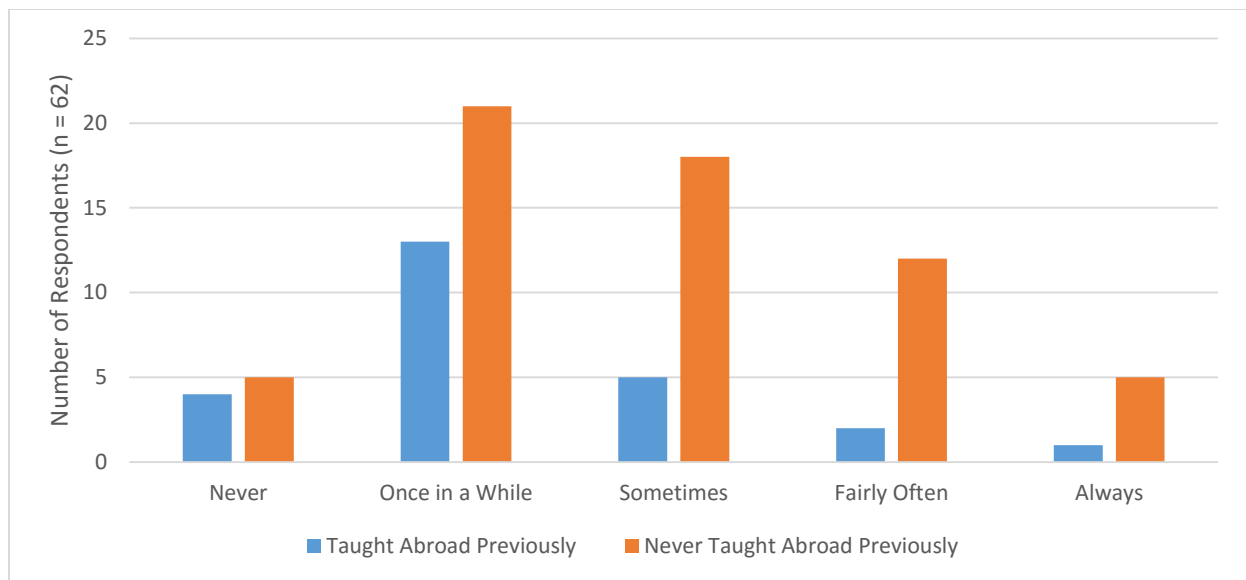
Figure 9. Q14(a) (ESS 1): Administrative rules in this school enable authentic communication between teachers and administrators: groups compared.

Figure 9 above shows the comparison the responses between the two groups for statement Q14(a) (TES 1), administrative rules in this school enable authentic communication between teachers and administrators. For the taught abroad previously group, the average score (mean) was 2.32 / 5.00, with the median being 2.00, and the mode being 2.00. The standard deviation was .99. For the never taught abroad previously group the average score (mean) was 3.19 / 5.00, the median = 3.00, and the mode = 3.00, with a standard deviation of 1.02. In the unpaired $t$-test, the results were $t(60) = 3.33$, $p = 0.002$. This was significant at the Bonferroni Correction for type-1 error level of $p < 0.004$. The null hypothesis was rejected and the hypothesis accepted.

The quantitative data from Q14(a) (ESS 1), the administrative rules enabled authentic communication, suggest that all the respondents believe that there is a definite need for improvement in this area. However, when the data were analyzed by group, those instructors with previous international teaching experience scored the college lower than those instructors

who had never taught abroad previously. The qualitative data further suggest that instructors viewed this question as communication between them and the administration, and also with other instructors. Generally, the instructors felt that communication between instructors was positive. As one instructor with no previous international teaching experience stated, "We have a good network of professional instructors and we work together ourselves to help each other." However, the communication between the instructors and the administration was not viewed so favourably. Those instructors with previous international teaching experience viewed the administration's communication as more inauthentic than those instructors with no previous international teaching experience. As another instructor stated,

> I don't feel that there's much authenticity in any of the communication that comes from administration to instructors. It's almost as if we're being told what we want to hear, and going the other way, they want us to tell them what they want to hear.

One instructor summed up the administration's lack of authentic communication by saying, "I don't think they're transparent. End of story."  This lack of two-way communication is typical of a hindering school structure (Hoy & Miskel, 2013).

There also appeared to be a climate of fear revolving around the topic of communication, especially with instructors communicating openly and freely with the administration. One instructor's response to this question was, "How can I be very diplomatic? My feeling…is that there are some people who you can be authentic with and other people you have to really be careful with about what you say." Another instructor said, "Going up the line a little bit [to the level of the college administration], I would be a little bit squeamish about that." Hoy and Miskel (2013) state that this one-way communication, administration to instructor, can be a cause of "forced consensus, mistrust, control, and punishment" (p. 115). If the instructors felt that there

was authentic two-way communication, according to Sinden et al. (2004), it could reduce this climate of fear and "facilitates two-way influence and encouragement" (p. 474) leading to a more enabling school environment.

4.4.2    In This School Red Tape is a Problem
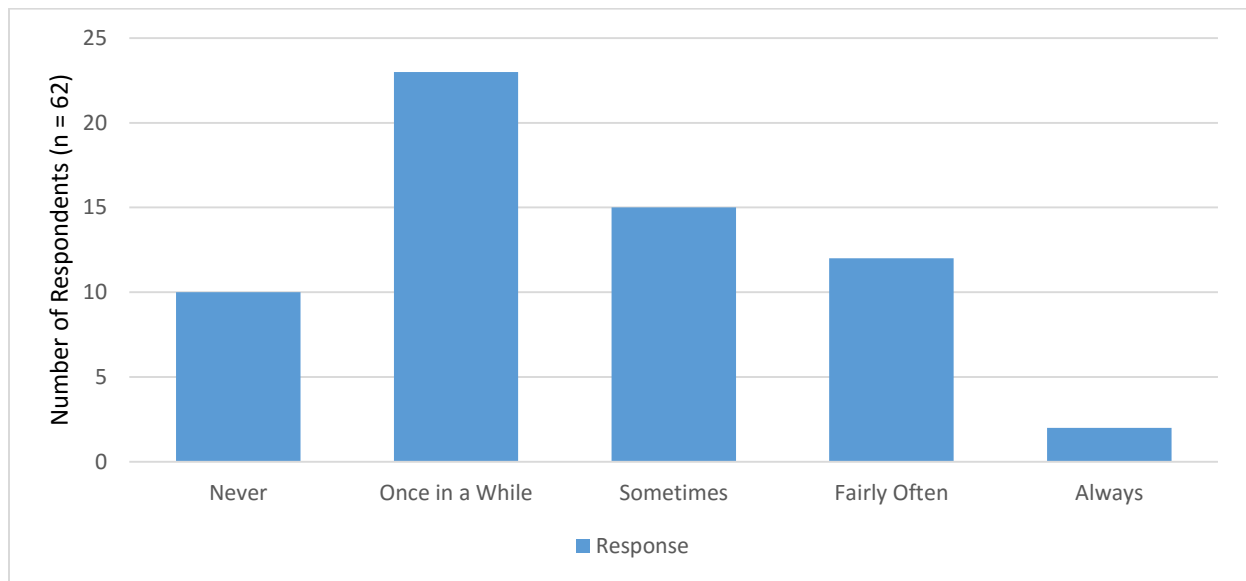


Figure 10. Q14(b) (ESS 2): In this school red tape is a problem: all respondents.

Figure 10 above shows the frequency all responses by all respondents to Q14(b) (ESS 2), in this school red tape is a problem. For both groups combined, the average score (mean) = 2.56/5.00, the median = 2.00, and the mode = 2.00, with a standard deviation of 1.08.
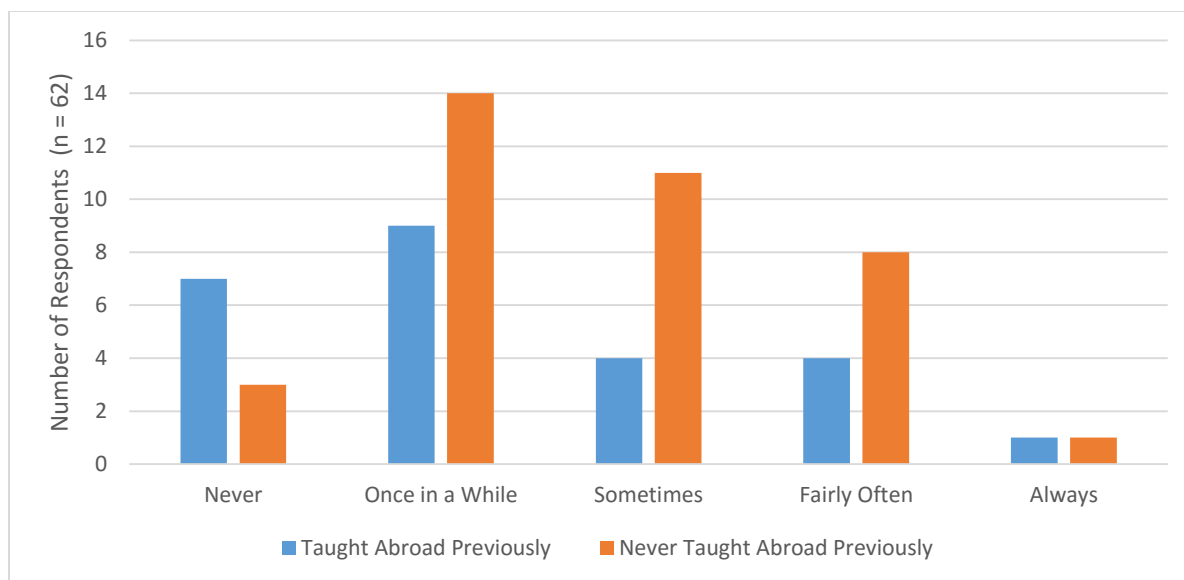
Figure 11. Q14(b) (ESS 2): In this school red tape is a problem: groups compared.

Figure 11 above compares the number of responses of the two groups to Q14(b) (ESS 2), in this school red tape is a problem. For the taught abroad previously group, the average score (mean) was 2.32 / 5.00, with the median being 2.00, and the mode being 2.00. The standard deviation was 1.18. For the never taught abroad previously group the average score (mean) = 2.73/ 5.00, the median = 3.00, and the mode = 2.00 with a standard deviation of .990. In the unpaired $t$-test, the results were $t(60) = 1.48, p = 0.14$. This was not significant at the Bonferroni Correction for type-1 error level of $p < 0.004$. The null hypothesis is accepted.

The quantitative data from question Q14(b) (ESS 2), in this school red tape is problem, showed that the instructors, regardless of whether or not they had previous international teaching experience, felt that red tape could be a problem at the college. However, the quantitative data for this question were mixed. Although some of the instructors felt that red tape was a problem, others believed that it was to be expected in a large institution. As one instructor stated, "Sometimes [red tape is a problem], but it is hard not to have that [red tape] in a large

institution." Other instructors, however, believed that red tape was interfering with their job. As one instructor noted, "Red tape…we were told to do it, so we did it."

### 4.4.3   The Administrative Hierarchy of This School Enables Teachers to Do Their Job
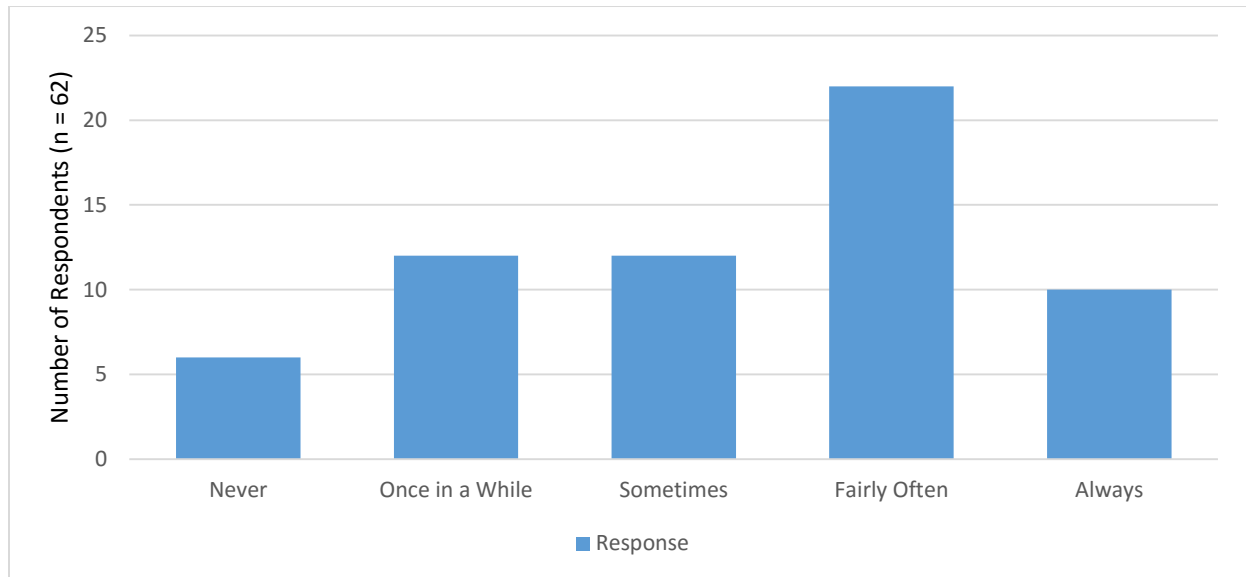


Figure 12. Q14(c) (ESS 3): The administrative hierarchy of this school enables teachers to do their job: all respondents.

Figure 12 above shows the number of responses by all respondents to Q14(c) (ESS 3), the administrative hierarchy of this school enables teachers to do their job. For both groups combined, the average score (mean) = 3.29/5.00, the median = 4.00, and the mode = 4.00, with a standard deviation of 1.23.
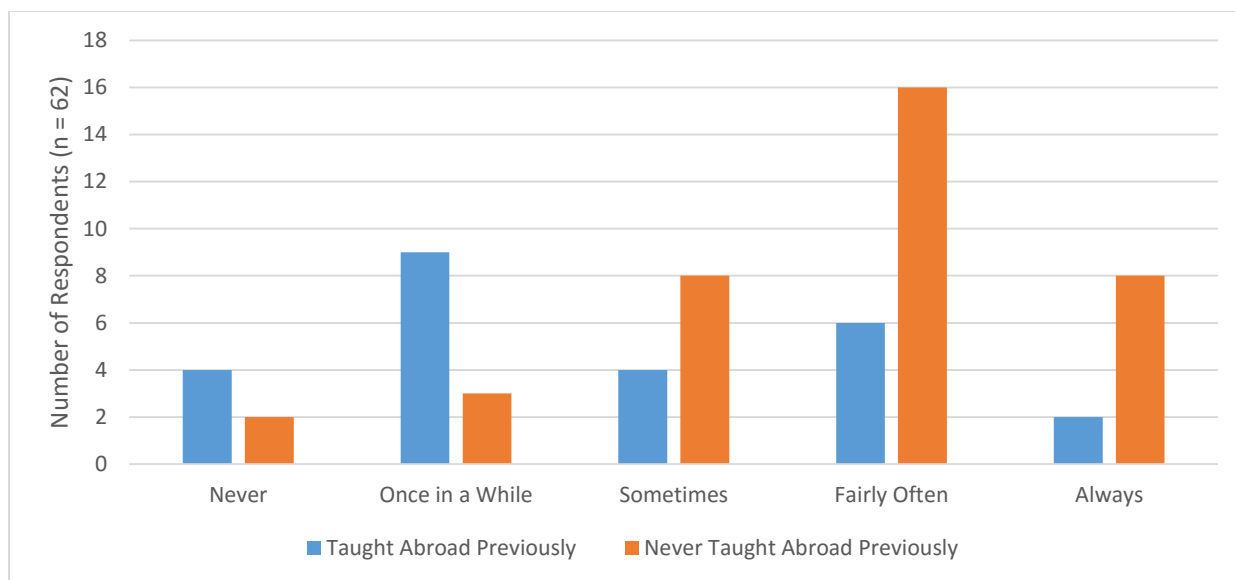
Figure 13. Q14(c) (ESS 3): The administrative hierarchy of this school enables teachers to do their job: groups compared.

Figure 13 above shows the number of responses compared by group to Q14(c) (ESS 3), the administrative hierarchy of this school enables teachers to do their job. For the taught abroad previously group, the average score (mean) was 2.72 / 5.00, with the median being 2.00, and the mode being 2.00. The standard deviation was 1.24. For the never taught abroad previously group the average score (mean) = 3.68/5.00, the median = 4.00, and the mode = 4.00 with a standard deviation of 1.082. In the unpaired $t$-test, the results were $t(60) = 3.21, p = 0.002$. This was significant at the Bonferroni Correction for type-1 error level of $p < 0.004$. The null hypothesis, therefore, was rejected and the hypothesis accepted.

The quantitative data for question Q14(c) (ESS 3), the administrative hierarchy enable instructors to do their job, showed that, in generally, the instructors' views were positive ones. However, there was a significant difference between the two groups with those instructors with no previous international teaching experience being more positive than those who had. However, most instructors in the interviews felt that once in the classroom they were able to conduct their

classes as they deemed best. As one instructor from the no previous international teaching experience group explained, "I think, for the most part, from the classroom door in, people [the administration] leave us alone and let you do your thing."

### 4.4.4 The Administrative Hierarchy Obstructs Student Achievement
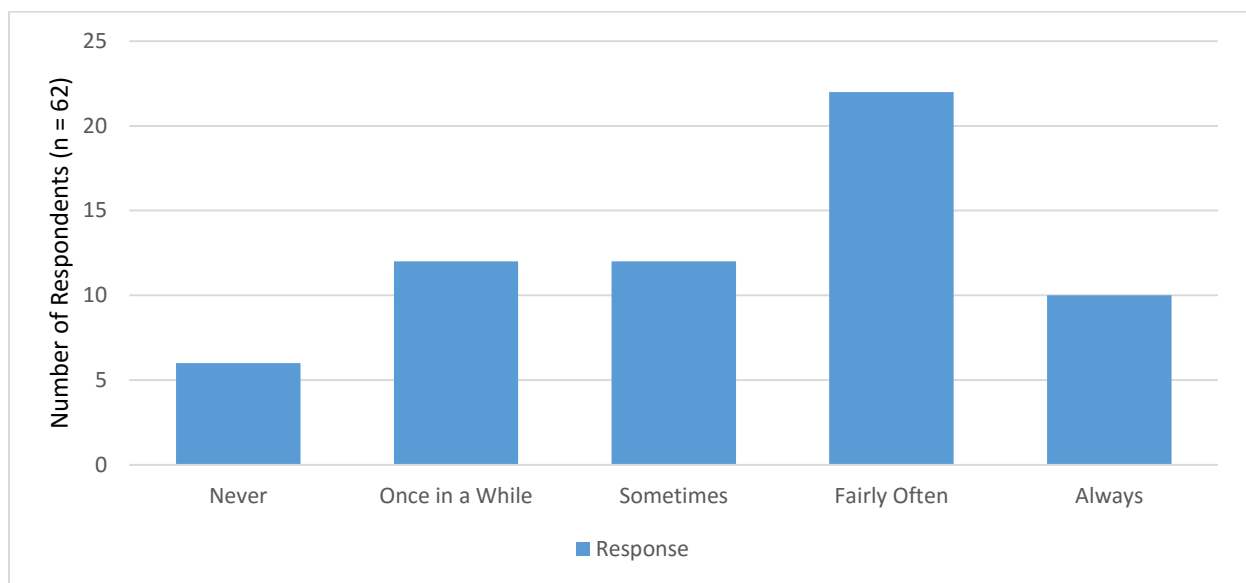


Figure 14. Q14(d) (ESS 4): The administrative hierarchy obstructs student achievement: all respondents.

Figure 14 above shows all responses for Q14(d) (ESS 4), the administrative hierarchy obstructs student achievement. For both groups combined, the average score (mean) = 3.37/5.00, the median = 3.00, and the mode = 3.00, with a standard deviation of 1.11.

Figure 15. Q14(d) (ESS 4): The administrative hierarchy obstructs student achievement: groups compared.

Figure 15 above shows the number of responses by group to Q14(d) (ESS4), the administrative hierarchy obstructs student achievement. For the taught abroad previously group, the average score (mean) was 2.80 / 5.00, with the median being 3.00, and the mode being 3.00. The standard deviation was 1.04. For the never taught abroad previously group, the average score (mean) = 3.76/5.00, the median = 4.00, and the mode = 3.00, with a standard deviation of 1.04. In the unpaired *t*-test, the results were $t(60) = 3.56, p = 0.001$. This was significant at the Bonferroni Correction for type-1 error level of $p < 0.004$. The null hypothesis, therefore, was rejected and the hypothesis was accepted.

The quantitative data suggested that all the respondents felt that the administrative hierarchy sometimes obstructed student achievement. However, there was a difference between the two groups with those instructors with previous international experience having a lower mean score than those instructors with no previous international teaching experience. In the interviews, however, this difference was not apparent between the two groups. One instructor

from the no previous international teaching experience group felt that the administrative obstruction came from policies being created in a vacuum. This instructor stated, "Policies have been developed here [at the satellite campus] really without consultation with instructors or people not in leadership positions and a lot of times you know that students are being harmed by some of these because there's very little flexibility." This was the overarching view of most the interviewees, regardless as to whether they had previous international teaching experience or not. There was an opposing view, however. Another instructor from the same group, when asked this question, stated, "No. This is ridiculous to say. They [the administration] do as much as they can."

### 4.4.5   Administrative Rules Help Rather Than Hinder
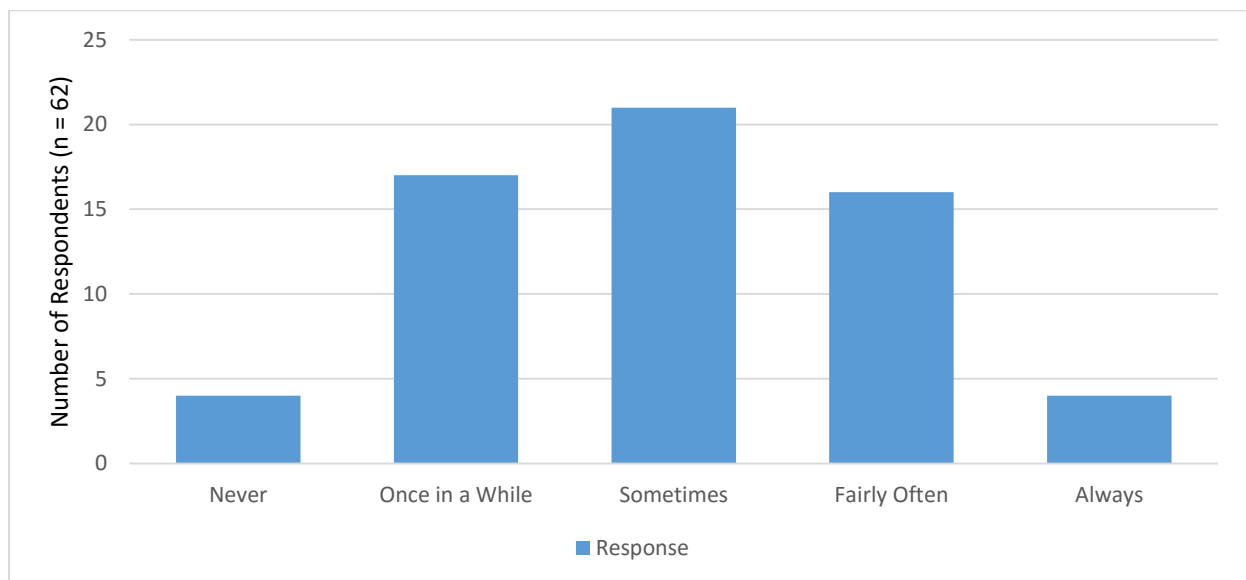


Figure 16. Q14(e) (ESS 5): Administrative rules help rather than hinder: all respondents.

Figure 16 above shows all respondents' responses to Q14(e) (ESS 5), administrative rules help rather than hinder. For both groups combined, the average score (mean) = 2.95/5.00, the median = 3.00, and the mode = 3.00, with a standard deviation of .99.
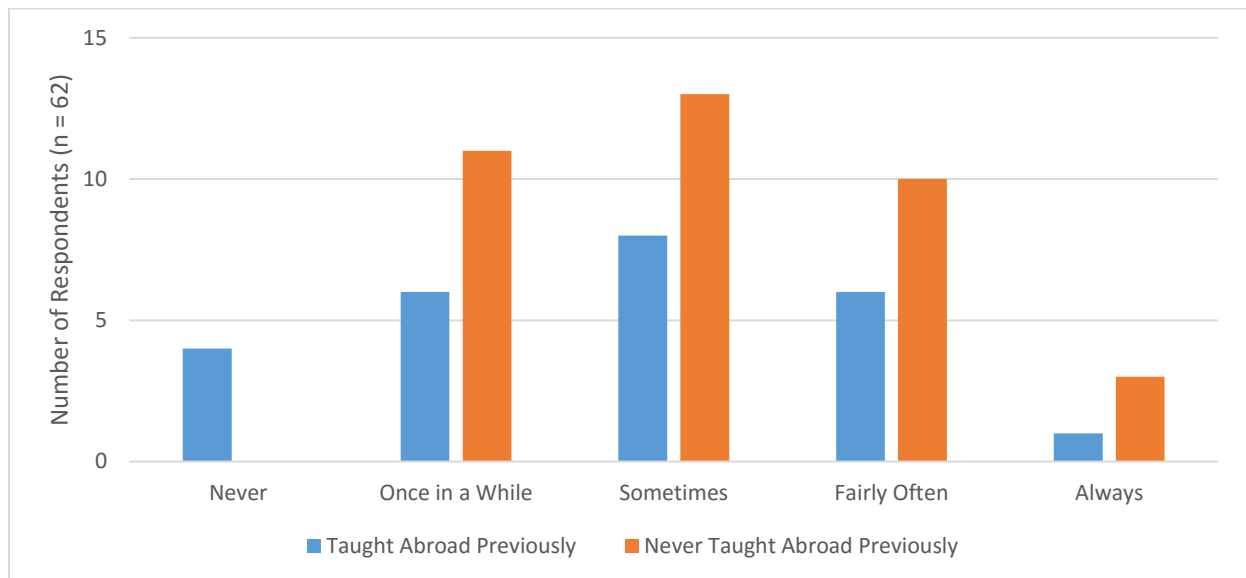


Figure 17. Q14(e) (ESS 5): Administrative rules help rather than hinder: groups compared.

Figure 17 shows the responses by the two groups to Q14(e) (ESS 5), administrative rules help rather than hinder. For the taught abroad previously group, the average score (mean) was 2.68 / 5.00, with the median being 3.00, and the mode being 3.00. The standard deviation was 1.03. For the never taught abroad previously group, the average score (mean) = 3.14/5.00, the median = 3.00, and the mode = 3.00, with a standard deviation of .95. In the unpaired $t$-test, the results were $t(60) = 1.79, p = 0.08$. This was not significant at the Bonferroni Correction for type-1 error level of $p < 0.004$ and the null hypothesis was accepted.

For question Q14(e) (ESS 5), administrative rules help rather than hinder, although there was a wide variety in the responses, the quantitative data suggest that the instructors felt that only sometimes was this the case. This reflects the supposition by Hoy and Sweetland (2001)

that administrative rules are not inherently negative. Administrative rules can, and often do, help in the smooth running of an educational establishment. The instructors interviewed support this. One instructor even suggested that there needed to be more administrative rules, especially relating to student attendance. However, another instructor felt that, at times, the administrative rules were not applied fairly and equally, which was problematic. The instructor stated, "We're looking around saying [about the way in which policies are applied], you know, "Is this real?" you know? You almost feel if it was me, I'd be called in right away…and they're the [Western country] issues, they're the human resources issues of our staff, knowing that there's injustices being done, that people are not treated fairly."

## 4.4.6   The Administrative Hierarchy of This School Facilitates the Mission of This School
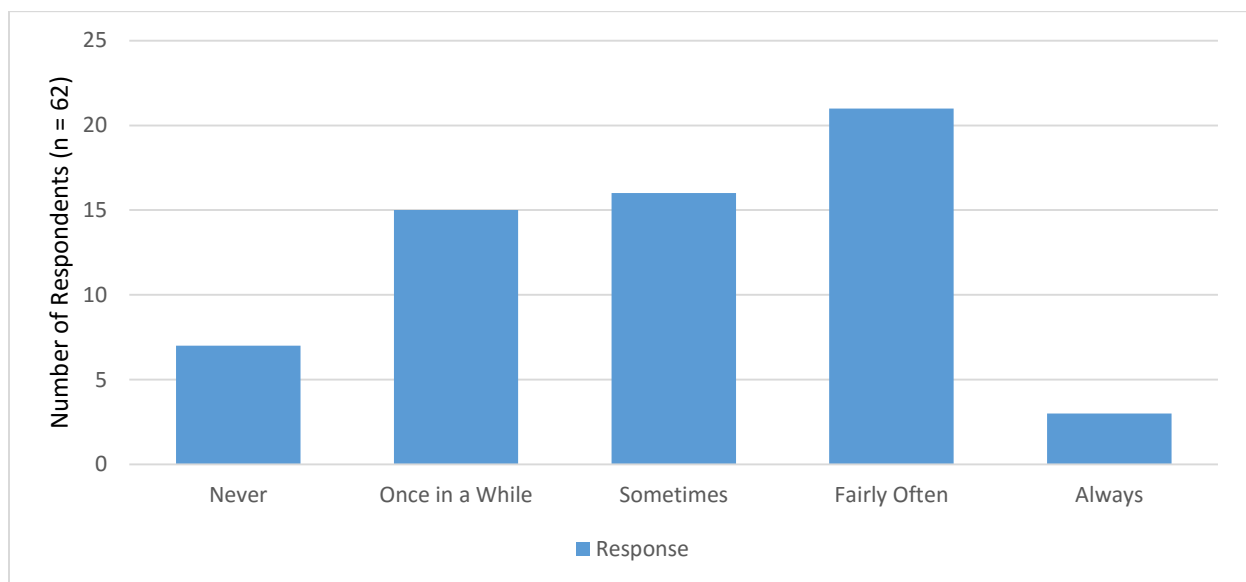


Figure 18. Q14(f) (ESS 6): The administrative hierarchy of this school facilitates the mission of this school: all respondents.

Figure 18 shows the responses by all respondents to Q14(f) (ESS 6), the administrative hierarchy of this school facilitates the mission of this school For both groups combined, the average score (mean) = 2.97/5.00, the median = 3.00, and the mode = 4.00, with a standard deviation of 1.12.
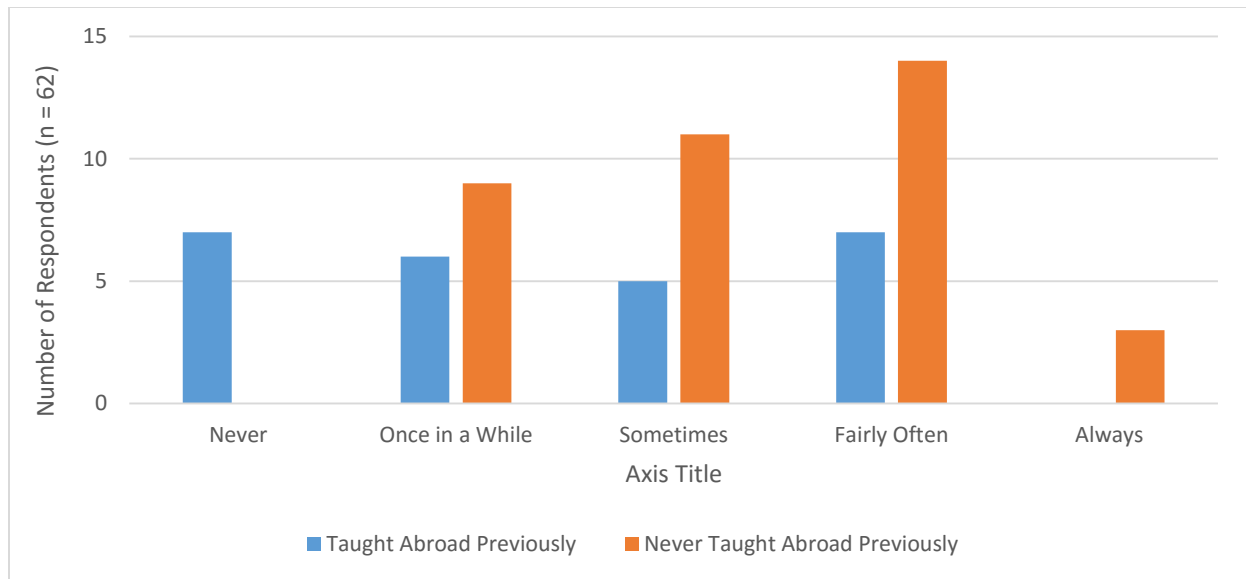


Figure 19. Q14(f) (ESS 6): The administrative hierarchy of this school facilitates the mission of this school: groups compared.

Figure 19 shows the responses by group to Q14(f) (ESS 6), the administrative hierarchy of this school facilitates the mission of this school. For the taught abroad previously group, the average score (mean) was 2.48 / 5.00, with the median being 2.00, and the mode being 1.00. The standard deviation was 1.19. For the never taught abroad previously group, the average score (mean) = 3.30/5.00, the median = 3.00, and the mode = 3.00, with a standard deviation of .94. In the unpaired $t$-test, the results were $t(60) = 3.011$, $p = 0.004$. This was not significant at the Bonferroni Correction for type-1 error level of $p < 0.004$ and the null hypothesis was accepted.

The quantitative data for question Q14(f) (ESS 6), the administrative hierarchy facilitates the mission of the school, generally showed that the instructors felt that this was sometimes the case. There was no significant difference between the two groups. As one instructor stated, "They talk learners first and they are." Another sentiment expressed was that the administration was facilitating the mission "because whatever they said they were going to give…the state [the Middle East country] or whomever (sic) is what they're claiming they produce and of course they are going at this." The issue revolving around the mission, according to the interviews, was one member of the administration saying one thing and doing another. As one instructor said, "I think they preach a good story, and, you know, it's just that often times it's not believable." Another instructor called the mission statement posters located around the college "bling, I call it the mission bling, that's around learners' first, communication first, respect, and to me…it's never. It's a joke. It's just a joke." This belief in the administration saying but not doing was also expressed by another instructor who said, "There are people who talk the talk and walk the walk, but…there are a lot of people who talk the talk but don't walk the walk."

### 4.4.7   Administrative Rules in This School Are Used To Punish Teachers
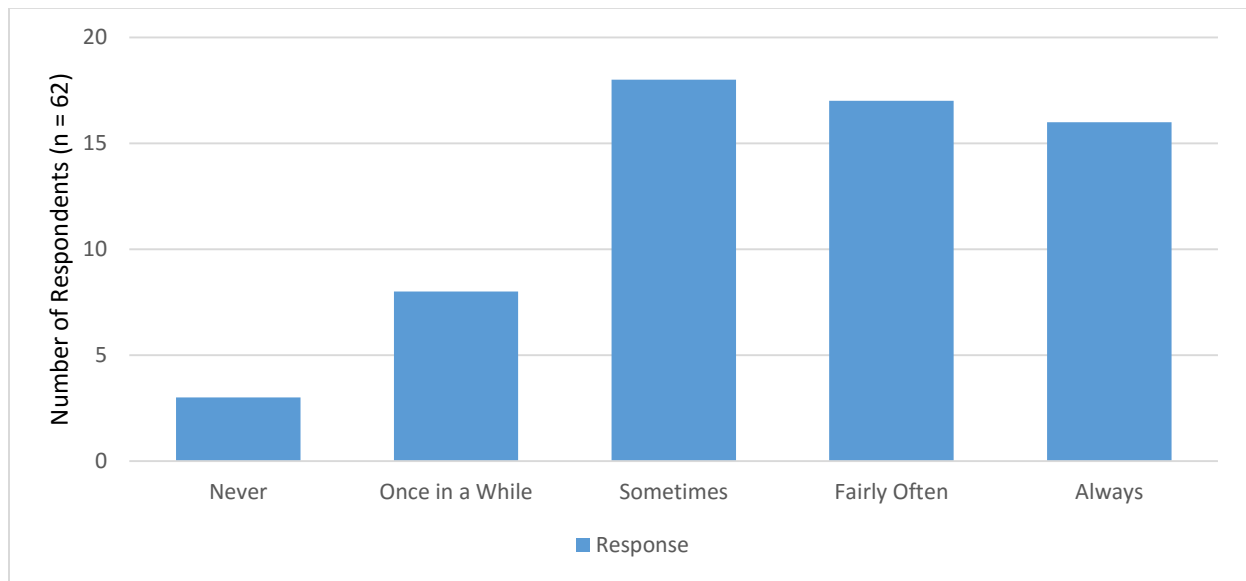


Figure 20. Q14(g) (ESS 7): Administrative rules in this school are used to punish teachers: all respondents.

Figure 20 above show the responses by all respondents to Q14(g) (ESS 7), administrative rules in this school are used to punish teachers. For both groups combined, the average score (mean) = 3.56/5.00, the median = 4.00, and the mode = 3.00, with a standard deviation of 1.15.

Figure 21. Q14(g) (ESS 7): Administrative rules in this school are used to punish teachers: groups compared.

Figure 21 shows the responses by group to Q14(g) (ESS 7), administrative rules in this school are used to punish teachers. For the taught abroad previously group, the average score (mean) was 3.32 / 5.00, with the median being 3.00, and the mode being 3.00. The standard deviation was 1.35. For the never taught abroad previously group, the average score (mean) = 3.73/5.00, the median = 4.00, and the mode = 3.00, with a standard deviation of .990. In the unpaired $t$-test, the results were $t(60) = 1.38, p = 0.17$. This was not significant at the Bonferroni Correction for type-1 error level of $p < 0.004$ and, therefore, the null hypothesis was accepted.

The results from the survey for the question Q14(g) (ESS 7), administrative rules are used to punish instructors, coalesced around the "Sometimes" to "Always" range with a mean of 2.97. This would indicate that the respondents felt that the rules were often used to punish rather than help. In the interviews, however, this was not a consensus view with one instructor labelling the statement as "ridiculous". Nevertheless, the qualitative data in general showed that there was

a climate of fear surrounding the rules, and especially with the breaking of them. As one instructor said, "Don't question authority or you will be penalized." Other instructors felt that sometimes the rules were used to punish, even if the rules were not designed to do so. As one instructor stated, "I think there's an undercurrent of fear in the employees here when there's been instances of people reprimanded for very innocent, very innocent, I suppose, trajectories away from the policy." It was also felt that "the rules were used as a way to absolve the hierarchy of dealing properly or effectively or compassionately with people." This reflects Hoy and Sweetland's (2001) supposition that the bureaucratic rules themselves are not negative, it is how the rules are implemented by the administrative hierarchy that can have "adverse consequences" (p. 301).

### 4.4.8 The Administrative Hierarchy of This School Obstructs Innovation
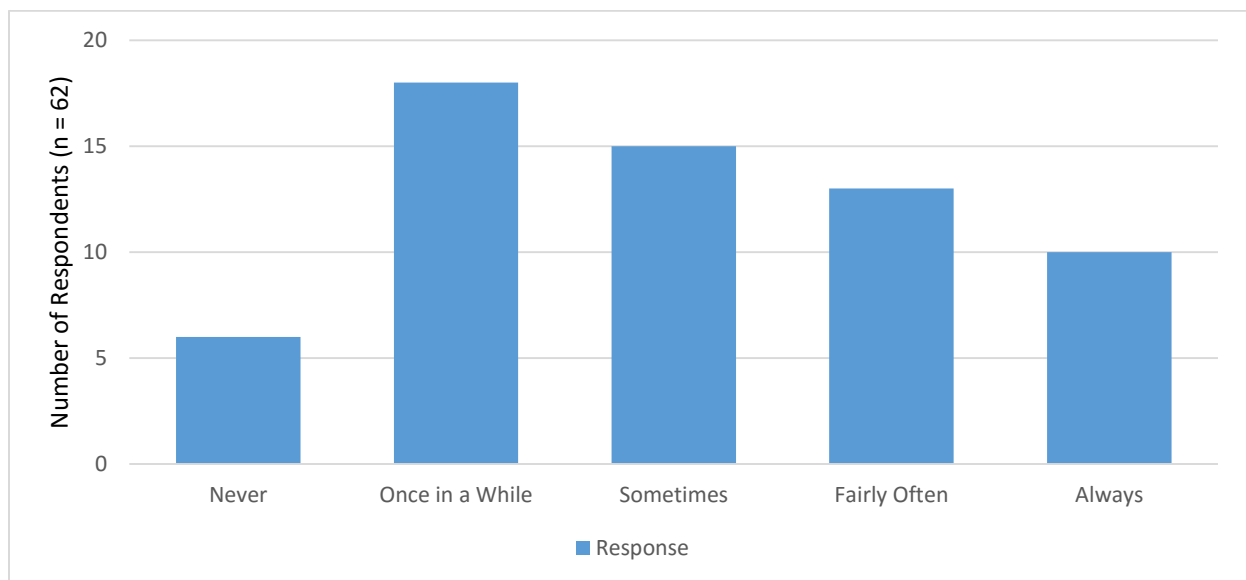


Figure 22. Q14(h) (ESS 8): The administrative hierarchy of this school obstructs innovation: all groups.

Figure 22 shows the responses by all respondents to Q14(h) (ESS 8), the administrative hierarchy of this school obstructs innovation. For both groups combined, the average score (mean) = 3.05/5.00, the median = 3.00, and the mode = 2.00, with a standard deviation of 1.25.
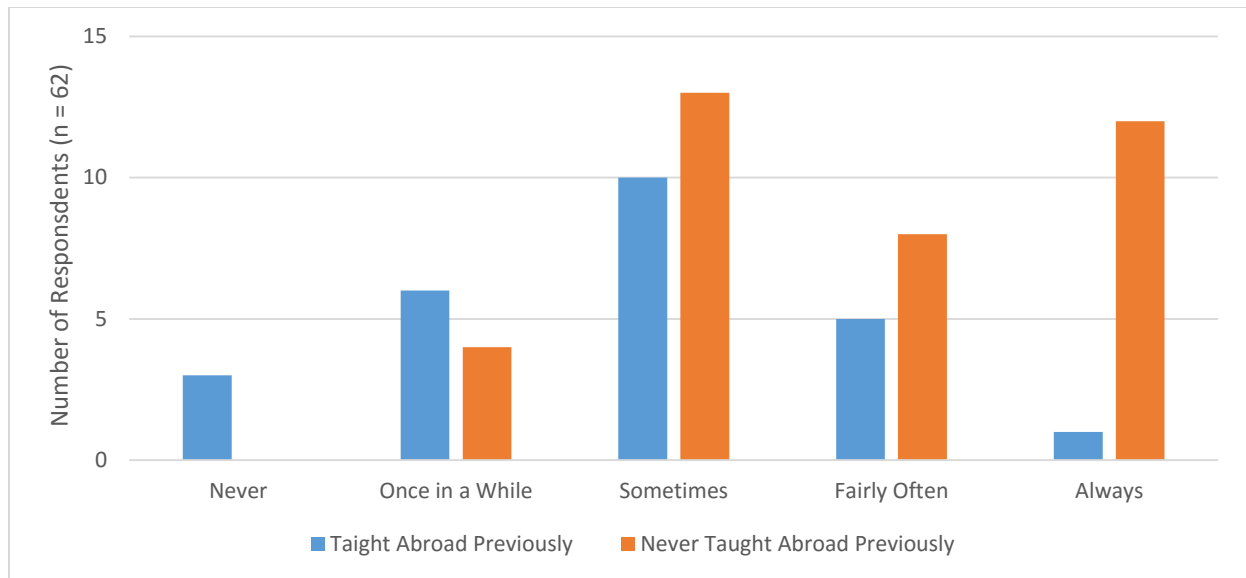


Figure 23. Q14(h) (ESS 8): The administrative hierarchy of this school obstructs innovation: groups compared.

Figure 23 shows the responses by group to Q14(h) (ESS 8), the administrative hierarchy of this school obstructs innovation. For the taught abroad previously group, the average score (mean) was 2.60 / 5.00, with the median being 2.00, and the mode being 2.00. The standard deviation was 1.26. For the never taught abroad previously group, the average score (mean) = 3.35/5.00, the median = 3.00, and the mode = 4.00, with a standard deviation of 1.16. In the unpaired $t$-test, the results were $t(60) = 2.42, p = 0.02$. This was not significant at the Bonferroni Correction for type-1 error level of $p < 0.004$ and the null hypothesis was accepted.

The quantitative data for question Q14(h) (ESS 8), the hierarchy of the school obstructs innovation, showed a wide spread of opinions among the instructors. However, the majority of

the responses clustered around the "Once in a While" to the "Fairly Often" levels. The interview responses also revealed this same range. Two of the instructors emphatically stated that the hierarchy did not obstruct innovation at all while other instructors felt it was difficult to innovate due to the rules already in place, Furthermore, it was felt that "The rules that are in place…have absolutely no bearing on what's happening in the classroom". Interestingly, one instructor felt that innovation was possible but not "if it's not in the style that day" while another instructor felt that the obstruction came "through [administrative] apathy." In order for teachers to be innovative, according to Hoy and Miskel (2013), the school structure needs to be enabling as enabling school structures create opportunities for innovation while coercive ones create rule followers, not innovation.

4.4.9   Administrative Rules in This School Are Substitutes for Professional Judgement
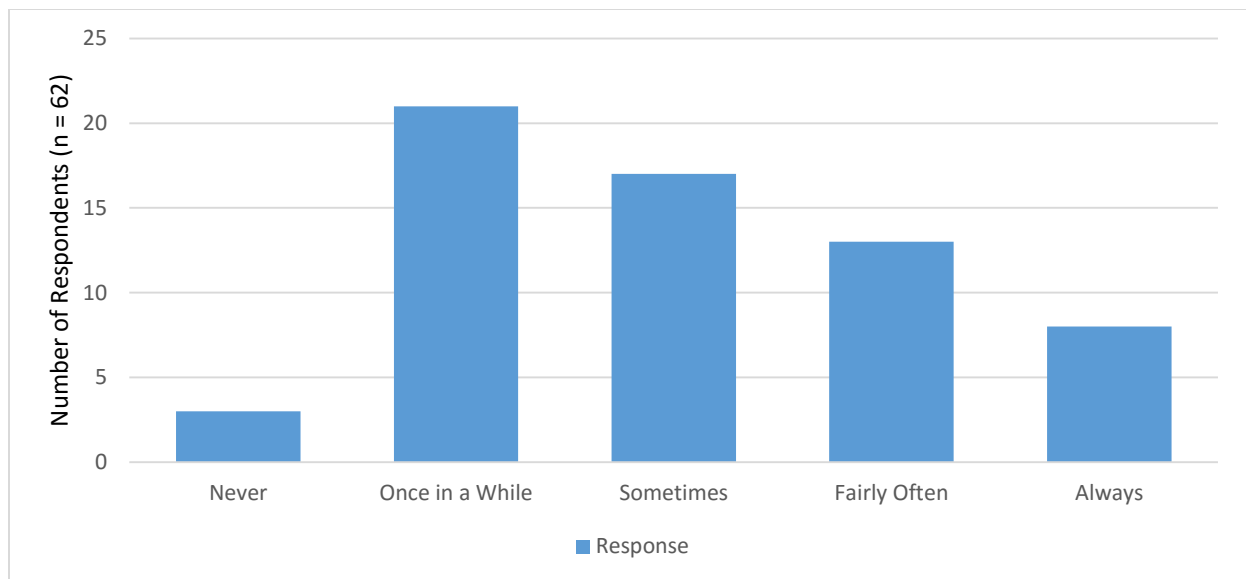


Figure 24. Q14(i) (ESS 9): Administrative rules in this school are substitutes for professional judgement: all respondents.

Figure 24 shows the response by all respondents to Q14(i) (ESS 9), administrative rules in this school substitutes for professional judgement. For both groups combined, the average score (mean) = 3.03/5.00, the median = 2.00, and the mode = 2.00, with a standard deviation of 1.13.
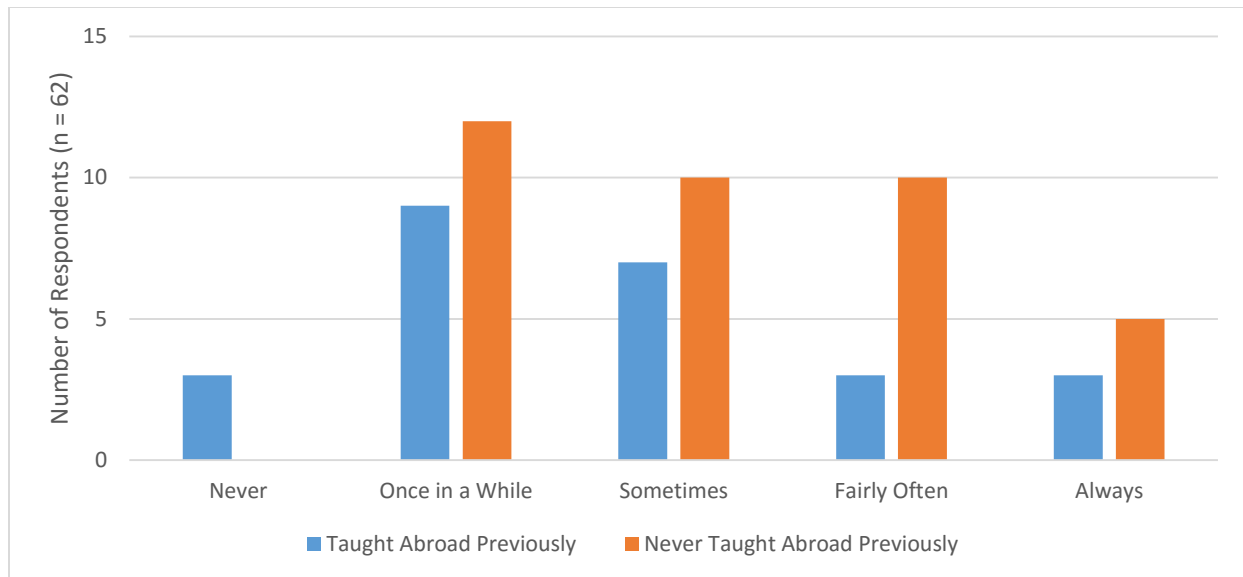


Figure 25. Q14(i) (ESS 9): Administrative rules in this school are substitutes for professional judgement: groups compared.

Figure 25 shows the responses by group to Q14(i) (ESS 9), administrative rules in this school are substitutes for professional judgement. For the taught abroad previously group, the average score (mean) was 2.76 / 5.00, with the median being 3.00, and the mode being 2.00. The standard deviation was 1.20. For the never taught abroad previously group, the average score (mean) = 3.22/5.00, the median = 3.00, and the mode = 2.00, with a standard deviation of 1.06. In the unpaired $t$-test, the results were $t(60) = 1.58$, $p = 0.12$. This was not significant at the Bonferroni Correction for type-1 error level of $p < 0.004$ and the null hypothesis was accepted.

As the statistical data for question Q14(i) (ESS 9), administrative rules in this school are substitutes for professional judgement, show, there is a range of opinions on whether or not the administrative rules are substitutes for professional judgement with the majority of the responses again coalescing around the "Once in a While" to the "Fairly Often" levels. The data from the interviews also revealed this same wide range of opinions. One instructor stated that it was very important to "Follow the rules. Follow the rules", regardless of the situation.  Another instructor notes that the administrative rules are "used to stand in place of what we really know professionally should be done." Other instructors felt that there was a lot of flexibility to use their own professional judgment, especially in the classroom.

4.4.10  Administrative Rules in This School Are Guides to Solutions Rather Than Rigid Procedures
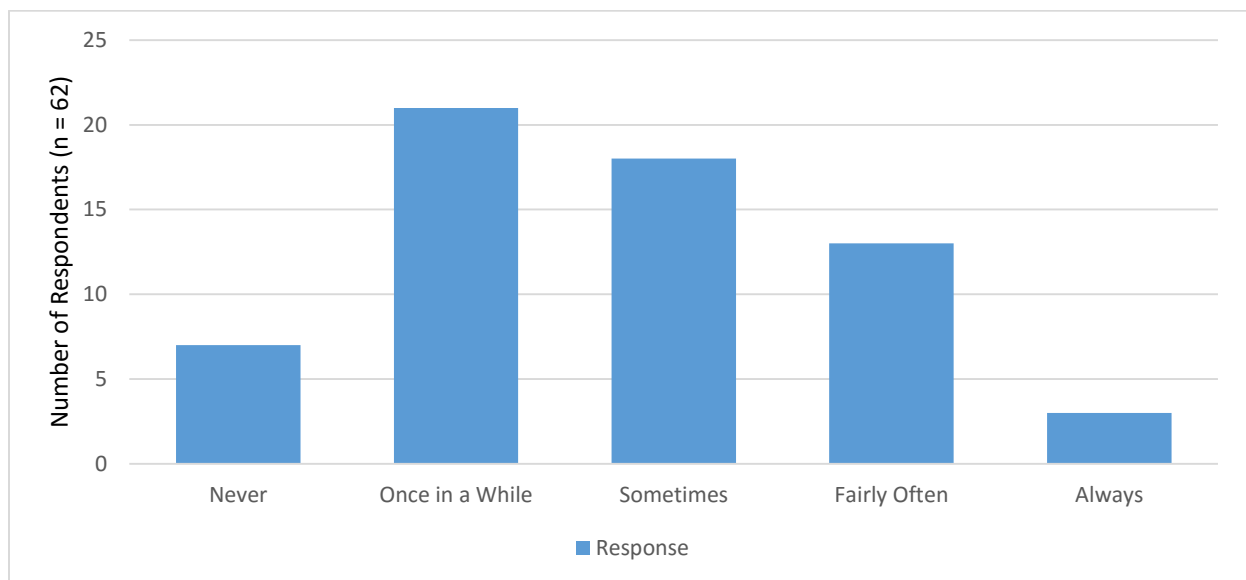


Figure 26. Q14(j) (ESS 10): Administrative rules in this school are guides to solutions rather than rigid procedures: all respondents.

Figure 26 shows the responses for all respondents to Q14(j) (ESS 10), administrative rules in this school are guides to solutions rather than rigid procedures. For both groups combined, the average score (mean) = 2.74/5.00, the median = 3.00, and the mode = 2.00, with a standard deviation of 1.07.
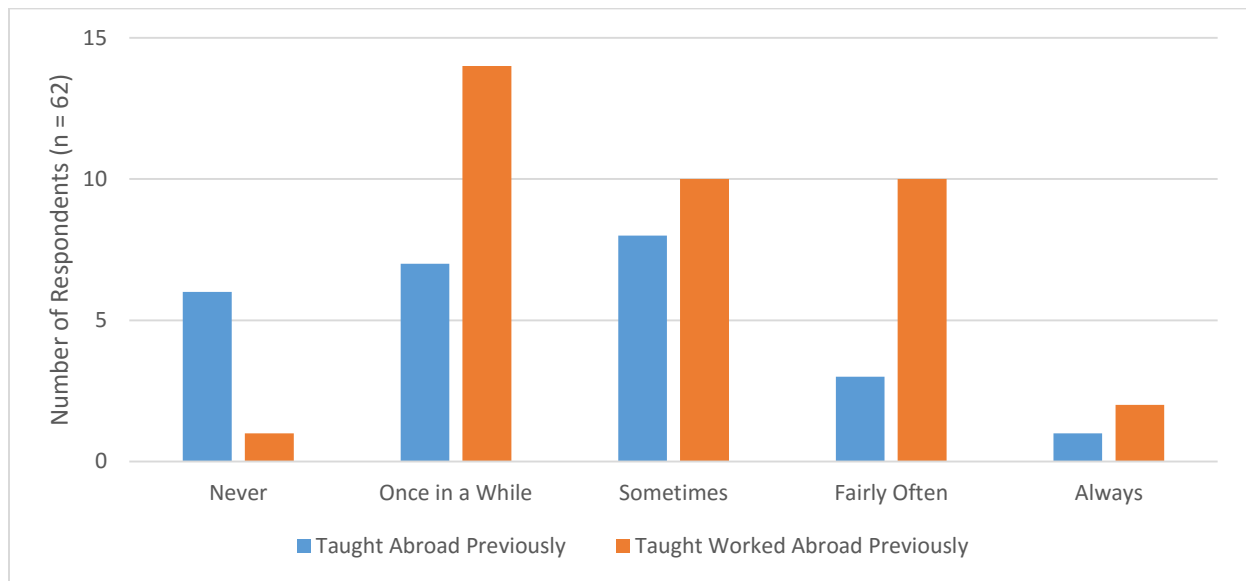


Figure 27. Q14(j) (ESS 10): Administrative rules in this school are guides to solutions rather than rigid procedures: groups compared.

Figure 27 shows the responses by group to Q14(j) (ESS 10), administrative rules in this school are guides to solutions rather than rigid procedures. For the taught abroad previously group, the average score (mean) was 2.44 / 5.00, with the median being 2.00, and the mode being 3.00. The standard deviation was 1.12. For the never taught abroad previously group, the average score (mean) = 2.95/5.00, the median = 3.00, and the mode = 2.00, with a standard deviation of .99. In the unpaired $t$-test, the results were $t(60) = 1.86, p = 0.08$. This was not significant at the Bonferroni Correction for type-1 error level of $p < 0.004$ and the null hypothesis was accepted.

As the statistical data for question Q14(j) (ESS 10), administrative rules in this school are guides to solutions rather than rigid procedures, show, both groups of instructors felt that the

administrative rules were not being used as guides to solutions but rather as rigid procedures, especially with relation to Human Resources policies. This is in direct opposition to Sinden et al. (2004) who stated that "problem solving is not improved by blind obedience to the rules; in fact, what is often required for effective problem solving is the flexibility to substitute judgement for rules" (p. 463). The qualitative data is supportive of this view. As one instructor put it,

> rules can be put in place that can provide direction to improve some of the deficiencies
> we have here, but then again it always seems to come back to the rigid, the traditional,
> this is what we're going to do, we have to do it this way no matter the circumstances of
> the student or the employee. The compassion often gets missing.

Another instructor noted, "This is the way it has to be because that's what it says in policies and procedures and there is no give and take, and people [the administration] hide behind the rules." This perceived rigid adherence to college rules, policies, and procedures appears to do little to enhance the instructors' belief in administrative efficacy.

### 4.4.11  In This School The Authority of The Administration Is Used to Undermine Instructors
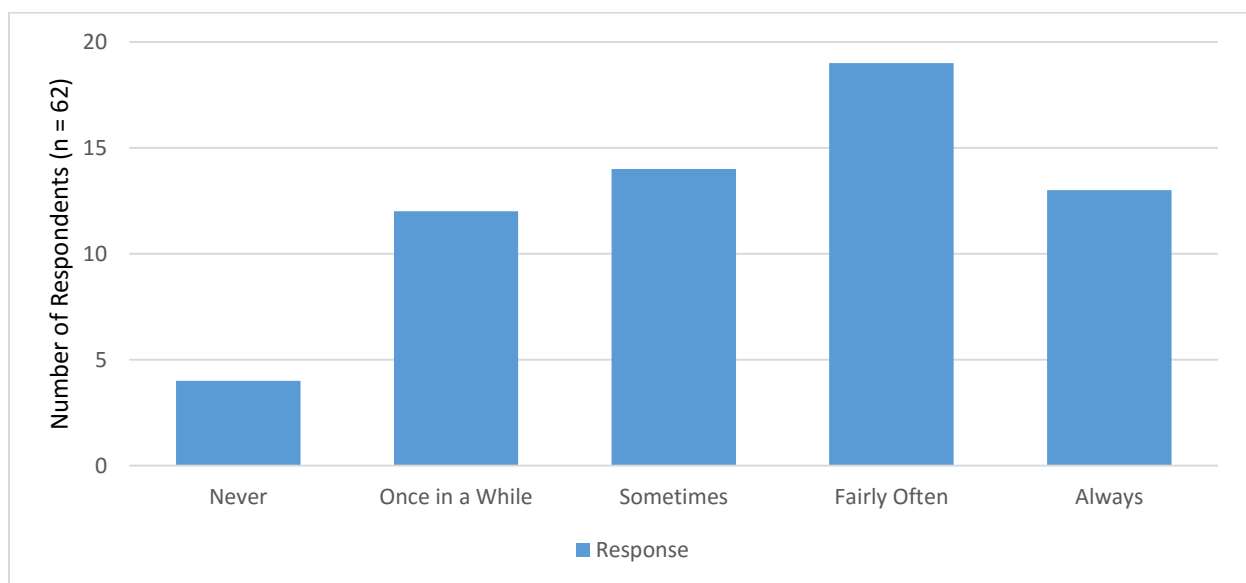


Figure 28. Q14(k) (ESS 11): In this school the authority of the administration is used to undermine teachers: all respondents.

Figure 28 shows all respondents' responses to Q14(k) (ESS 11), in this school the authority of the administration is used to undermine teachers. For both groups combined, the average score (mean) = 3.40/5.00, the median = 4.00, and the mode = 4.00, with a standard deviation of 1.21.
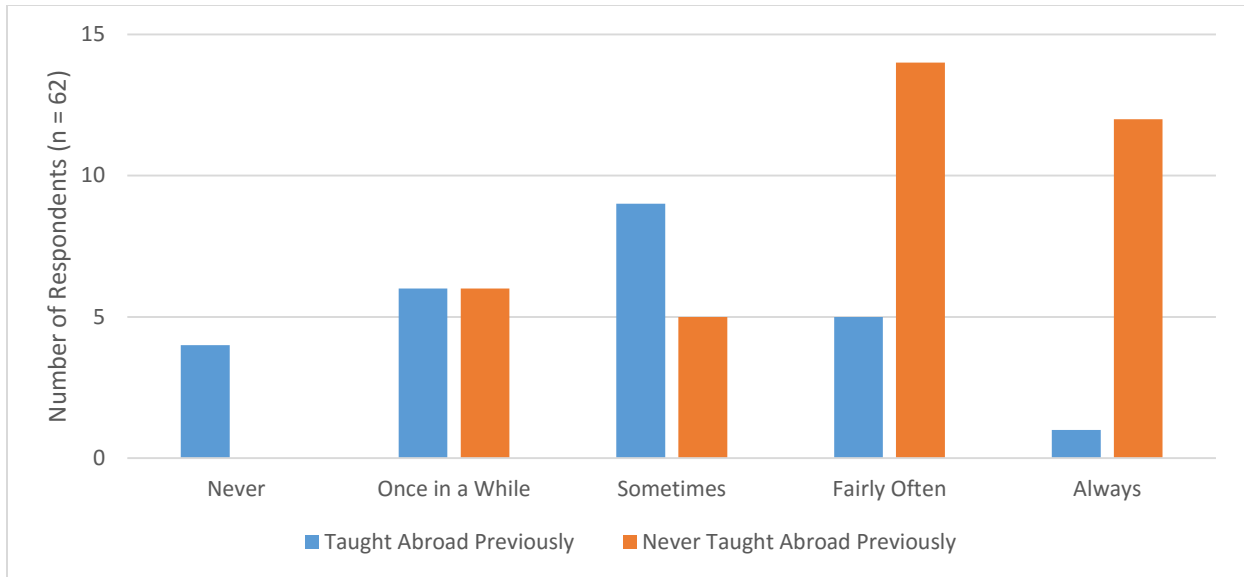


Figure 29. Q14(k) (ESS 11): In this school the authority of the administration is used to undermine teachers: groups compared.

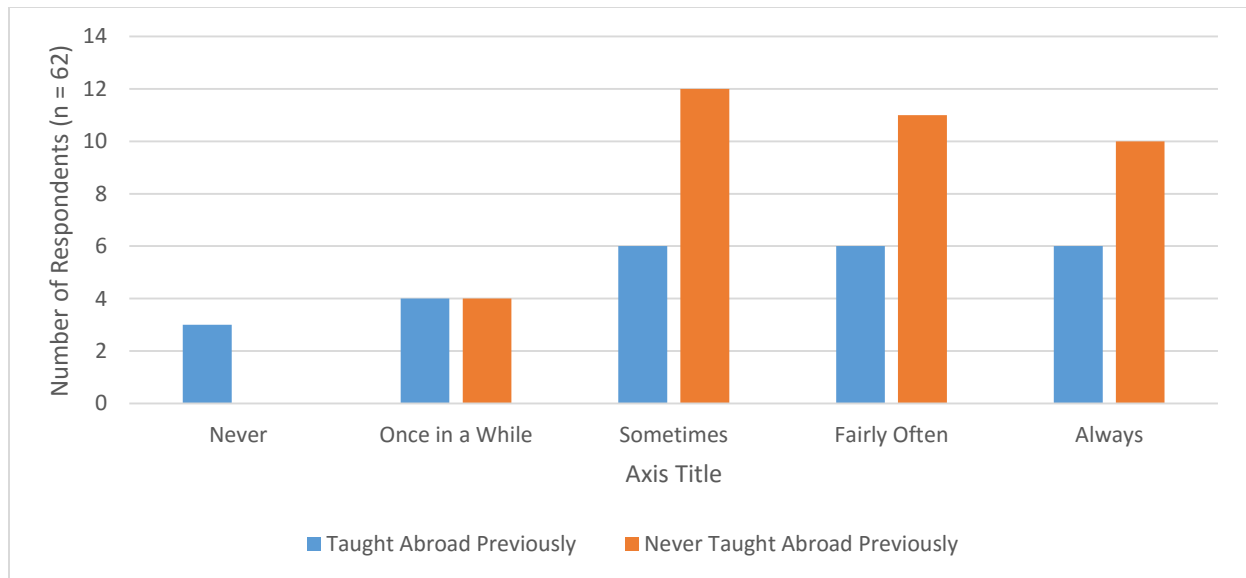Figure 29 shows the responses by group to Q14(k) (ESS 11), in this school the authority of the administration is used to undermine teachers. For the taught abroad previously group, the average score (mean) was 2.72 / 5.00, with the median being 3.00, and the mode being 3.00. The standard deviation was 1.10. For the never taught abroad previously group, the average score (mean) = 3.86/5.00, the median = 4.00, and the mode = 4.00, with a standard deviation of 1.058. In the unpaired $t$-test, the results were $t(60) = 4.11$, $p = 0.00$. This was not significant at the Bonferroni Correction for type-1 error level of $p < 0.004$ and the null hypothesis was accepted.

The data analysis showed that for question Q14(k) (ESS 11), in this school the authority of the administration is used to undermine instructors, most of the respondents believed that the authority of the administration was used to undermine teachers with the vast majority of the instructors falling between the "Once in a While" to "Always" range. However, again, this was the majority view with one instructor in the interviews emphatically stating, "Never!" to this question. Nevertheless, for the majority of the instructors interviewed there appeared to be a feeling that, although the administration did not use its authority to undermine instructors generally, there were times when it did. As one instructor stated, "I've seen people in administration saying to an instructor, "We're behind you 100 percent." And then the student comes in, presents their point of view, and the administrator has said, "We're behind you 100 percent", and the instructor gets thrown under the bus." Another instructor felt that the administration was "top-down, dictated, narrow". There was also a feeling of a lack of respect by the administration for the instructors. As one instructor stated, "for the most part you're left walking away with an over-whelming feeling of…insignificance that I don't matter here, my voice doesn't matter. They're going to do what they're going to do regardless of what we have to say." Another instructor stated, "I feel pretty much that everything is beyond my control and I have to somehow give an appearance of towing the line while not."

4.4.12  The Administration in this School Use Their Authority to Enable Instructors to do Their Jobs
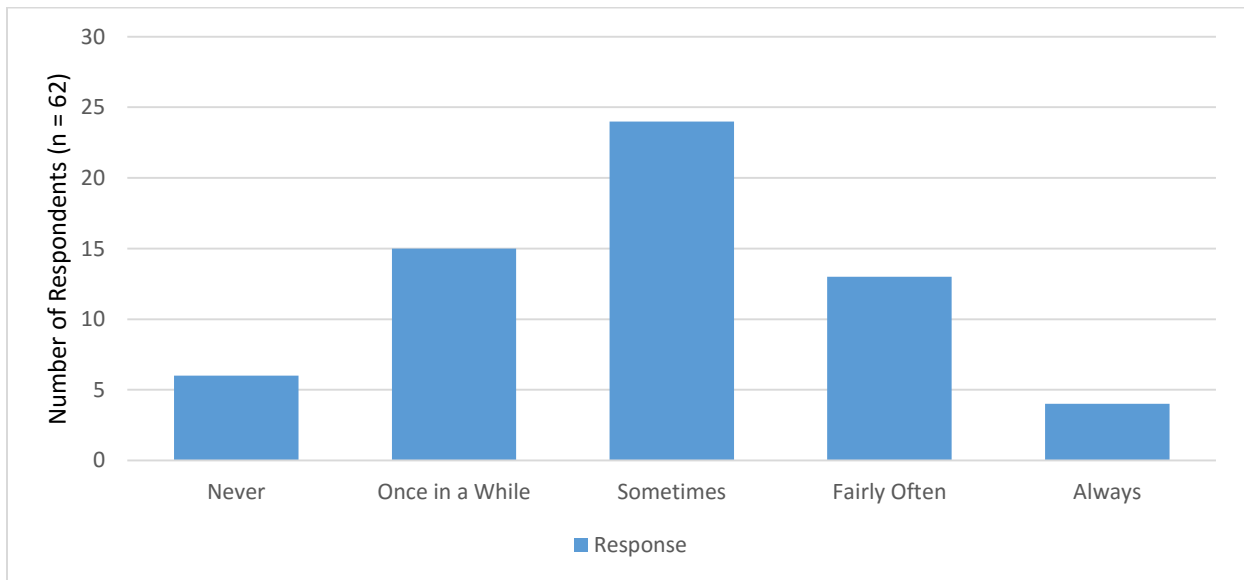


Figure 30. Q14(l) (ESS 12): The administration in this school use their authority to enable teachers to do their jobs: all respondents.

Figure 30 shows all responses to Q14(l) (ESS 12), the administration in this school use their authority to enable teachers to do their jobs. For both groups combined, the average score (mean) = 2.90/5.00, the median = 3.00, and the mode = 3.00, with a standard deviation of 1.05.
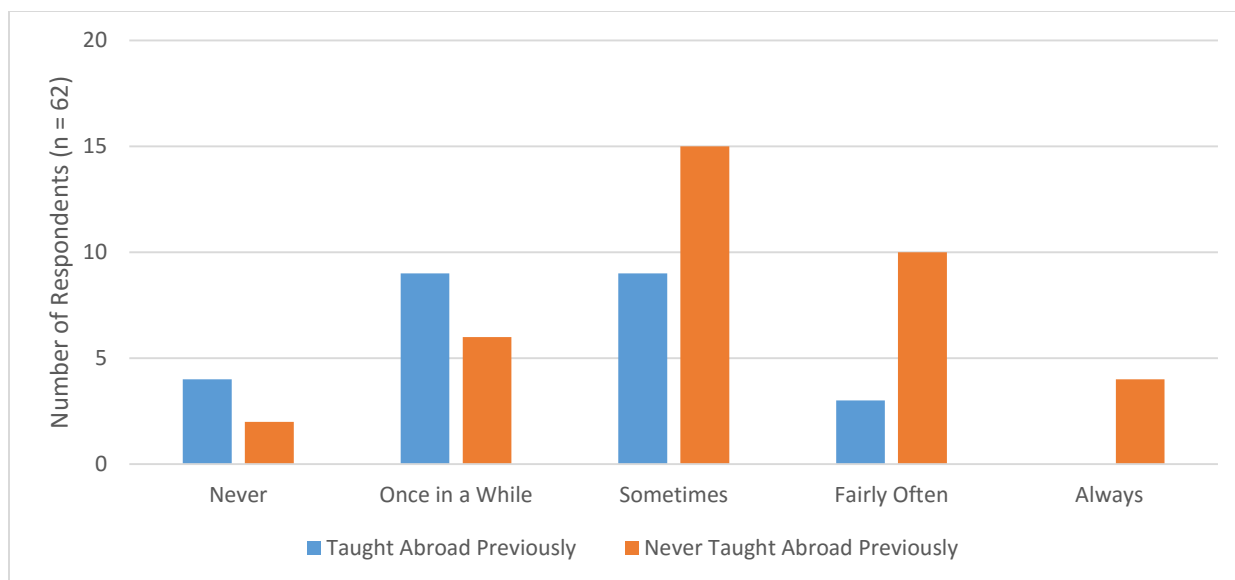
Figure 31. Q14(l) (ESS 12): The administration in this school use their authority to enable teachers to do their job: groups compared.

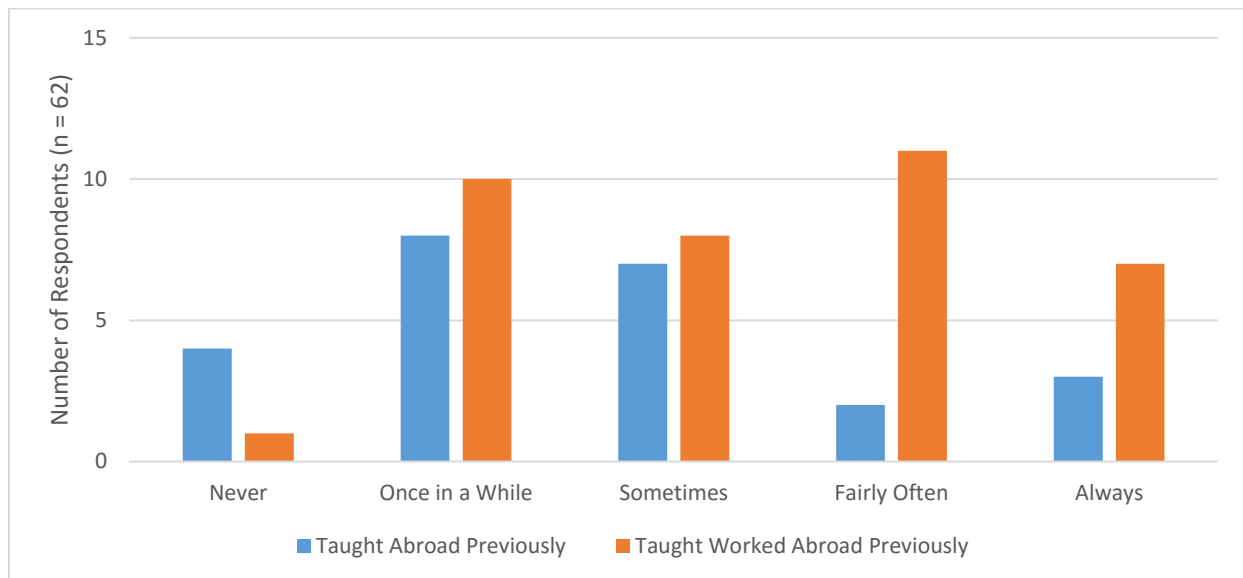Figure 31 shows the responses by group to Q14(l) (ESS 12), the administration in this school use their authority to enable teachers to do their job. For the taught abroad previously group, the average score (mean) was 2.44 / 5.00, with the median being 2.00, and the mode being 2.00. The standard deviation was .917. For the never taught abroad previously group, the average score (mean) = 3.22/5.00, the median = 3.00, and the mode = 3.00, with a standard deviation of 1.03. In the unpaired $t$-test, the results were $t(60) = 3.04$, $p = 0.004$. This was not significant at the Bonferroni Correction for type-1 error level of $p < 0.004$. The null hypothesis was accepted.

For question Q14(l) (ESS 12), the administration in this school was using its authority to enable teachers to do their job, the majority of the responses clustered around the "Sometimes" response, although there were also responses in all of the other categories as well. The qualitative data revealed this same large variation as well, often depending on whether the instructor had taught abroad previously or not. One instructor who never taught abroad previously stated, "Yeah, in general I would say, yes, they do try" while another said, "I haven't been hindered in

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doing my job here from administration, ever." For those instructors who had taught abroad

previously, the interview responses were even more nuanced. One of the instructors from this

group stated, "They [the administration] have a tendency just to back off when it comes to

classrooms, unless there are problems that have been reported" while another stated quite

emphatically "If there is a way to screw someone's time or schedule up, they will find it."

Regardless of whether this is actually the case or not is unimportant. It is the instructors'

perception of it being the case that matters most. As Stipek (2012) found, the teachers' sense of

efficacy is relative high when they felt that the leadership was supportive and when the

administration made teachers feel like professionals and validated their feelings and concerns.

**Chapter 5     Conclusion**

This research found that at this Western college satellite campus located in the Middle East the Western instructors, both those with previous international experience and those without, had positive beliefs in their own teaching efficacy. These positive instructors' beliefs in their own efficacy were also apparent on the three factors which make up the TES: efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management. One question, Q13(k) (TES 11), how much can you assist families in helping their children do well in school, showed a low instructors' belief in their own efficacy. However, the qualitative data from the interviews revealed that this was mainly due to the fact that the Western instructors tended to rely on the satellite college's student support services that were in place in order to bridge this gap as necessary.

Conversely, both of the groups believed that their Western administration was far more coercive than enabling when plotted on the Ohio normative sample. For those Western instructors with previous international experience, the ESS result was 99% indicating that they believed the Western administration was almost fully coercive, while for those Western instructors without previous international experience, the ESS result was 97% indicating that they believed that their Western administration was only slightly less coercive. When the results for both of these groups were combined, the Western instructors' beliefs in the coerciveness of the Western administration registered at 98% on the ESS Ohio normative sample scale. In other words, although the Teachers' Sense of Efficacy Scale (TES) score was high for the Western instructors at this Western satellite college in the Middle East, the Western instructors' sense of their Western administrative efficacy was extremely low.

However, as McLaughlin (as cited in Loop et al., 1997), suggests, to simply mandate policy reform is " insufficient for insuring changes of value, since neither individual nor organizational change occurs without learning " (p. 4). McLaughlin further states that "meaningful change in the organizational settings involves a period of intense personal and organizational learning and problem solving in the authentic organizational environment" (p. 4). However, not only would administrative policy reform that creates enabling school structures increase the administrative efficacy, it would also, according to Lennon (2009), benefit the students as well as the instructors. Furthermore, as Hoy and Sweetland (2001) state, "teachers need to do more than trust each other if they are to be innovative and effective; they must trust their leaders" (p. 310). This is especially relevant to Western educational institutions located in the Middle East since, as Zachariah (1979) notes, in order for education to be effective in most developing countries, there must be "sensible and appropriate priorities and plans" (p. 342), and also the establishment of "accountable, effective administration" (p. 342). Furthermore, as Kiggundu, Jørgensen, and Hafsi (1983) state, in order for North American organizations that interact with their non-North American environment, as North American educational institution in non-North American educational settings must do, there needs to be "significant adjustment to the theories developed in industrialized nations" (p. 81).

Cunningham and Gresso (1993) noted that trust is the foundation of school effectiveness and that the teachers' trust in the administration is linked to the school effectiveness. Mullings (1996) states that "the climate created by managers will have a significant influence on the motivational and behaviour of employees" (p. 722). Hoy and Woolfolk (1993) had similar findings. They found that when teachers feel that the organization is supportive of them, their confidence, and their efficacy improves. Additionally, Mayerson (2010) notes, "teachers want to

view their supervisors and superiors as people they could learn from and not be intimidated by" (p. 4). Mayerson further notes that a "strong" (2010, p. 4) supervisor [administrator] is one who relates to his or her faculty with respect and kindness. Based on the qualitative and quantitative data from this research, it can be determined that the instructors' beliefs in the unsupportive nature of the college administration at this Western satellite campus in the Middle East can, and possibly does have a negative impact on the instructor's classroom efficacy.

To develop this support, administrators need to, want to, and, furthermore, be able to gather information from their teachers in order to ensure that the school bureaucracy is what it needs to be, not what the administration, either in the Middle East country or at the main college in the Western country decides it should be. This is especially relevant when the college is geographically located in a different cultural environment as is the case in this research. If the teachers perceived that the administrator is passive and uninterested, then the instructors' self-efficacy can be lower than it might be. However, when the instructors believe that the administration uses its position to "protect them from environmental challenges, and who allowed flexibility and autonomy in their classrooms" (Stipek, 2012, p. 594), teacher efficacy is higher. The creation of an enabling school structure by the administration is a large part of this. As Sweetland (2001) notes, enabling school structures and rules and regulations that promote solutions to problems are something that school leaders [and college administrators] should strive for. In addition, the hierarchy in bureaucratic organizations should strive to positively engage and support professional actions by engaging in authentic interpersonal work relations. Pure managerial approaches, according to Allen (2013), "are more likely to create highly insecure environments which reinforce a vicious cycle: staff being de-motivated, cautious, less willing to take risks or exercise discretion and are more likely to resist change." However, in

institutions which have taken a collegial approach, "a virtuous cycle was created, whereby there was a willingness to be open and share information, there was a greater degree of cognitive conflict, and more positive interpersonal relationships" (p. 61). One instructor summed up this concept of Allen's quite succinctly by saying, "for the most part, we can do our job, but sometimes the morale gets so low that it's the indirect actions of the administration that impacts us from doing it even better, doing our jobs even better."

It might be beneficial, therefore, if the college administration pivoted away from its current method of creating and implementing policies and procedures which are generally perceived as coercive by a vast number of the instructors in this research. It might also be valuable for the college to review its existing policies in light of the fact that it is operating in a non-Western cultural context and, therefore, purely Western policies and procedures may not work best for all parties involved in this Middle East educational environment. As Mintzberg (2006) writes, "Just because some "best practice" works in New York, does it mean it works in Accra [the capital of Ghana]?" (p. 4). If the answer is "yes" then, as Mintzberg (2006) goes on to write, the logical conclusion is, "It [the best practice] worked in Accra so it's bound to work in New York" (p. 5). Rose and Mackenzie (1991) term this assumption that a theory designed and tested in a single country as "false universalism" (p. 450). Pedersen (1980) states, "contrasting Western and non-Western cultural values provides a means of testing the viability of existing educational policy in the context of the other available alternatives" (p. 24). By viewing the policies and procedures of the college in terms of its physical location, not simply as a set of rules that must be obeyed, the instructors' belief in the administrative efficacy of the college might be improved and raise even higher than the instructors' belief in their own efficacy. School leadership, according to Tulowitzki (2013), needs to be concerned with "the interrelationships

among peoples and cultures, their derivation innovations and technologies, and one's mediation of these and social conditions as well their effect on both the operations and outcome of schooling" (p. 748), not simply following rigid policies and procedures which are perceived as coercive by the very instructors they should be designed to help.

Paige and Mestenhauser (1999) write, "Educational administration is highly resistant to internationalization" (p. 500). Regardless of this high resistance, however, as Tulowitzki (2013) states, "functional knowledge of the interplay between globalization (sic) and the development of leadership preparation is equally necessary for shaping the field of globally minded leadership preparation and development" (p. 751). Part of this development of globally minded leadership in education is the realization that, as Hoy and Miskel (2013) state, "[t]he technical core of any school is the teaching-learning system" (p. 26). Without teachers, or instructors in this research, and learners, there is no educational establishment and, therefore, no need for an administrative hierarchy. It is the administration's job to support the technical core (Hoy & Miskel, 2013), not the other way around. If teachers feel that the administrative support is dysfunctional, then the rules and regulations in place can become roadblocks not only to teacher efficacy and the development of an enabling school system, but also to the very teaching and learning environment that the educational institution's very existence is supposed to support.

5.1 Suggestions for Further Study

As this research is based on only one Western college satellite campus located in the Middle East and the findings in this research may be relevant only to this particular group of Western instructors and their beliefs in their own and their Western administration's efficacy at this particular Western satellite campus, it would be difficult to extrapolate the finding presented

in this research to all Western instructors and Western colleges with satellite campuses in the

Middle East. In order to fully develop such an extrapolation, further research would need to be

undertaken. It is recommended, therefore, that in order to build a more extensive view of

Western instructors' beliefs in their own efficacy and their Western administration's efficacy

with regards to Western satellite colleges operating outside of their home countries further

research be undertaken at a variety of Western colleges' satellite campuses in various countries

around the world. Furthermore, to ensure that the results obtained are not an artifact of the

Western instructors' beliefs in their efficacy or their Western administration's efficacy that has

been transmitted from the home campus, the same research would need to be undertaken at the

home campus of the Western college. By undertaking the research at both the home campus and

the satellite campus, it would be possible to determine if the instructors' beliefs in their efficacy

is comparable between the home campus and the satellite campus, and also if the Western

instructors' beliefs in their Western administration's efficacy is the same, similar, or different

between the home campus and the satellite campus in the Western college's country of

operation.

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# Appendix A – Ethics Clearances

| ICEHR Number | 20150053-ED |
|---|---|
| Approval Period: | May 14, 2014 – May 31, 2015 |
| Funding Source: | |
| Responsible Faculty: | Dr. Noel Hurley Faculty of Education |
| Title of Project: | [Revised] Instructor Perception of Instructor Efficacy and Application of Western-style Administrative Policies at a North American Educational Institution in the Middle East |

May 14, 2014

Mr. Barry Lush
Faculty of Education
Memorial University of Newfoundland

Dear Mr. Lush:

Thank you for your email correspondence of May 11, 2014 addressing the issues raised by the Interdisciplinary Committee on Ethics in Human Research (ICEHR) concerning the above-named research project.

The ICEHR has re-examined the proposal with the clarification and revisions submitted, and is satisfied that the concerns raised by the Committee have been adequately addressed. In accordance with the *Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans (TCPS2)*, the project has been granted *full ethics clearance* to May 31, 2015. Please forward a copy of the college's approval for this project to ICEHR once received.

If you need to make changes during the course of the project, which may raise ethical concerns, please forward an amendment request form with a description of these changes to icehr@mun.ca for the Committee's consideration.

The *TCPS2* requires that you submit an annual update form to the ICEHR before May 31, 2015. If you plan to continue the project, you need to request renewal of your ethics clearance, and include a brief summary on the progress of your research. When the project no longer requires contact with human participants, is completed and/or terminated, you need to provide the annual update form with a final brief summary, and your file will be closed.

The annual update form and amendment request form are on the ICEHR website at http://www.mun.ca/research/ethics/human/icehr/application/.

We wish you success with your research.

Yours sincerely,

Gail Wideman, Ph.D.
Vice-Chair, Interdisciplinary Committee on
Ethics in Human Research

GW/th

copy: Supervisor - Dr. Noel Hurley, Faculty of Education
Associate Dean, Graduate Programs, Faculty of Education

Research Grant and Contract Services, Bruneau Centre for Research & Innovation          Page 1 of 2

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# ICEHR Clearance 20150053-ED- EXTENDED

s53kdc@mun.ca (s53kdc@mun.ca)

To: Mr. Barry Lush (Principal Investigator), Dr. Noel Hurley (Supervisor) Cc: s53kdc@mun.ca

**Interdisciplinary Committee on Ethics in Human Research (ICEHR)**

**Dear Mr. Lush,**

Thank you for your response to our request for an annual status report advising that your project will continue without any changes that would affect ethical relations with human participants.

On behalf of the Chair of ICEHR, I wish to advise that the ethics clearance for this project has been extended to May 31, 2016. The *Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans* (TCPS2) requires that you submit an annual update to ICEHR on your project, should the research carry on beyond May 31, 2016. Also, to comply with the TCPS2, please notify us upon completion of your project.

| ICEHR Ref. No. | 20150053-ED |
|---|---|
| Project Title: | Teacher perception of teacher efficacy and application of western-style administrative policies at a Canadian college in the Middle East |
| PI: | **Mr. Barry Lush**<br>**Faculty of Education** |
| Supervisor: | |
| Clearance expiry date: | May 31, 2016 |

We wish you well with the continuation of your research.

Sincerely,

*Kim Russell*
*Secretary, ICEHR*

*RGCS reference only - 20150053*

Barry Lush
Faculty of Language Studies and Academics
College of the North Atlantic-Qatar

May 29, 2014

Dear Barry;

   Thank you for submitting your request for ethical review of your planned research on "**Instructor Perception of Instructor Efficacy and Application of Western-style Administrative Policies at a North American Educational Institution in the Middle East.**" Your request was considered on May 29, 2014. The following documents were reviewed:

1. CNAQ Ethical Review Application
2. Appendix A- Ethical approval form the Interdisciplinary Committee on Ethics in Human Research, Memorial university
3. Appendix B- Complete Thesis Survey questions and Interview Questions
4. Appendix C- Certificate of Completion TCPS 2: CORE
5. Appendix D Email Invitations Informed Consent form (online survey and interview)

The College of the North Atlantic-Qatar's IRB approves this study for a one year period.

Please inform the College's IRB when the research has been completed. Any adverse events or significant change which occurs in connection with this study and/or which may alter its ethical consideration must be reported immediately to the College's IRB, and be accompanied by a description of those events and/or changes. A determination on such a matter will be forthcoming within a two week period after notification of any events and/or changes.

Approval is given on the understanding that the guidelines for ethical research practice, as outlined by Canada's Tri-Council and Qatar's Supreme Council for Health, are adhered to.

We wish you every success with your research program.

Sincerely,

Bruce MacRae
Chair, CNA-Q Institutional Review Board

| Background Information | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | What is your Current Position? | Instructor | | Administrator | | | Staff | | | Other: Please explain | | | |
| 2 | What is your Nationality? | Canadian | | Other | | | | | | | | | |
| 3 | What is your age? | 18-24 | | 25-34 | | | 35-44 | 45-54 | 65-74 | 75 or older | | | |
| 4 | Which [place] in [Western country] are you from? | NL | NS | NB | PEI | ONT | QUE | SASK | ALB | MAN | BC | NWT | NU / Yukon |
| 5 | What is the highest level of education that you have completed? | Certificate | Diploma | Trades Ticket(s) | | | Bachelors | | Masters | Ph.D. | Other: please explain | | |
| 6 | What was the last position you held before assuming your current positon? | K-12 | Number of Years | VOC Ed. | Number of Years | College | Number of Years | University | Number of Years | Industry | Number of Years | | |
| 7. | Please enter the total number of years you taught in [Western country] before assuming your current position. | | | | | | | | | | | | |
| 8 | Prior to assuming your current position, which province did you teach in? | NL | NS | NB / PEI | ONT | QUE | SASK | ALB | MAN | BC | NWT | NU / Yukon | |
| 9 | How many years have you been teaching abroad? | 0-4 | 5-9 | 10-14 | 15-19 | 20-24 | 25-29 | 30-34 | 35-39 | 40+ | | | |
| 10 | How many years have you been teaching in your current positon? | 0-4 | 5-9 | 10-14 | 15-19 | 20-24 | 25-29 | 30-34 | 35-39 | 40+ | | | |

| 11 | How many years have your been teaching in total? | 0-4 | 5-9 | 10-14 | 15-19 | 20-24 | 25-29 | 30-34 | 35-39 | 40+ | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 12 | In your current positon, what has helped you more, your academic; qualifications or your experience? | Academic qualifications | | **Experience** | Other (please specify) | | | | | | |
| | | | | | | | | | | | |

## 13: Teacher's Sense of Efficacy Scale (short form)

Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.

| | Teacher Beliefs | How much can you do? | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Nothing | 2 | Very Little | 4 | Some Influence | 6 | Quite a bit | 8 | A Great Deal |
| a | How much can you do to control disruptive behavior in the classroom? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| b | How much can you do to motivate students who show low interest in school work? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| c | How much can you do to get students to believe they can do well in school work? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| d | How much can you do to help your students value learning? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| e | To what extent can you craft good questions for your students? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| f | How much can you do to get students to follow classroom rules? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| g | How much can you do to calm a student who is disruptive or noisy? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| h | How well can you establish a classroom management system with each group of students? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| i | How much can you use a variety of assessment strategies? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| j | To what extent can you provide an alternative explanation or example when students are confused? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| k | How much can you assist families in helping their adult children do well in school? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| l | How well can you implement alternative strategies in your classroom? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

## 14: Enabling School Structure

**Directions**: The following statements are descriptions of the way educational institutions may be structured. Please indicate the extent to which each statement characterizes behavior in your current institution from **never** to **always**.

| | | Never | Once in a while | Sometimes | Fairly Often | Always |
|---|---|---|---|---|---|---|
| a | Administrative rules in this school enable authentic communication between instructors and administrators. | 1 | 2 | 3 | 4 | 5 |
| b | In this school red tape is problem. | 1 | 2 | 3 | 4 | 5 |
| c | The administrative hierarchy of this school enables instructors to do their job. | 1 | 2 | 3 | 4 | 5 |
| d | The administrative hierarchy obstructs student achievement. | 1 | 2 | 3 | 4 | 5 |
| e | Administrative rules help rather than hinder. | 1 | 2 | 3 | 4 | 5 |
| f | The administrative hierarchy of this school facilitates the mission of this school. | 1 | 2 | 3 | 4 | 5 |
| g | Administrative rules in this school are used to punish instructors. | 1 | 2 | 3 | 4 | 5 |
| h | The administrative hierarchy of this school obstructs innovation. | 1 | 2 | 3 | 4 | 5 |
| i | Administrative rules in this school are substitutes for professional judgment. | 1 | 2 | 3 | 4 | 5 |
| j | Administrative rules in this school are guides to solutions rather than rigid procedures. | 1 | 2 | 3 | 4 | 5 |
| k | In this school the authority of the administration is used to undermine instructors. | 1 | 2 | 3 | 4 | 5 |
| l | The administrators in this school use their authority to enable instructors to do their job. | 1 | 2 | 3 | 4 | 5 |

## Teachers' Sense of Efficacy Scale[1] (short form)

| Teacher Beliefs | How much can you do? | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential. | Nothing | Very Little | | Some Influence | | Quite A Bit | | A Great Deal | |
| 1. How much can you do to control disruptive behavior in the classroom? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 2. How much can you do to motivate students who show low interest in school work? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 3. How much can you do to get students to believe they can do well in school work? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 4. How much can you do to help your students value learning? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 5. To what extent can you craft good questions for your students? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 6. How much can you do to get children to follow classroom rules? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 7. How much can you do to calm a student who is disruptive or noisy? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 8. How well can you establish a classroom management system with each group of students? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 9. How much can you use a variety of assessment strategies? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 10. To what extent can you provide an alternative explanation or example when students are confused? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 11. How much can you assist families in helping their children do well in school? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 12. How well can you implement alternative strategies in your classroom? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |

## Form ESS

**Directions**: The following statements are descriptions of the way your school is structured. Please indicate the extent to which each statement characterizes behavior in your school from never to always.

| | Never | Once in a while | Sometimes | Fairly Often | Always |
|---|---|---|---|---|---|
| 1. Administrative rules in this school enable authentic communication between teachers and administrators. | ① | ② | ③ | ④ | ⑤ |
| 2. In this school red tape is problem. | ① | ② | ③ | ④ | ⑤ |
| 3. The administrative hierarchy of this school enables teachers to do their job. | ① | ② | ③ | ④ | ⑤ |
| 4. The administrative hierarchy obstructs student achievement. | ① | ② | ③ | ④ | ⑤ |
| 5. Administrative rules help rather than hinder. | ① | ② | ③ | ④ | ⑤ |
| 6. The administrative hierarchy of this school facilitates the mission of this school. | ① | ② | ③ | ④ | ⑤ |
| 7. Administrative rules in this school are used to punish teachers. | ① | ② | ③ | ④ | ⑤ |
| 8. The administrative hierarchy of this school obstructs innovation. | ① | ② | ③ | ④ | ⑤ |
| 9. Administrative rules in this school are substitutes for professional judgment. | ① | ② | ③ | ④ | ⑤ |
| 10. Administrative rules in this school are guides to solutions rather than rigid procedures. | ① | ② | ③ | ④ | ⑤ |
| 11. In this school the authority of the principal is used to undermine teachers. | ① | ② | ③ | ④ | ⑤ |
| 12. The administrators in this school use their authority to enable teachers to do their job. | ① | ② | ③ | ④ | ⑤ |

# Appendix E - Permission to use TES and ESS Surveys

permission-letter-18p6bcg.pdf - Adobe Reader

File   Edit   View   Window   Help

**THE OHIO STATE UNIVERSITY**
**COLLEGE OF EDUCATION AND HUMAN ECOLOGY**

ANITA WOOLFOLK HOY, PH.D.                          PROFESSOR
                                                   PSYCHOLOGICAL STUDIES IN EDUCATION

Dear

You have my permission to use the *Teachers' Sense of Efficacy Scale* in your research. A copy the scoring instructions can be found at:

http://u.osu.edu/hoy.17/research/instruments/

Best wishes in your work,

*Anita Woolfolk Hoy*

Anita Woolfolk Hoy, Ph.D.
Professor Emeritus

From: whoy@mac.com
Subject: Re: Enabling School Structure
Date: Sat, 4 Apr 2015 11:52:19 -0400
To: barry_lush@hotmail.com

HI Barry—


You have my permission to use the Enabling School Structure (ESS) Form in your research.


Good luck.


*Wayne*


**Wayne K. Hoy**

**Fawcett Professor Emeritus in**

**Education Administration**

**The Ohio State University**

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# Appendix F - Raw Data

| Group Identification (NTAP = Never Taught Abroad Previously; TAP = Taught Abroad Previously) | What is your current position? | What is your nationality? | Instructor's Belief in Instructor's Self-Efficacy (TES) Evaluate the following statements with 1 being "Nothing" and 9 being "A Great Deal". | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q13(a) (TES 1) How much can you do to control disruptive behavior in the classroom? | Q13(b) (TES 2) How much can you do to motivate students who show low interest in school work? | Q13(c) (TES 3) How much can you do to get students to believe they can do well in school work? | Q13(d) (TES 4) How much can you do to help your students value learning? | Q13(e) (TES 5) To what extent can you craft good questions for your students? | Q13(f) (TES 6) How much can you do to get students to follow classroom rules? | Q13(g) (TES 7) How much can you do to calm a student who is disruptive or noisy? | Q13(h) (TES 8) How well can you establish a classroom management system with each group of students? | Q13(i) (TES 9) How much can you use a variety of assessment strategies? | Q13(j) (TES 10) To what extent can you provide an alternative explanation or example when students are confused? | Q13(k) (TES 11) How much can you assist families in helping their adult children do well in school? | Q13(l) (TES 12) How well can you implement alternative strategies in your classroom? |
| NTAP | Instructor | Western | 7 | 5 | 7 | 5 | 8 | 7 | 7 | 5 | 5 | 9 | 1 | 7 |
| NTAP | Instructor | Western | 9 | 9 | 8 | 9 | 7 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |
| NTAP | Instructor | Western | 8 | 5 | 7 | 6 | 5 | 6 | 5 | 8 | 8 | 7 | 1 | 6 |
| NTAP | Instructor | Western | 8 | 5 | 5 | 3 | 7 | 7 | 7 | 7 | 8 | 8 | 1 | 3 |
| NTAP | Instructor | Western | 7 | 5 | 7 | 5 | 7 | 6 | 7 | 8 | 7 | 9 | 2 | 7 |
| NTAP | Instructor | Western | 7 | 7 | 7 | 7 | 9 | 7 | 6 | 7 | 5 | 7 | 2 | 5 |
| NTAP | Instructor | Western | 8 | 7 | 9 | 8 | 7 | 8 | 8 | 8 | 8 | 9 | 7 | 7 |
| NTAP | Instructor | Western | 7 | 5 | 7 | 5 | 7 | 7 | 7 | 7 | 7 | 7 | 1 | 7 |
| NTAP | Instructor | Western | 7 | 6 | 9 | 8 | 8 | 5 | 7 | 7 | 6 | 8 | 4 | 8 |
| NTAP | Instructor | Western | 8 | 6 | 6 | 6 | 8 | 8 | 8 | 8 | 8 | 9 | 3 | 8 |
| NTAP | Instructor | Western | 9 | 6 | 8 | 5 | 9 | 9 | 9 | 9 | 8 | 9 | 3 | 8 |
| NTAP | Instructor | Western | 8 | 8 | 8 | 5 | 9 | 8 | 8 | 7 | 8 | 8 | 4 | 7 |
| NTAP | Instructor | Western | 8 | 5 | 7 | 7 | 9 | 7 | 7 | 7 | 9 | 9 | 1 | 3 |
| NTAP | Instructor | Western | 7 | 5 | 8 | 6 | 7 | 8 | 7 | 8 | 7 | 8 | 2 | 6 |
| NTAP | Instructor | Western | 3 | 5 | 7 | 5 | 9 | 5 | 6 | 6 | 9 | 8 | 1 | 8 |
| NTAP | Instructor | Western | 7 | 5 | 6 | 8 | 8 | 7 | 5 | 5 | 8 | 9 | 2 | 7 |
| NTAP | Instructor | Western | 6 | 4 | 6 | 6 | 6 | 8 | 7 | 8 | 9 | 8 | 3 | 8 |

| NTAP | Instructor | Western | 7 | 5 | 9 | 7 | 9 | 7 | 7 | 9 | 9 | 9 | 3 | 9 |
|------|-----------|---------|---|---|---|---|---|---|---|---|---|---|---|---|
| NTAP | Instructor | Western | 7 | 6 | 6 | 6 | 6 | 7 | 7 | 7 | 7 | 5 | 6 | 5 |
| NTAP | Instructor | Western | 7 | 7 | 7 | 7 | 8 | 9 | 8 | 8 | 7 | 9 | 2 | 8 |
| NTAP | Instructor | Western | 7 | 6 | 7 | 7 | 8 | 7 | 7 | 6 | 7 | 9 | 4 | 7 |
| NTAP | Instructor | Western | 9 | 5 | 6 | 6 | 7 | 8 | 9 | 7 | 9 | 9 | 1 | 9 |
| NTAP | Instructor | Western | 8 | 7 | 7 | 7 | 6 | 6 | 7 | 6 | 9 | 9 | 8 | 7 |
| NTAP | Instructor | Western | 7 | 5 | 6 | 5 | 7 | 6 | 8 | 8 | 8 | 9 | 5 | 7 |
| NTAP | Instructor | Western | 9 | 7 | 7 | 7 | 9 | 7 | 7 | 9 | 9 | 7 | 3 | 9 |
| NTAP | Instructor | Western | 8 | 7 | 7 | 7 | 9 | 7 | 7 | 7 | 8 | 9 | 5 | 3 |
| NTAP | Instructor | Western | 5 | 5 | 7 | 7 | 7 | 5 | 6 | 6 | 7 | 9 | 1 | 5 |
| NTAP | Instructor | Western | 8 | 7 | 8 | 8 | 8 | 7 | 7 | 8 | 7 | 8 | 5 | 6 |
| NTAP | Instructor | Western | 9 | 8 | 8 | 7 | 7 | 8 | 8 | 7 | 7 | 8 | 5 | 7 |
| NTAP | Instructor | Western | 8 | 7 | 8 | 6 | 7 | 8 | 7 | 8 | 6 | 9 | 5 | 7 |
| NTAP | Instructor | Western | 7 | 5 | 7 | 7 | 8 | 7 | 7 | 7 | 7 | 8 | 5 | 7 |
| NTAP | Instructor | Western | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 8 | 9 | 9 | 8 | 9 |
| NTAP | Instructor | Western | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |
| NTAP | Instructor | Western | 5 | 4 | 7 | 4 | 9 | 7 | 6 | 7 | 9 | 7 | 1 | 7 |
| NTAP | Instructor | Western | 9 | 3 | 9 | 1 | 9 | 9 | 7 | 9 | 5 | 9 | 1 | 3 |
| NTAP | Instructor | Western | 6 | 4 | 7 | 6 | 9 | 6 | 6 | 8 | 9 | 8 | 3 | 8 |
| NTAP | Instructor | Western | 8 | 6 | 6 | 7 | 8 | 7 | 7 | 8 | 7 | 9 | 3 | 7 |
| TAP | Instructor | Western | 9 | 7 | 9 | 8 | 9 | 6 | 7 | 9 | 8 | 9 | 2 | 9 |
| TAP | Instructor | Western | 9 | 7 | 8 | 8 | 8 | 9 | 9 | 9 | 8 | 8 | 1 | 8 |
| TAP | Instructor | Western | 9 | 5 | 5 | 6 | 8 | 9 | 9 | 9 | 3 | 9 | 1 | 7 |
| TAP | Instructor | Western | 9 | 5 | 5 | 5 | 7 | 7 | 5 | 7 | 7 | 7 | 1 | 7 |
| TAP | Instructor | Western | 9 | 7 | 7 | 7 | 9 | 9 | 9 | 8 | 5 | 9 | 2 | 5 |
| TAP | Instructor | Western | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 2 | 8 |
| TAP | Instructor | Western | 7 | 7 | 7 | 9 | 8 | 7 | 7 | 8 | 8 | 8 | 3 | 6 |
| TAP | Instructor | Western | 7 | 6 | 7 | 7 | 9 | 7 | 8 | 9 | 4 | 9 | 3 | 7 |
| TAP | Instructor | Western | 6 | 6 | 6 | 8 | 8 | 7 | 6 | 7 | 9 | 7 | 3 | 6 |
| TAP | Instructor | Western | 6 | 4 | 6 | 6 | 8 | 6 | 7 | 6 | 8 | 8 | 3 | 4 |
| TAP | Instructor | Western | 6 | 8 | 7 | 8 | 7 | 6 | 8 | 7 | 9 | 9 | 6 | 7 |
| TAP | Instructor | Western | 3 | 3 | 4 | 4 | 6 | 3 | 3 | 5 | 5 | 7 | 4 | 7 |
| TAP | Instructor | Western | 7 | 5 | 7 | 3 | 9 | 8 | 8 | 8 | 9 | 9 | 1 | 9 |
| TAP | Instructor | Western | 8 | 9 | 9 | 9 | 8 | 9 | 7 | 6 | 8 | 9 | 2 | 7 |
| TAP | Instructor | Western | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TAP | Instructor | Western | 7 | 3 | 7 | 5 | 7 | 5 | 6 | 5 | 5 | 9 | 1 | 7 |
| TAP | Instructor | Western | 9 | 8 | 9 | 8 | 8 | 8 | 8 | 9 | 8 | 8 | 1 | 8 |
| TAP | Instructor | Western | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| TAP | Instructor | Western | 7 | 5 | 9 | 5 | 9 | 7 | 5 | 7 | 9 | 9 | 5 | 9 |
| TAP | Instructor | Western | 7 | 5 | 9 | 5 | 5 | 4 | 5 | 5 | 7 | 7 | 3 | 5 |
| TAP | Instructor | Western | 7 | 5 | 6 | 5 | 9 | 5 | 5 | 7 | 9 | 9 | 3 | 7 |
| TAP | Instructor | Western | 8 | 8 | 7 | 7 | 8 | 8 | 8 | 8 | 9 | 9 | 4 | 8 |
| TAP | Instructor | Western | 8 | 8 | 8 | 8 | 8 | 7 | 6 | 8 | 8 | 8 | 3 | 7 |
| TAP | Instructor | Western | 6 | 3 | 7 | 7 | 8 | 6 | 5 | 6 | 7 | 9 | 2 | 7 |
| TAP | Instructor | Western | 9 | 9 | 9 | 7 | 9 | 9 | 9 | 7 | 9 | 9 | 1 | 9 |

| Group Identification (NTAP = Never Taught Abroad Previously; TAP = Taught Abroad Previously) | What is your current position? | What is your nationality? | Enabling School Structure (ESS) Evaluate the following statements with 1 being "Never" and 5 being "Always". | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Q14(a) (ESS 1) | Q14(b) (ESS 2) | Q14(c) (ESS 3) | Q14(d) (ESS 4) | Q14(e) (ESS 5) | Q14(f) (ESS 6) | Q14(g) (ESS 7) | Q14(h) (ESS 8) | Q14(i) (ESS 9) | Q14(j) (ESS 10) | Q14(k) (ESS 11) | Q14(l) (ESS 12) |
| | | | Administrative rules in this school enable authentic communication between | In this school red tape is problem. | The administrative hierarchy of this school enables instructors to do their job. | The administrative hierarchy obstructs student achievement. | Administrative rules help rather than hinder. | The administrative hierarchy of this school facilitates the mission of this school. | Administrative rules in this school are used to punish instructors. | The administrative hierarchy of this school obstructs innovation. | Administrative rules in this school are substitutes for professional judgment. | Administrative rules in this school are guides to solutions rather than rigid procedures. | In this school the authority of the administration is used to undermine instructors. | The administrators in this school use their authority to enable instructors to do their job. |
| NTAP | Instructor | Western | 2 | 4 | 4 | 4 | 2 | 3 | 2 | 4 | 4 | 2 | 2 | 3 |
| NTAP | Instructor | Western | 5 | 1 | 5 | 1 | 5 | 5 | 1 | 1 | 1 | 5 | 1 | 5 |
| NTAP | Instructor | Western | 4 | 3 | 4 | 2 | 3 | 4 | 2 | 3 | 4 | 2 | 2 | 3 |
| NTAP | Instructor | Western | 3 | 4 | 4 | 1 | 3 | 4 | 1 | 2 | 1 | 3 | 1 | 1 |

| NTAP | Instructor | Western | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
|------|------------|---------|---|---|---|---|---|---|---|---|---|---|---|---|
| NTAP | Instructor | Western | 2 | 4 | 4 | 3 | 2 | 2 | 4 | 3 | 4 | 2 | 4 | 3 |
| NTAP | Instructor | Western | 3 | 5 | 4 | 3 | 4 | 4 | 3 | 3 | 4 | 2 | 2 | 3 |
| NTAP | Instructor | Western | 3 | 2 | 4 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 |
| NTAP | Instructor | Western | 3 | 3 | 5 | 3 | 3 | 4 | 3 | 2 | 3 | 4 | 2 | 4 |
| NTAP | Instructor | Western | 2 | 4 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 2 |
| NTAP | Instructor | Western | 3 | 4 | 5 | 1 | 3 | 4 | 3 | 4 | 4 | 2 | 2 | 3 |
| NTAP | Instructor | Western | 2 | 4 | 2 | 3 | 3 | 2 | 4 | 3 | 4 | 4 | 2 | 3 | 2 |
| NTAP | Instructor | Western | 4 | 2 | 5 | 1 | 4 | 5 | 1 | 1 | 1 | 4 | 1 | 4 |
| NTAP | Instructor | Western | 5 | 3 | 5 | 1 | 4 | 4 | 1 | 1 | 2 | 4 | 1 | 5 |
| NTAP | Instructor | Western | 3 | 5 | 1 | 4 | 2 | 2 | 1 | 4 | 4 | 1 | 4 | 1 |
| NTAP | Instructor | Western | 4 | 2 | 5 | 3 | 3 | 3 | 1 | 2 | 1 | 5 | 1 | 4 |
| NTAP | Instructor | Western | 3 | 3 | 4 | 1 | 4 | 4 | 2 | 1 | 2 | 2 | 2 | 4 |
| NTAP | Instructor | Western | 4 | 2 | 4 | 2 | 4 | 4 | 2 | 2 | 2 | 3 | 1 | 4 |
| NTAP | Instructor | Western | 4 | 2 | 4 | 1 | 4 | 4 | 2 | 1 | 2 | 4 | 1 | 4 |
| NTAP | Instructor | Western | 5 | 2 | 5 | 1 | 5 | 4 | 1 | 1 | 1 | 4 | 1 | 5 |
| NTAP | Instructor | Western | 2 | 4 | 3 | 3 | 3 | 3 | 4 | 5 | 4 | 2 | 4 | 3 |
| NTAP | Instructor | Western | 1 | 4 | 4 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 4 | 3 |
| NTAP | Instructor | Western | 3 | 4 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 4 | 4 | 3 |
| NTAP | Instructor | Western | 3 | 4 | 3 | 3 | 3 | 3 | 2 | 4 | 3 | 3 | 2 | 3 |
| NTAP | Instructor | Western | 2 | 4 | 4 | 2 | 2 | 2 | 4 | 4 | 4 | 4 | 3 | 3 |
| NTAP | Instructor | Western | 2 | 3 | 4 | 2 | 4 | 4 | 4 | 3 | 2 | 3 | 4 | 2 |
| NTAP | Instructor | Western | 3 | 4 | 4 | 3 | 4 | 3 | 1 | 4 | 3 | 2 | 1 | 3 |
| NTAP | Instructor | Western | 4 | 3 | 3 | 3 | 2 | 2 | 3 | 4 | 4 | 3 | 3 | 3 |
| NTAP | Instructor | Western | 4 | 3 | 4 | 4 | 2 | 3 | 3 | 4 | 4 | 4 | 2 | 4 |
| NTAP | Instructor | Western | 5 | 2 | 5 | 1 | 5 | 5 | 1 | 1 | 1 | 4 | 1 | 5 |
| NTAP | Instructor | Western | 4 | 3 | 4 | 1 | 4 | 4 | 2 | 3 | 3 | 2 | 2 | 4 |
| NTAP | Instructor | Western | 3 | 3 | 2 | 3 | 3 | 3 | 1 | 2 | 2 | 4 | 2 | 4 |
| NTAP | Instructor | Western | 4 | 3 | 4 | 1 | 4 | 4 | 3 | 2 | 2 | 3 | 2 | 4 |
| NTAP | Instructor | Western | 3 | 4 | 1 | 4 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 |
| NTAP | Instructor | Western | 2 | 5 | 2 | 1 | 3 | 3 | 2 | 4 | 3 | 2 | 1 | 3 |
| NTAP | Instructor | Western | 4 | 4 | 3 | 2 | 2 | 3 | 3 | 3 | 4 | 3 | 1 | 3 |
| NTAP | Instructor | Western | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 3 |
| TAP | Instructor | Western | 5 | 2 | 5 | 3 | 3 | 3 | 1 | 1 | 3 | 3 | 3 | 3 |
| TAP | Instructor | Western | 3 | 2 | 4 | 2 | 3 | 4 | 3 | 4 | 3 | 2 | 3 | 2 |

| TAP | Instructor | Western | 2 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 3 |
|-----|------------|---------|---|---|---|---|---|---|---|---|---|---|---|---|
| TAP | Instructor | Western | 1 | 5 | 2 | 5 | 2 | 1 | 4 | 5 | 5 | 1 | 5 | 2 |
| TAP | Instructor | Western | 2 | 3 | 4 | 2 | 3 | 4 | 2 | 2 | 3 | 3 | 2 | 4 |
| TAP | Instructor | Western | 2 | 4 | 2 | 4 | 3 | 2 | 1 | 2 | 1 | 4 | 3 | 2 |
| TAP | Instructor | Western | 3 | 4 | 4 | 2 | 4 | 4 | 3 | 3 | 3 | 4 | 2 | 4 |
| TAP | Instructor | Western | 2 | 5 | 1 | 3 | 2 | 1 | 5 | 5 | 4 | 1 | 3 | 2 |
| TAP | Instructor | Western | 2 | 4 | 2 | 3 | 1 | 2 | 3 | 3 | 2 | 3 | 4 | 2 |
| TAP | Instructor | Western | 2 | 4 | 2 | 4 | 4 | 2 | 3 | 5 | 4 | 2 | 3 | 2 |
| TAP | Instructor | Western | 3 | 4 | 4 | 3 | 3 | 4 | 2 | 3 | 4 | 3 | 2 | 3 |
| TAP | Instructor | Western | 2 | 5 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 3 |
| TAP | Instructor | Western | 1 | 5 | 1 | 4 | 1 | 1 | 5 | 5 | 4 | 5 | 5 | 2 |
| TAP | Instructor | Western | 2 | 5 | 1 | 5 | 1 | 1 | 1 | 1 | 1 | 1 | 5 | 1 |
| TAP | Instructor | Western | 4 | 5 | 2 | 4 | 2 | 1 | 4 | 4 | 5 | 1 | 4 | 1 |
| TAP | Instructor | Western | 1 | 4 | 2 | 5 | 3 | 1 | 4 | 5 | 5 | 1 | 5 | 2 |
| TAP | Instructor | Western | 2 | 5 | 3 | 3 | 2 | 2 | 2 | 4 | 4 | 2 | 4 | 1 |
| TAP | Instructor | Western | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| TAP | Instructor | Western | 4 | 3 | 5 | 2 | 4 | 3 | 1 | 3 | 3 | 3 | 3 | 3 |
| TAP | Instructor | Western | 3 | 2 | 4 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 2 | 4 |
| TAP | Instructor | Western | 2 | 4 | 2 | 4 | 2 | 2 | 5 | 4 | 4 | 2 | 4 | 3 |
| TAP | Instructor | Western | 2 | 4 | 2 | 3 | 4 | 4 | 4 | 4 | 3 | 2 | 3 | 3 |
| TAP | Instructor | Western | 2 | 2 | 2 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 3 |
| TAP | Instructor | Western | 3 | 3 | 3 | 2 | 4 | 4 | 2 | 4 | 2 | 4 | 3 | 3 |
| TAP | Instructor | Western | 2 | 4 | 3 | 4 | 4 | 2 | 2 | 4 | 4 | 2 | 2 | 2 |

# Appendix G- Factor Analysis Data

**Total Variance Explained**

| Component | Initial Eigenvalues | | | Rotation Sums of Squared Loadings | | |
|---|---|---|---|---|---|---|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 6.278 | 52.321 | 52.321 | 3.983 | 33.193 | 33.193 |
| 2 | 1.368 | 11.403 | 63.724 | 2.557 | 21.309 | 54.502 |
| 3 | 1.036 | 8.634 | 72.358 | 2.143 | 17.856 | 72.358 |
| 4 | .617 | 5.143 | 77.501 | | | |
| 5 | .541 | 4.508 | 82.009 | | | |
| 6 | .518 | 4.315 | 86.325 | | | |
| 7 | .447 | 3.726 | 90.050 | | | |
| 8 | .385 | 3.212 | 93.262 | | | |
| 9 | .306 | 2.546 | 95.808 | | | |
| 10 | .228 | 1.903 | 97.711 | | | |
| 11 | .163 | 1.357 | 99.068 | | | |
| 12 | .112 | .932 | 100.000 | | | |

Extraction Method: Principal Component Analysis.



Scree Plot
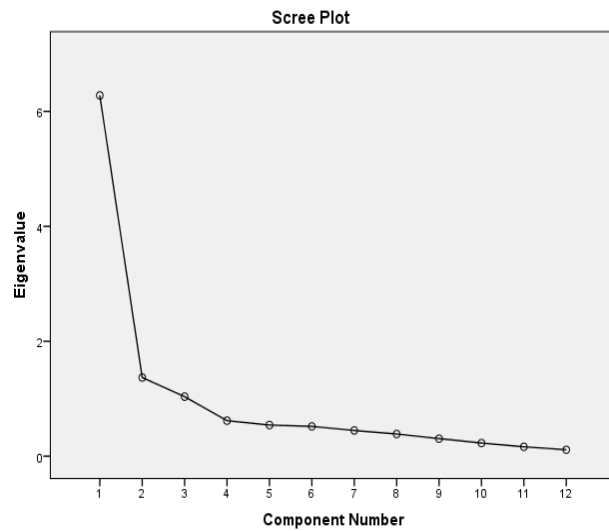
**Rotated Component Matrix[a]**

| | Component | | |
|---|---|---|---|
| | 1 | 2 | 3 |
| q1 | .859 | .129 | .223 |
| q2 | .548 | .212 | .700 |
| q3 | .487 | .514 | .314 |
| q4 | .307 | .308 | .706 |
| q5 | .527 | .662 | -.119 |
| q6 | .878 | .212 | .154 |
| q7 | .830 | .243 | .263 |
| q8 | .747 | .363 | .123 |
| q9 | .067 | .750 | .319 |
| q10 | .529 | .624 | .009 |
| q11 | .021 | .081 | .841 |
| q12 | .189 | .710 | .272 |

Extraction Method: Principal Component
Analysis.
 Rotation Method: Varimax with Kaiser
Normalization.
a. Rotation converged in 6 iterations.

Face-to-face Interview; Interviewee Number: #37
Date: October 27, 2014
Transcribed by: Barry Lush (researcher), December 31, 2014
NOTE: Teacher self-efficacy (TES) lines 1 to 39
      Enabling School Structure (ESS) lines 40 to 78

| 1 | **Interviewer:** | Ok. So. I'll just put this here if that's alright with you? |
|---|---|---|
| 2 | #37: | Yeah. |
| 3 | **Interviewer:** | OK. I'll start with the first set of questions. And as we said, on all of them you said you had 9, which is a great deal. |
| 4 | #37: | Yes. |
| 5 | **Interviewer: question 13 (a)** | So, question 1. How much can you do to control disruptive behaviour in the classroom? |
| 6 | #37: | Yes, I said a great deal, mostly because at this stage of my teaching career and the training, the expertise, you know, especially in this context in the Gulf, I'm well equipped with strategies that work. I'm continually trying out new ones. So, no problem. |
| 7 | **Interviewer: question 13 (b)** | OK. How much can you do to motivate students who show low interest in school work? |
| 8 | #37: | Same thing. Within that same, you know, bunch of parameters or variables, that's actually one of the things. When I get one that is not I view it as a challenge as opposed to I want this student moved out of my class or something. I'm going to win that one over. I will find a way. So, again, and I think I have a lot of tools in my arsenal to do that, so. |
| 9 | **Interviewer: questions 13 (c)** | Ok, great. How much can you do to get students to believe they can do well in school work? |
| 12 | #37: | A lot, and that's, again, part of my job as the instructor is to help give them to instill them with confidence, to show them, look what you didn't know a week ago and look what you can do now. Feel good about that, you know, really, don't let those things fall by the wayside. Continually remind them of, yes, that's, wow, that's good, you know. |
| 13 | **Interviewer:  question 13 (d)** | Excellent. Ok. , how much can you do to help your students value learning? |
| 14 | #37: | You can't really make someone respect or make someone value, but I do think you can tap in to… giving them an example or modeling something, inquiring something that they do, and then showing how the importance of them, the country, the state sponsoring them to be here and giving them this opportunity. I can't |

| | | make them that that. But I can certainly explain the consequences of their not taking responsibility to show that they value that or go through at least the hoops of …go through the steps of showing that they care. Whether they care or not, I can't do anything about, but if they show up on time they demonstrative a level of responsibility that allows their sponsor to think that they care. So I can only point that out. |
|---|---|---|
| 17 | **Interviewer: question 13 (e)** | Ok. And, to what extend can you craft good questions for your students? |
| 18 | #37: | That is integral to language teaching and this is one of the first things you learn when you take language practicum teaching. Now, I'm not talking about master's theory, really learning to teach langue. One of the key concept s is constant checking. So, you will get nowhere and you waste time by saying, "Do you understand?" or, "Any questions?" because we know what it feels like to be a student. Very few will not, I shouldn't say, do you have any questions, people, students will, you know, speak up on that, but the "Do you understand?" It's very rare that anybody will say, "I don't understand", you know. So you don't' ask those questions. You craft question that are for you are litmus tests to show if they got it or not, and they're called concept check questions. So, you know, if you're teaching the difference between, for example, in a very low level like I'm teaching, the difference between the names of the vowels a, e or u, y or s, c, I can put an s on the board and ask them to say it, and repeat it, and they will. But it doesn't mean…so a valuable question is for me to ask them, "How do you spell?", and see if they can produce it. That way I see, I see, I can hear the productivity and I can see it, but, so you can really need to skillful in the way you ask questions, especially in language teaching. I'm not saying that I don't know about content teaching, but I assume that a lot of that is the same. You don't want to get something that's been memorized, that doesn't work in language. It can work memorization can work in context because they can give you the right answer. But for speaking and producing language they kind of know it or they don't. |
| 19 | **Interviewer: question 13 (f)** | Ok, thanks. How much can you do to get students to follow classroom rules? |
| 20 | #37: | Similar to the earlier response. Model, demonstrate, and the grading of language is so important, again because we are on the langue side of things here, to really make |

| | | sure they're clear because most, I think a lot of the problem is a lack of understanding about the validity of a rule, the reasoning behind the rule, and the consequences of what happens when rules aren't followed. So that you can't, unless you had a translator with you the whole time, that's really difficult to impart to many of our students, at least half of the ones in language because their language level, those abstract concepts are very difficult to get across. But so you can use a translator if you really need one or use google translate sometimes to get it across. But really modelling it is so great. So today for example a student came an hour late, there was a test. The student has had attendance issues in the past and he he's he does understand about it, but, you know, today he again chose he walked right in to the class when the test was almost finished and he caused a great disruption to the students who were almost finished writing the test, and I made him go out and I said, "I will talk to you later, but right now you can't come in." And he just was adamant "I want the test now, I want the test now" And I was adamant "no", and there was no anger there was no shouting or anything, I just walked to the door and waited for him to leave, he understood. Afterwards, then the, when everybody was finished the test, they came in and I pulled up google translate and we discussed the consequences of being late and how it disrupted the other students, it's not fair and when they understand that they're doing to their fellow [student from the Middle East state] to their bro.. they're oh, oh, oh, but there is also a carrot with that which is this is very clear now this time, next today I make an exception and I will give you a test at a time of my convenience in the future for this, but after this but no more. Everybody is clear on the consequences you come late for the test, too bad. |
|---|---|---|
| 21 | **Interviewer:** | Ok. Excellent. |
| 22 | #37: | Thanks. |
| 23 | **Interviewer:  question 13 (g)** | [question was not asked] |
| 24 | **Interviewer:  question 13 (h)** | How well can you establish a classroom management system with each group of students? |
| 25 | #37: | The same again. The same kind of things. It's rapport, rapport, rapport. Know the culture that you're in. I've taught all over the world, all different levels of language and all ages of levels of language, so part of what I bring to this college is that expertise and my interest in keeping abreast of things and learning new things and |

| | | finding solution is to things that might be old standing problems. I like teaching. I'm interested in that so I don't find it a chore. This kind of…I wanted to give you an example of, sorry |
|---|---|---|
| 26 | **Interviewer:** | Thanks. Ok. |
| 27 | #37: | Can you just repeat the last…? |
| 28 | **Interviewer:** | Sure. How well can you establish a classroom management system with each group of students? |
| 29 | #37: | So I involve the student in the management system. Part of those very first key moments and days of building the dynamic within the class and a rapport involves them having input. Now, because I'm the instructor and I have a lot of tricks in my little box, or bag, I can do things so that they think that have the control and that's what's important. And I and I don't think that I'm being really subservice because in the end they are making some contribution contributing to those decisions but I know where I need to get to with them and where I want them to. So, again, good concept questions about you know "Ay, when you're at home in the majlis[2] with your family, with your brothers and your uncles, are you is it good for you to, you know, have your game, your games on your phone and constantly be placing them? Is that, like, tell me about that? And they'll say, "Oh, no!", and I'll say, "Why?" and they'll explain why. And then they'll explain why and I'll say, "Oh. So do you think we should have that in?" And then they'll say. Like I said, I am subverting them somewhat, but I know that if they understand that, they'll have an appreciation why not to do that thing here. |
| 30 | **Interviewer: question 13 (i)** | How much can you use a variety of assessment strategies? |
| 31 | #37: | I can, but again …it's because of 15 years' worth of investigating and doing these things and taking training courses. We have a set of assessment policies and things which are fine. Every institution does, you know, has parameters and systems that you abide by. But again, in language testing it's continuous assessing all the time. It's always being aware and choosing the moments of do…ok, that's making that same mistake, do I care about the accuracy at this point or do I wanna just to focus on their fluency that they get the concept of something? So I pick and choose, do I want to do this. So, they are being assessed in everything I say to them |

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[2] majlis – (n) Arabic living room/meeting room

| | | and every piece of paper I give them. I won't hand out things that other instructors have made if I find that it's, like, I really need to , make sure that that what is being given to them elicits or draws out or drills the things that are on the agenda, that are leading up to their end point which is that exam or that test. That is not teaching to the exam or the test, because theoretically the exams or tests have been built to achieve that achievement. So I'm always doing that. |
|---|---|---|
| 32 | **Interviewer: question 13 (j)** | Ok. To what extent can you provide an alternative explanation or example when students are confused? |
| 33 | #37: | All the time. I, I, and again, for me at this stage again if you go through the sort of higher kind of language teaching, what happens you're a teacher trainee, then you become a certified teacher, usually the term is in-service where how are you know you are inundated the first few years with lots of PD, then you become a lead instructor or something like that and hopefully if you keep growing and learning, you become an expert teacher, that is the term that is used. So at this stage in my career I am an expert teacher, and I am …I find it like jazz. It's really like learning a musical instrument. So or being an artist. You think of Picasso and where he got to at the end of his artist, his career. You wouldn't know that that was a student who he was at 17 in the studio painting things that that looked very traditional and like photographs almost where he went.  And the same with jazz. You learn all the rules and all the stuff and fingering all that stuff so that it you know it like the back of your hand. That way, when new things pop up you have the confidence and the experience and the memory of the way that you dealt with those things in the past. If those things don't work, it's an opportunity to find a new one and, you know, I'm doing it all the time. Like the other day I was thinking these students they're going to have a task in both their exercises in the class and then on the task where it will be reiterated where it's very simple because they're so low level but it says put the words from the boxes into the blanks. They are this extra words. And I invested probably 20 minutes of time in getting instead of just having a student reading the instructions or showing the instructions or modeling the instructions, this time I did something that really, really worked. I took a box and I put some words in the box and I had a chair and a desk and a binder and I went through the whole thing physically. And they were |

| | | |
|---|---|---|
| | | saying things like put the work under the chair put the work, like, or in the box so that when it came to actually giving them the piece of paper with all the words, they knew what it meant. But that was a new one for me because I know that when I did something similar to it the day before it didn't work, so, ok, let's try something else. |
| 34 | **Interviewer: question 13 (k)** | Ok. How much can you assist families in helping their adult children do well in school? |
| 35 | #37: | If given the opportunity, I think a great deal. I speak a little bit of Arabic. Not enough to communicate fluently obviously with anyone, but enough to impress somebody I care, and so if I ever... did encounter a family member, and just being open and asking questions like, "Why is this happening?" "How do you think I can help" or not making judgement, but actually asking questions to find out if you're talking to them because there is a problem or if they anticipate one because the student is getting married and can't sit the exam. Just have a dialogue. |
| 36 | **Interviewer: question 13 (l)** | Ok. And the last one in this section. How well can you implement alternative strategies in your classroom? |
| 37 | #37: | Oh, same as before. |
| 38 | **Interviewer:** | Ok. Alright. |
| 39 | #37: | Sorry, the only thing that I will say about that is a willing, ok? That's one of the things, there has to be an internal motivation to want to succeed at that because if you're of the mindset that well, this is the way I do it and if they don't like it and I'm doing this because this is how I have always done it, then you will fail, you won't be interested in that. But I'm actually interested in getting something to succeed so I'm happy to try different or alternate strategies. |
| 40 | **Interviewer: question 14 (a)** | Ok, so the next section. So I'll let you know your answers as well that you've given. So 1 being never and 5 being always. Administrative rules in this school enable authentic communication between instructors and administrators. You've said "fairly often". |
| 41 | #37: | And that's the one that I think I got wrong. I meant to say the lower end of the scale. Not "never", but the one before that which is maybe rarely or whatever it was I can't remember what it was. |
| 42 | **Interviewer:** | 1 being never, so 2? |
| 43 | #37: | Yeah, 2. I think there are some opportunities but I, it's, I think it's difficult. |
| 44 | **Interviewer: question 14 (b)** | And in this school, red tape is a problem. |
| 45 | #37: | Um, Um, and I said… |

| 46 | **Interviewer:** | You said "always". |
|----|------------------|--------------------|
| 47 | #37: | Yes, I'll give one example…and it actually relates back to the first one as well. Last semester, last year twice we, a team of instructors, were tasked with reviewing curriculum and basically coordinating. Our shorts were a bit in a knot because we were instructors and we had full time jobs and teaching and everything else and there are coordinators who job it is to do that and we didn't understand why we were getting tasked. It's different from giving feedback to doing the coordination and the curriculum work, but we did it because we were told to. Red tape we were told to do it so we did it. The only free time you had between exams and end of semester and that. When you think you can get your head above water, like cleaning up what you used last time, no, it's taken up with meetings like this, you have to go. You have go to. The third time round, to do the exact same thing for the exact same course, third time. And it was facilitated by the chair of the teaching learning centre. I don't know why her she was involved in it or not. I don't know if she was requested to be involved in it, she could check a box that show was involved, I don't know. All I know is we showed up to this meeting and we didn't know what it was about, but when we got in there, we found out we were going to be coordinating this course because a project was had been taken place for the last semester with 2 people on release who had been given objectives and assessment criteria and how they had studied them and said these don't meet. How can we align the curriculum to meet and once again it was the day that our grades were due before the end of semester and this was a mandatory 2-3 hour meeting that we didn't know what it was about before we came in. They told us what it was and every thirteen teachers said we've done this, we've done this twice, and the red tape was, don't care. My Dean told me to do this. Go through the motions and do it, and we were trying to say, "But this is a waste of our time! Why aren't you talking to the coordinator who's never compiled this information previously or whatever?" That was strike one. Strike two was when she actually presented the material and they said, "We found out that the entire semester that these people on release time had been doing the alignment they were using outdated objectives and outdated assessments." So they'd done something for an entire semester that was with the wrong information. Yet, |

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|---|---|---|
| | | when that was pointed out and we said that these aren't even our objectives anymore and these aren't even our assessments anymore, we're walking out of this room. There is no point in us doing something on outdated material. "No, [Dean's name] told me to do this. You're doing it, you're doing it." And everybody shut their mouths, and got through it, and checked the boxes and then we went and worked overtime to get our marks in. It was absolutely incredible. And where I said it really leads back to the first one is how do you have that authentic communication? I followed up with an email because I was guaranteed by the chair, that this this will never, ok, well, maybe you've done this in the past, I don't know that. All I know is what I was tasked with, do it for me, Jason told me to do it. Ok! I guarantee that you will get this feedback and dah, dah. We never got feedback and this year, this semester, people are working on that curriculum on release time. It's ...yeah...anyway…next question. |
| 48 | **Interviewer: question 14 (c)** | The administrative hierarchy of this school enables instructors to do their jobs. You said "once in a while". |
| 49 | #37: | Occasionally, there is something works out, but again my experience is it's always a hindrance. Things may be changing now, but in the five years that I have been here up to this point, the leadership, the direct leadership, or the control and authority of the leadership that was there was very damaging, in many, many ways. I think there might be a sea change because some of those roles have changed and it's early days, but there's a, there's a sense that somebody with proper skills, competence and able to wheel a bit of authority is making proper changes. |
| 50 | **Interviewer:** | Ok. Thanks. |
| 51 | #37: | So that's the once in a while, the new one. |
| 52 | **Interviewer:** | Right. |
| 53 | #37: | But the old, no. |
| 54 | **Interviewer: question 14 (d)** | Ok. The administrative hierarchy obstructs student achievement. You said "fairly often". |
| 55 | #37: | Yes, yes, again, "fairly often". We are continually in the [name of department] department in TPP being given last minute compulsory mandatory orders to do this with the students today, or do or you have to do this. There is no heads up there is no left hand right hand knowing what is going on and…what's the…When it happens on a weekly basis, you can't fulfil the things that you taking your time as a professional to plan and prepare and then it goes out the window because the level of hierarchy |

| | | that is sending out this information and demands your presence trumps everything. |
|---|---|---|
| 56 | **Interviewer: question 14 (e)** | Ok. Administrative rules help rather than hinder. |
| 57 | #37: | Yep, same thing. There is occasionally where it helps, but again there they're things that just eat into the instructor's time and take away from the job they really should be doing because they are constantly doing something that other people are getting paid for or responsible for. I would give an example once again of the TLC [Teaching and Learning Centre]. I've noticed they've just sent out another. Actually they've they sent it out a while ago and then our Dean has reiterated "Please respond" and nobody's responded to be a representative. We are instructors and we have our job to do as instructors, to deliver students' curriculum and high level language teaching. I do not work in the TLC. It is not my job to train teachers or to have…help the TLC figure out the things that they need to know that they can teach to other teachers. That's their job. Yet, there's this push for us to help them out. And it's like "No, you get your salary to do your job and we get our salary to do our job." It doesn't mean that you can't give workshops that we could attend if we wanted to or not, but don't get us to make your workshops for you and then take the credit as TLC that this justifies our existence, which is something that I was involved in in the past and I stopped my association with the TLC because I was tired of that. I thought if I'm going to do this, it will be with a community of practice within the teachers' that we know We can talk about this stuff on our…but why am I going to continue to keep subsidizing the TLC when I have my 20 hours of teaching to do, you know? That was one. Another example of this would be to do with your area. The counselling that, you know, I used to be diligent. I've reached a point of apathy with certain counsellors that are now in those roles that my experience last year was doing all the right things that I was meant to do as the student was absent this many times, and basically other than letting the counsellor in question know, I might as well been the councillor. Because what would happen, you know, we had to lead the counsellor through this is what you need to do. Here is the action plan of what you need to do. Can you do the…can you do the …and…..and then, again, the person in question wanted to say, "Could you put forward all that documentation? |

| | | We wanna put our, we want it to be in our department now, and we'll use that." And just really incredible, that kind of thing. So that's why I said what I said. |
|---|---|---|
| 58 | **Interviewer: question 14 (f)** | Ok. Thanks you. The administrative hierarchy of this school facilitates the mission of this school. You said "never". |
| 59 | #37: | Ever since, I was, again, I've come to a jaded place in my existence here at this students and my colleagues make it a happy job, but, you know, I was gung ho for everything when I first arrived and I believed everything. I gave of my time, many, many, many hours to, as did many others, to the strategic plan, the building of the issues through appreciative inquire sessions, the interviews, the amount of these types of these I did for TLC, all that for naught. Never ever saw any feedback And I walked past those posters and the bling I call it, the mission bling, that's around about learners' first, communication first, respect, and to me …it's never. It's a joke. It's a joke. Now that doesn't mean students and teachers don't have those kind of values, but in terms of the hierarchy and the administration, it's a joke. They can't respect us enough to even give us, to tell to keep us involved in  in and advised about our living conditions, our living arrangements, I know it's a State, I know, but can you you're the ones who talk to the state, so can you tell us, you know? No respect for that. That's our life. No respect. |
| 60 | **Interviewer: question 14 (g)** | Ok. Thanks. Administrative rules in this school are used to punish instructors. |
| 61 | #37 | Yes |
| 62 | **Interviewer:** | You said "fairly often". |
| 63 | #37: | Fairly often. I can't say always, and again I think this has to do with the administrator in question, but …there's there was such a lack of confidentiality and professionalism on the part of somebody who is in a leadership in my department that it was…you could walk around in here and hear rumours about yourself or about your health issues or this or the other that were then used to decide work teams and work assignments. Nothing based on, you know, criteria, or expressions of interest or just, well, that person wouldn't be any good with that because they have this problem, or they have that problem. Really horrible. And absolutely used against people. And by the same token the flipped side of that is somebody they liked being rewarded …unfairly. |

| 64 | **Interviewer:** | Ok. |
|----|----|----|
| 65 | #37: | So the example of a close friend of an instructor staying in the same course, teaching the same level for nine years. Where, yet, the rules are that that administrator would say to other people who said, "I've been in this, you know, for an entire year, three semesters in a row, could I change?" "Oh, no." Our, no, somebody who wanted to stay in a course more than two semesters because they just got their head around it, "Can I have another semester in the same level 'cause now I've built the stuff and I get it, I want to try and excel with this level." "No, you must move." But over here, somebody not only three semesters, but 3 semesters times nine years. |
| 66 | **Interviewer: question 14 (h)** | Ok. The administrative hierarchy of this school obstructs innovation. You said "fairly often". |
| 67 | #37: | Yeah, and I, what the only thing I would say about that is what happens is the obstruction comes through apathy. You try, you do, you share, you get no acknowledgement for that work which is not the reason you do it, but when you when you go to meetings where times and time and time again, the people who are mentioned and singled out, whether they're team meetings or assemblies, are the people who are closely associated with the President and the executive, and there is sometimes lip service paid to the instructors, or an instructor who happens to be a buddy of the wife of the president or plays tennis with the President or something but nothing, you know? So what happens? You give all this, you do this, you show willing not even show willing, you're interested in it, and because the red tape and the management has not met the level of professionalism in their roles that we every day have to meet, when something tragic happens like massive cuts, they don't have the system in place to do that properly because there has never been a performance review of instructions where doing things like this would actually make doing things like this very easy to say this is a valuable person. This person has contributed nothing to their being at the college. Yet they got this length of contract verses this person so they stay. It's so demoralizing. And again I refer to the TLC asking for, you know, expressions of interest for people to come and do this. And just in casual conversations with people that I know who are very skilled in giving workshops and contributions and have something to offer, and did |

| | | |
|---|---|---|
| | | so in the past, like myself, but said "Why would I ever bother to do that again, when it's not going to make a damn bit of difference whether I get renewed or not or whether, you know, when it comes to the cuts there's nothing, there's no point." So it becomes apathetic. |
| 68 | **Interviewer: question 14 (i)** | Administrative rules in this school are substitutes for professional judgement. You said "always". |
| 69 | #37: | Yeah. Follow the rule. Follow the rule. And that makes you acceptable or not. There's no, you know, intelligent or construction criticism, intelligent questioning of a rule to say, "I know that's the rule. It's not really a great one. Can we look at this and change it?" No, forget it.  For example, the idea of letting students comes in to a course, like I had yesterday a new student. Mid-terms are next week and …what do you do with that? Continue. |
| 70 | **Interviewer: question 14 (j)** | Administrative rules in this school are guides to solutions rather than rigid procedures. You said… |
| 71 | #37: | I think I know how I answered. So, following up. No. Follow the rule and don't question authority or you will be penalized. And there are enough people that I know who have personally gone to the HR [Human Resources] department and they will never go to HR again because it's actually hurt them rather than help them. They went with an issue with a problem, and it's spun in to in to a bizarre situation where the individual wound up being reprimanded and the issue that was brought forth was ignored. And I know of three of those in the last four months, well, not these four months but preceding the summer break. I know of three different ones and the message to anybody to talks about and knows these stories is never go to HR. They are actually your enemy. You will get burned by talking to HR rather than assisted. So, again, respectful workplace? No. |
| 72 | **Interviewer:  question 14 (k)** | In this school the authority of the administration is used to undermine instructors. You said "fairly often". |
| 73 | #37: | I know that there have been, again, times and it comes down to the individual administrators involved. It's not necess…it's not policy. Of course, it's not policy. It wouldn't be written anywhere, or, you know, you wouldn't be told to do that, but it's the reality. |
| 74 | **Interviewer: question 14 (l)** | Ok. And the last one, the administrators in this school use their authority to enable instructors to do their job. You said "never". |
| 75 | #37: | I probably could have said …the never is 5 or never is…? |

| 76 | **Interviewer:** | Never is 1. |
|---|---|---|
| 77 | #37: | Yeah. I might have been able to change that to 2, but if there's, if there's a way to screw someone's time or schedule up that will find it. Yeah, I think I've given enough as some of the questions are rather similar so, that's it. |
| 78 | **Interviewer:** | Thank you. |

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Face-to-face Interview; Interviewee Number:#56

Date: October 27, 2014

### 13.Teacher's Sense of Efficacy Scale (short form)

Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.

| | Teacher Beliefs | Nothing | 2 | Very Little | 4 | Some Influence | 6 | Quite a bit | 8 | A Great Deal |
|---|---|---|---|---|---|---|---|---|---|---|
| a | How much can you do to control disruptive behavior in the classroom? <br> • I don't have this type of behaviour in my classroom. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| b | How much can you do to motivate students who show low interest in school work? <br> • I use positive reinforcement.  I always welcome students with a smile. Focus on their strengths | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| c | How much can you do to get students to believe they can do well in school work? <br> • Always use positive reinforcement, show progress | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| d | How much can you do to help your student's value learning? <br> • Hard to teach value but I always remind them that Allah gave them a brain to use and an opportunity to use it. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| e | To what extent can you craft good questions for your students? <br> • I have years of experience so this is easy for me. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| f | How much can you do to get students to follow classroom rules? <br> • Again not a problem for me. I have experience as a guidance counsellor so I know how to talk to them. I find my students to be very polite. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| g | How much can you do to calm a student who is disruptive or noisy? <br> • I ask if they need to have a break.  I let them go away for five minutes to calm down and have a break. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| h | How well can you establish a classroom | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | management system with each group of students?<br>• Start at the beginning letting them know what your expectations are. Always using positive reinforcement. | | | | | | | | | |
| i | How much can you use a variety of assessment strategies?<br>• Somewhat limited due to exams that you are told to do | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| j | To what extent can you provide an alternative explanation or example when students are confused?<br>• I have been doing this for years so I have no problem coming up with many ways to explain things | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| k | How much can you assist families in helping their adult children do well in school?<br>Can't do. That is not my job in an adult environment. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| l | How well can you implement alternative strategies in your classroom?<br>Can do so much but mostly things are laid down for you to do. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

**14. School Structure**

**Directions**: The following statements are descriptions of the way educational institutions may be structured. Please indicate the extent to which each statement characterizes behavior in your current institution from **never** to **always**.

| | | Never | Once in a while | Sometimes | Fairly Often | Always |
|---|---|---|---|---|---|---|
| a | Administrative rules in this school enable authentic communication between instructors and administrators.<br>• Always. Rules are there for a reason. We do not make them up but we have to trust that they are there for the right reasons. | 1 | 2 | 3 | 4 | 5 |
| b | In this school red tape is problem.<br>• Sometimes but it is hard not to have that in a large institution. | 1 | 2 | 3 | 4 | 5 |
| c | The administrative hierarchy of this school enables instructors to do their job.<br>• Absolutely. I can speak for my Dean he has been very helpful and supportive in whatever I have asked him to do in my job. | 1 | 2 | 3 | 4 | 5 |
| d | The administrative hierarchy obstructs student achievement.<br>• No that is ridiculous to say. They do as much as they can. Look around at how much they provide for the students. | 1 | 2 | 3 | 4 | 5 |
| e | Administrative rules help rather than hinder.<br>• Yes again used the example of rules are in place for a reason | 1 | 2 | 3 | 4 | 5 |
| f | The administrative hierarchy of this school facilitates the mission of this school.<br>• Yes. They talk about learners first and they are. My dean is for sure. | 1 | 2 | 3 | 4 | 5 |
| g | Administrative rules in this school are used to punish instructors. | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | • Never. Ridiculous. | | | | | |
| h | The administrative hierarchy of this school obstructs innovation.<br>• Again, thinks this is ridiculous. | 1 | 2 | 3 | 4 | 5 |
| i | Administrative rules in this school are substitutes for professional judgment.<br>• Sometimes they are | 1 | 2 | 3 | 4 | 5 |
| j | Administrative rules in this school are guides to solutions rather than rigid procedures.<br>• There has to be administration and rules and though we may not always agree they have to be in place. You will never have everyone agree. | 1 | 2 | 3 | 4 | 5 |
| k | In this school the authority of the administration is used to undermine instructors.<br>• Never! | 1 | 2 | 3 | 4 | 5 |
| l | The administrators in this school use their authority to enable instructors to do their job.<br>• Always. They have been very open to me and I believe they try to support everyone all the time. | 1 | 2 | 3 | 4 | 5 |

Face-to-face Interview; Interviewee Number: #60
Date: October 27, 2014
Transcribed by: Barry Lush (researcher), December 31, 2014
NOTE: Teacher sense of self-efficacy score (TES) lines 1 to 27
      Enabling School Structure (ESS) lines 28 to 53

| 1 | **Interviewer:** | Ok. We'll start |
|---|---|---|
| 2 | #60: | Ok. |
| 3 | **Interviewer: question 13 (a)** | Ok. How much can you do to control disruptive behaviour in the classroom? And you said "quite a bit". |
| 4 | #60: | So, I wrote quite a bit. So because of my own relationship with the students I tend to get enough respect from them so they won't be so disruptive. Not to say that they aren't disruptive at times, but when I see them giving toward the disruptive phase I can usually rein them in enough to calm them down again. |
| 5 | **Interviewer: question 13 (b)** | Perfect. Ok. How much can you do to motivate students who show low interest in school work? And you said "very little". |
| 6 | #60: | Again, because of my relationship often I can get them to at least do the work even if they don't care, they care enough to please me to do the work. That's and that's why for me I have some influence but not that much. |
| 7 | **Interviewer: questions 13 (c)** | Ok. How much can you do to get students to believe they can do well in school work? |
| 8 | #60: | I said quite a bit and it's still the same thing because of the relationship that I have with them and because I am a positive and up-tempo person in class quite active. They |

| | | always have the feeling that whatever it is that if I'm interested in it they should be as well. Not that it always works but overall. |
|---|---|---|
| 9 | **Interviewer:  question 13 (d)** | How much can you do to help your students value learning? And you said you had some influence. |
| 10 | #60: | That's a hard one…because overall the cultural lack of interest or and also the lack of historically of education in this country they don't value education all that much. I tend to push at them you know the fact that how much education I have, how much it's helped me…even to just get them interested in what's happening outside the Gulf sometimes and I say sometimes I wouldn't have understood it if I hadn't gone to school So, you know, I try to use my own experiences to get them more interested, and to value education somewhat. Oh, the other thing that I do is I talk about who it can help them to get better jobs. So to get them to get that supervisor job that they all think they are going to walk in to once they are finished here. |
| 11 | **Interviewer:** | How much can you do to help your students value learning? And you said you had some influence. |
| 12 | #60: | Now I said quite a bit and for me that means when I when I'm in the situation in the classroom and I see that somebody is struggling or when I'm trying to make an exam I always kind of have a student in mind ok so I'm always thinking ok, in order to get this kid to understand what it is I want him to say I have to think about it in this way. |
| 13 | **Interviewer: question 13 (e)** | [question not asked] |
| 14 | **Interviewer: question 13 (f)** | Ok. How much can you do to get students to follow classroom rules? |
| 15 | #60: | I, again, its personal relationship. , I often will allow things to go to a certain extent so that they get some of their energy released and then I rein things in and you know we get to work. |
| 16 | **Interviewer:  question 13 (g)** | How much can you do to calm a student who is disruptive or noisy? |
| 17 | | Same thing. I use it's the relationship I have with them. |
| 18 | **Interviewer: question 13 (h)** | How well can you establish a classroom management system with each group of students? |
| 19 | #60: | I don't usually there's one or two students who are leaders and  what I'll often do is  instead of saying ok, you know, you students sit down, be quite, you know, I'll look at the student leader and let them do things because it comes better from one of them than it does from me. And they respect each other so much and in |

| | | most of my classrooms there is quite a good ethos so they will manage each other and I much prefer that than me being the boss at the front of the class. |
|---|---|---|
| 20 | **Interviewer: question 13 (i)** | Right. Ok. Excellent. How much can you use a variety of assessment strategies? |
| 21 | #60: | I'm quite lucky in the course that I'm teaching right now because we do have a number that are already build into the program so I don't just, it's not just the final exam. We don't' have a mid-term, we do quizzed, we have a writing portfolio, so that is quite different from a lot of the other TPP courses. |
| 22 | **Interviewer: question 13 (j)** | Ok. To what extent can you provide an alternative explanation or example when students are confused? |
| 23 | #60: | Well, having the years of experience that I do, it's its second nature. I see the lost look and automatically you know something is you know he didn't get that I have to, yeah. |
| 24 | **Interviewer: question 13 (k)** | How much can you assist families in helping their adult children do well in school? |
| 25 | #60: | I have almost no influence on that. You know it's the thing that we send them to the counsellors. It's nothing in my prevue. |
| 26 | **Interviewer: question 13 (l)** | How well can you implement alternative strategies in your classroom? |
| 27 | #60: | Again it's the same thing, I'm really lucky in the course that I'm teaching because there are a lot of alternative ways of doing things. It's not the typical TPP course so although the focus is speaking and writing only, there is a lot of different types of activates that take place. |
| 28 | **Interviewer: question 14 (a)** | Ok, so we'll move on to part two. Ok. And the first question. Administrative rules in this school enable authentic communication between instructors and administrators. |
| 29 | #60: | Um. Ok, so now we're going to get in to the how can I be very diplomatic. My feeling in the years that I've been here is that there are some people who you can be authentic with and other people you have to really be careful with about what you say so that's why I wrote sometimes. , everybody talks the talk, but not everybody walks the walk. |
| 30 | **Interviewer: question 14 (b)** | Ok. In this school, red tape is a problem. |
| 31 | #60: | Once in a while. I've come across a couple of situations where you know wanting to do something different for the students and its' just not possible because of whatever however it's perceived, you know, what my request is. |

| 32 | **Interviewer: question 14 (c)** | The administrative hierarchy of this school enables instructors to do their job. |
|---|---|---|
| 33 | #60: | And again this is sometimes. Ah, there have been times when I have felt that there was too much interference from the hierarchy and not an understanding of what our particular students need in order to be successful and even the people who've worked here the longest and have perhaps the most involved with TPP it's like they have gotten blinders on and thy have forgotten the guys have changed, the kids coming in have changed, they're not the same as they were expectations are different and there hasn't been an ability to keep up with those changes, I feel that has been come from a certain sections of the hierarchy. |
| 34 | **Interviewer: question 14 (d)** | Ok. Alright. The administrative hierarchy obstructs student achievement. |
| 35 | #60: | That goes for me for the same yeah. |
| 35 | **Interviewer: question 14 (e)** | Administrative rules help rather than hinder. |
| | #60: | Once in a while they help ah I mean so like for me in this case I think I was thinking the counsellors and using the counsellors, that has always been very helpful. There again there are other sides that it's just having to jump through to many hoops to get things changed for the students, you know, and I am I'm only thinking about on the students in this case. |
| 37 | **Interviewer: question 14 (f)** | Ok. The administrative hierarchy of this school facilitates the mission of this school. You said "never". |
| 38 | #60: | Um, yeah, I um again, there's there are people who talk the talk and walk the walk, but there are for me what I've seen, there are a lot of people who talk the talk but don't walk the walk I really feel that there are some people who are standing in the way of the mission of the school. |
| 39 | **Interviewer: question 14 (g)** | Ok. Administrative rules in this school are used to punish instructors. |
| 40 | #60: | Yes, and I've seen this happen a couple of times. Yeah, and I felt that the rules were used as a way to absolve the hierarchy of dealing properly or effectively or compassionately with people. Yeah. And I know of two situations when it happened. Yeah, so it's personality driven in the two cases that I know, so difficult personalities of the people maybe not matching what the hierarchy might have felt was the right personality but rather than helping people, the rules were used as a way to punish them and to get rid of them rather than helping them progress in their own careers. |

| 41 | **Interviewer: question 14 (h)** | Ok. Alright. The administrative hierarchy of this school obstructs innovation. |
|---|---|---|
| 42 | #60: | Ah, again, and this has to change with changing textbooks and you know there are rules that are in place that have absolutely no bearing on what's happening in the classroom and I can understand things you know it's a budget thin, you know, but if you're trying to help the students, don't use the budget as an excuse not to change something. |
| 43 | **Interviewer: question 14 (i)** | Administrative rules in this school are substitutes for professional judgement. |
| 44 | #60: | Again, I've seen a couple of times when people have hidden behind "Well that's the way it as to because that's what it says in the procedures and policies". |
| 45 | **Interviewer: question 14 (j)** | Ok. Administrative rules in this school are guides to solutions rather than rigid procedures. |
| 46 | #60: | Yeah, so again, I've there have situations when I've found that it's just ok this is the way it has to be because that's what it says in policies and procedures and there is no give and take and people hide behind the rules. |
| 47 | **Interviewer:  question 14 (k)** | In this school the authority of the administration is used to undermine instructors. |
| 48 | #60: | Same, same thing. I've there's been a couple of times when I've seen  people in administration  saying to an instructor we're behind you 100% and then the student comes in presents their point of view and the administrator has said, we're being you 199% "and the instructor gets thrown under the bus.  So I mean again I understand in the cultural context there are certain things, but if it's the administrators' job to back up the instructor and that's not happening, yeah, it undermines everybody who knows about the situation. |
| 49 | **Interviewer: question 14 (l)** | Yeah, Ok, and the last one. The administrators in this school use their authority to enable instructors to do their job. |
| 50 | #60: | Yeah, in general I would say yes, they do try, but again, you know, in specific situations when the instructor would have been backed up and they just weren't, you know. |
| 51 | **Interviewer:** | Ok. Is there anything you wanna add, or any final comments. |
| 52 | #60: | No, no, overall, it was very interesting the second part of the questions were much more difficult to answer than the first part., and it's not just, you know, because I did try to be honest without, you know, slamming the administration too much, but you know, and maybe it's |

| | | always the nature of the beast anyway so the people who are who don't know the whole context of why policies and procedures are put in place then have to suffer under them because they don't know why they were put there without knowing the whole context on both sides. Anyway. Thanks [interviewer]. |
|---|---|---|
| 53 | Interviewer: | Ok. Thank you. |

Face-to-face Interview; Interviewee Number:#61
Date: October 27, 2014

## 13. Teacher's Sense of Efficacy Scale (short form)

Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.

| | Teacher Beliefs | How much can you do? | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Nothing | 2 | Very Little | 4 | Some Influence | 6 | Quite a bit | 8 | A Great Deal |
| a | How much can you do to control disruptive behavior in the classroom? <br> • Gives out classroom management sheet at beginning of semester and reinforces the info often <br> • Lay down the rules and follow through | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| b | How much can you do to motivate students who show low interest in school work? <br> • Make it fun <br> • Use variety of learning techniques | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| c | How much can you do to get students to believe they can do well in school work? <br> • Focus on their progress | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| d | How much can you do to help your students value learning? <br> • [question not asked] | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| e | To what extent can you craft good questions for your students? <br> • Always coming up with new ideas <br> • Keep up to date <br> • Taught evening courses had to make more challenging | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| f | How much can you do to get students to follow classroom rules? <br> • Classroom management sheet | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| g | How much can you do to calm a student who is disruptive or noisy? <br> • Ask them what they have to say. Not to be sarcastic but really ask do you have something to add. You may not think it is important but it may help us <br> • Try to keep them involved | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

| | | Never | Once in a while | Sometimes | Fairly Often | Always |
|---|---|---|---|---|---|---|
| h | How well can you establish a classroom management system with each group of students?<br>• Classroom management sheet<br>• Try to maintain relationship with all | 1  2  3  4 | 5 | 6 | 7  8 | 9 |
| i | How much can you use a variety of assessment strategies?<br>• Outside of the prescribed exams you can do variety.  Use games, competitions to make it fun | 1  2  3  4 | 5 | 6 | 7  8 | 9 |
| j | To what extent can you provide an alternative explanation or example when students are confused?<br>• Not a problem.  Repeat and try something new each time until they do | 1  2  3  4 | 5 | 6 | 7  8 | 9 |
| k | How much can you assist families in helping their adult children do well in school?<br>• Cannot at all.  We are working with adult learners and do not have contact with family | 1  2  3  4 | 5 | 6 | 7  8 | 9 |
| l | How well can you implement alternative strategies in your classroom?<br>• Limited due to what we are told we have to do particularly large percentages put on midterm and final | 1  2  3  4 | 5 | 6 | 7  8 | 9 |

**14. School Structure**

**Directions**: The following statements are descriptions of the way educational institutions may be structured. Please indicate the extent to which each statement characterizes behavior in your current institution from **never** to **always**.

| | | Never | Once in a while | Sometimes | Fairly Often | Always |
|---|---|---|---|---|---|---|
| a | Administrative rules in this school enable authentic communication between instructors and administrators.<br>• We have a good network of professional instructors and we work together ourselves to help each other but this does not necessarily come from administration.  This is why I say sometimes. | 1 | 2 | 3 | 4 | 5 |
| b | In this school red tape is problem.<br>• Yes particularly when we see a need that can't be filled.  Example was given of project Management Course which was offered as evening course was cut even though many people were interested. | 1 | 2 | 3 | 4 | 5 |
| c | The administrative hierarchy of this school enables instructors to do their job.<br>• My particular Dean yes does this.  I am able to get on with things. | 1 | 2 | 3 | 4 | 5 |
| d | The administrative hierarchy obstructs student achievement.<br>• Yes sometimes.  Again example of project management course | 1 | 2 | 3 | 4 | 5 |
| e | Administrative rules help rather than hinder.<br>• Difference between administrative here and administrative in | 1 | 2 | 3 | 4 | 5 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | CNA | | | | | | |
| f | The administrative hierarchy of this school facilitates the mission of this school. <br> • Most of the time but many times see examples of not following the big one of learner's first | 1 | 2 | 3 | 4 | 5 |
| g | Administrative rules in this school are used to punish instructors. <br> • Sometimes | 1 | 2 | 3 | 4 | 5 |
| h | The administrative hierarchy of this school obstructs innovation. <br> • No comment. | 1 | 2 | 3 | 4 | 5 |
| i | Administrative rules in this school are substitutes for professional judgment. <br> • No comment. | 1 | 2 | 3 | 4 | 5 |
| j | Administrative rules in this school are guides to solutions rather than rigid procedures. <br> • No comment. | 1 | 2 | 3 | 4 | 5 |
| k | In this school the authority of the administration is used to undermine instructors. <br> • No comment. | 1 | 2 | 3 | 4 | 5 |
| l | The administrators in this school use their authority to enable instructors to do their job. <br> • No comment. | 1 | 2 | 3 | 4 | 5 |

Face-to-face Interview; Interviewee Number: #66
Date: October 27, 2014
Transcribed by: Barry Lush (researcher), December 31, 2014
NOTE: Teacher sense of self-efficacy score (TES) lines 1 to 24
       Enabling School Structure (ESS) lines 25 to 51

| | | |
|---|---|---|
| 1 | **Interviewer: question 13 (a)** | Ok. Here we go. So question number 1. How much can you do to control disruptive behaviour in the classroom? |
| 2 | #66: | I think as a teacher I have a lot of control over disruptive behaviour for the most part by building the rapport with our students, being able to take them aside and talk to them individually explaining their actions, the consequence of their actions and the implications they have for everyone else in the classroom. At the teacher level, I think we do. We have a lot of input influence and impact on how students act and how we treat them and how they treat us and how they treat each other in the classroom. So think we have quite a bit of influence in that. |
| 3 | **Interviewer: question 13 (b)** | Alright. Thanks. How much can you do to motivate students who show low interest in school work? |
| 4 | #66: | The motivation again, I think a good teacher will have a lot of influence if you go to the lengths to keep the communication channels open with your students by email, by voice, by in person, by showing that you care |

| | | and I think for a lot of them that's how you motivate them first. Those who have the low interest is that by showing that I'm interested, I'm invested in you, regardless of everything else that is going on, I'm here for you. And I think teachers can, you know, display that quite easily to their students. |
|---|---|---|
| 5 | **Interviewer: questions 13 (c)** | Ok. How much can you do to get students to believe they can do well in school work? |
| 6 | #66: | Again, I think quite a lot, you know. There is a lot that teachers can do in terms of positive reinforcement to bring out the determination in students to get them to realize their potential and provide avenues for them, the different supports that are available for them, that they are not alone in that. There are people and places here that can help them. So I think the students the teachers can offer, a lot of different options are available to them. They have a lot of to use the word power, but yeah, they have the capabilities to be able to do that. |
| 7 | **Interviewer:  question 13 (d)** | Ok. How much can you do to help your students value learning? |
| 8 | #66: | Well, I always tell students that I value learning by doing myself. By showing that I value learning through the value that I place on teaching so they see that I value my teaching they will value their learning cause I'm invested in it with them. You know, it's not a job, it's not work, it's, you knows an intrinsic act to teach them and they respond then and they become equally invested in their work. |
| 9 | **Interviewer: question 13 (e)** | Right. Excellent. Ok. To what extend can you craft good questions for your students? |
| 10 | #66: | Well, I think a teacher here can craft good questions if, it can't always be about the pedagogy. The culture has to be incorporated, the background of the students of the student has to be incorporated; the subject matter has to be taken into consideration. All of the different pieces of what it means to teach in an international setting, if that is incorporated into it, we can ask good questions. No question is wrong, but if you're looking for a certain answer, you have to be able to know how to ask it to them to get the answer you're looking for. To relate to your student, where they are, where they come from and what their skills are. |
| 11 | **Interviewer: question 13 (f)** | Ok, How much can you do to get students to follow classroom rules? |
| 12 | #66: | Again, the teacher has a great deal of influence and I think a lot of it just comes down, I use the work fair but |

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| | | firm, you know. You have to show flexibility and you have to lead by example; be on time, be early, be prepared, be polite, be respectful, be all the things to your students that you expect your students to be to each other and to you. So show by example. And they follow that and they can read us ever so well and they know who is genuine and who's not. |
| 13 | **Interviewer:  question 13 (g)** | Ok. How much can you do to calm a student who is disruptive or noisy? |
| 14 | | For the most part, I think, in the moment, sometimes you just have to let it be because then you have, you run the risk of escalating it in the moment. If their emotions are high, or if you can tell they are visibly upset, sometimes you have to let it run its course for a minute and let that deescalate before you, you know, approach it privately, individually. But for the most part I think we can do a lot to calm and I think a lot of it just comes back to in a respectful manner not a disciplinary approach. |
| 15 | **Interviewer: question 13 (h)** | Yeah. How well can you establish a classroom management system with each group of students? |
| 16 | #66: | I think it can be done very well and just from day one because you have to ask them what are their expectations? What do they think is fair is just is expected of them as adults, you know? They I tell them we're all adults here. I'm on the same level as you. I'm here to help you. You know. I'm not up here and you down here you know. I'm not teaching to you. I'm teaching with you, you know, to get you to learn. So if that's established in a reciprocal framework and they feel you're not against them, but you're with then, the management takes care of itself. It works, you know, but it can't be top down, you know. Bottom up. You're down there with them, working and the whole power dynamics just erodes itself, you don't see that, or feel it. It's a comfort. |
| 17 | **Interviewer: question 13 (i)** | Ok. How much can you use a variety of assessment strategies? |
| 18 | #66: | Well, I find that sometimes I gets conflicted with that because we have to teach a according to an assessment, a strategy that was created in [Western country] and many courses it hasn't been tailored to an international setting of second language students. We're expected to teach the same assessment using the same techniques as what's done in a completely different educational setting in different language hierarchies. And sometimes it just doesn't work with these students and you feel that your |

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| | | hands are tied because well this curriculum is, you know, mandated to us and the flexibility to change it for an international setting is very limited and at the teacher level, you really feel that you don't have any say over that either. You provide feedback but almost it like it goes on deaf ears. This is how it is, this is how it has always been , this is how it is always going to be When you know that you are assessing in ways, as an example final exams when you are bring all these students in a huge room with 300 students when we've worked with these language students in small settings all year, but we base half of their entire grade on this three-hours in a foreign setting, it's not working and you know it's not working and you know they're going to keep performing poorly because of just one main thing that you're helpless about. |
| 19 | **Interviewer: question 13 (j)** | Ok. To what extent can you provide an alternative explanation or example when students are confused? |
| 20 | #66: | I think that we have quite a bit of possibilities to do that and again it comes back to being aware of their culture. Often times teachers claim that international students aren't understanding it, but we are using models and we are using examples that aren't familiar in their life and in their culture and what they can relate to So, I think we need to be in tune with again who these people are, where they come from and be in turn and you know be in touch with the type of living that happens here What examples are they used to and not a Canadian based or a western based model to work with to get them to understand a particular academic topic. |
| 21 | **Interviewer: question 13 (k)** | Just thinking about the [Canadian standardized exam] exam with fruit bats. Why didn't they talk about camels? How much can you assist families in helping their adult children do well in school? |
| 22 | #66: | I feel that that's very limited here. There is a divide and sometimes I think that while they're college students, you know, how much influence should the family have between the instructor and the students, and there's other peoples such as counsellors and different people who would intersect there, but assisting families, I think that that is very limited in such a setting as ours. It is very much between the instructor and the student and some other parties, you know, from the college may get involve. But for the most part we're very much hands off with families. We have no assistance or really contact with any of them. |

| 23 | **Interviewer: question 13 (l)** | Ok. And the last one here. How well can you implement alternative strategies in your classroom? |
|----|----|----|
| 24 | #66: | Alternative strategies for teaching and approaching pedagogically the sky is the limit. There is nobody telling me it's as to be taught that way to teach a certain concept this way. I have a lot of latitude to improved and expand upon any resources that are provided to me. At the same time there is some expectation in the department that everyone has to do it the same way. If its Monday it must be Dutch. You have to teach this on Monday, you have to teach this on Tuesday, the test has to be on Wednesday and so that gets frustrating you almost lose a sense of your academic freedoms that, you know, am I professionally respected enough here that I will cover the curriculum in time frames and in delivers in which I think will be best for the students and I think there's a tendency or a willingness for department leadership as a means of dealing with, maybe, weaknesses in the professional staff to sort of put everyone in that pan, to say everyone has to do it that way became we can't trust some they won't do it. So you know that frustration creeps in some times. |
| 25 | **Interviewer: question 14 (a)** | Yeah. Ok. Round two. So first one. Administrative rules in this school enable authentic communication between instructors and administrators. |
| 26 | #66: | I find the big word there is "authentic", and I don't feel that there's very much authenticity in any of the communication that comes from administration to instructors. It's almost as if we're being told what we want to hear, and going the other way, they want us to tell them what they want to hear. So you almost feel like what is the point? You know, yeah, once in a while you know you feel ok people are listening you know you're in the grass roots you're in the trenches, you're working with this, we need these changes. But I have to say once in a while things happens but I have to say once in a while but for the most part it's almost a dictation. It's very scripted, it's regimented, it's dictated, this is how it is going to be and really take it. |
| 27 | **Interviewer: question 14 (b)** | Ok. In this school, red tape is a problem. |
| 28 | #66: | It's a huge problem. Students are failing students are falling through the cracks they get lost and you just wonder is anybody going to help here. You know the student needs supports they need help they can't do what is expected of them in certain courses, and the help gets lost because they're so many channels to get from one |

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| | | person to the other because there are so many checks and balances and rubber stamps that people have to put on things instead of going directly to the source. So I have to say that fairly often red tape is a problem, it's a problem in teaching and it's a problem in the management just from a human resources perspective just to get answers. Everything is vague and get delayed. |
| 29 | **Interviewer: question 14 (c)** | Ok. The administrative hierarchy of this school enables instructors to do their jobs. |
| 30 | #66: | I think for the most part, you know, from the classroom door in people leave you alone and let you do your thing. You know, fairly often nobody interferes with my teaching unless there is a report or problem from a student, but for the most part you feel you have the autonomy to go in and do your teaching job. Outside of that, some of the jobs that require collaboration between instructors there is a little bit of a noose that you can feel, even though it is not tight, but it's there to sort of keep you in line a bit. But no for the most part, you know, I'm pleased with the freedom that I'm given when I go inside the classroom. Outside the classroom door it is a completely different story. |
| 31 | **Interviewer: question 14 (d)** | Ok. The administrative hierarchy obstructs student achievement. |
| 32 | #66: | I think that that can happen sometimes. In the places where it can impact student achievement or interrupt student achievement is everything is just followed just black and white by the policies being created. Policies have been developed here really without consultation with instructors or people not in leadership positions and a lot of times you know that students are being harmed by some of these because there's very little flexibility that can often be shown and you often wonder. They preach students first, but sometimes it's not students first, it's, you know, everything but students first just in the name of following, you know, the policies that have been put before them. |
| 33 | **Interviewer: question 14 (e)** | Administrative rules help rather than hinder. |
| 34 | #66: | Sometimes administrative rules help and they help in the sense that you feel that weaknesses, if the rules are there, weaknesses will be addresses, weaknesses in terms of people, and when I refer to people here I mean the professionals, the instructors, you know, the staff, the employees. They're there to sort of deal with some of these problems, but often times the problem never gets dealt with and as a staff we're looking around and |

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| | | saying, you know, "Is this for real?", you know? You almost feel if it was me, I'd be called in right away and it's like, my god, you're looking around it's like is anyone going to deal with these issues and they're the [Western country] issues, they're the human resources issues of our staff knowing that there's injustices being done, that people are not bring treated fairly And yet you get called in for some petty thing. You know, it's like they pick on the most miniscule most insignificant things and ignore the glaring the obvious because it gets so political and they either don't want to or don't know how to address those problems. |
|---|---|---|
| 35 | **Interviewer: question 14 (f)** | Yeah. Ok. The administrative hierarchy of this school facilitates the mission of this school. |
| 36 | #66: | I think they preach a good story, and you know it's just that often times it's not believable. It's like you a want to believe them, In many cases, you know, they say the right things and they you know the photos prove otherwise and all of these accolades. But there's this undertone of a façade almost that you feel it's just is it just for show? And you know I believe the people work hard but I think under some of the conditions that some of our leaders are working is it just turn into a put-up, you know, it's just an illusion almost that things are all rosy, when people can see through that ever so clearly that there's major problems here. It's not all positive and it's not the place that we want it to be to learn and work and grow. We know that it can be different. |
| 37 | **Interviewer: question 14 (g)** | Yeah. Well said. Administrative rules in this school are used to punish instructors. |
| 38 | #66: | I think there's an undercurrent of fear in the employees here when there's been instances of people reprimanded very severely for very innocent, very innocent, I suppose, trajectories away from the policy. And when you see your colleagues, you know, some of our best colleagues being reprimanded for things that are so insignificant in caparison to the issues that go on here, I say to my colleagues I said "We have fear because we are a name plate on a door. That name plate can be taken off in 3 seconds and we're replaced." There is no sense of commitment. There's no sense of being invested that they have investment in us. So, you know, everything is that fear is bred from the transiency that is being created from knowing that I can be fired at any time without any grievance possibilities, and I'm forced to sign all of this away when I sign contracts here. And, again, this is |

| | | international management companies. This is not, we can't blame this on a Middle East group. This is our own people who are doing this to us. |
|---|---|---|
| 39 | **Interviewer: question 14 (h)** | Ok. The administrative hierarchy of this school obstructs innovation. |
| 40 | #66: | Sometimes I think that this does happen you know there's many great ideas but as often if it's not in style that day, sorry, you're not getting my attention or my funding. You know, I've put forward some proposals even in my own department and they've gotten surprisingly rejected and it's almost like if it's not their idea sometimes they don't want to hear tell of it. Or if it doesn't fit with their mission, you just get shot down, Sometimes it like, you know, why bother. You know you can tell right off the bat you're not even listened to or considered you know it's a very single, straight narrow vision of what we're going to do and we're going to do it thing way, yeah, I think it comes under…it's very much stylistics you know. They'll be onboard with anything techy, but if it comes down to the bones of teaching and learning or collaborating with external groups, you just feel that it's going on deaf ears. |
| 41 | **Interviewer: question 14 (i)** | Ok. Thanks you. Administrative rules in this school are substitutes for professional judgement. |
| 42 | #66: | Fairly often the rules that the administration create here, they're used to stand in place of what we really know professionally should be done. And again it comes back to that red tape, you know. They stand behind policies and ideas that are not working the best for these students. And it's almost used as a scapegoat well a helplessness, you know, we can't do anything about this because there's a rule in place. So our own professional judgement and freedom is dismissed in favour of ,you know, archaic maybe outdated or out of touch policies and principles that can't work anymore, that have never worked. |
| 43 | **Interviewer: question 14 (j)** | Ok. Administrative rules in this school are guides to solutions rather than rigid procedures. |
| 44 | #66: | I'll tell you sometimes or once in a while that, yeah, rules can be put in place that can provide direction to improve some of the deficiencies that we have here, but then again it always seems to come back to the rigid, the traditional, this is what we're going to do and we have to do it this way no matter the circumstances of the student or the employee. The compassion often gets missing, you know, the humanity. We're people working together |

| | | in education of all sectors, this is not the business world, you know, we're supposed to be teachers first educating helping students but often times it's just the rule book gets slammed down on so many things. |
|---|---|---|
| 45 | **Interviewer: question 14 (k)** | Ok. In this school the authority of the administration is used to undermine instructors. |
| 46 | #66: | I'd, you know, sadly, again, I feel that that happens a lot here. It's a very authoritar...even though they say it's different, but I think instructors, I, as an instructor, feel that what they preach is not what's practiced. It's very authoritarian … it's a top-down, dictated, narrow way that, really, that adults, professional adults, are treated, you know, and you don't feel any respect any value or very little, I mean you do but for the most part you're left walking away overwhelming feeling of, you know, insignificance that I don't matter here, my voice doesn't matter, they're going to do what they're going to do regardless of what we have to say and often times we're told you will talk to me respectfully and professionally. Well, of course we will. We are professionals. You know, why even the need to go to such instructions for how you will speak to your leaders, I mean it's very petty and people roll their eyes and because of that eventually you just tune them out, you hear nothing. It's like crying wolf. Eventually, it's just, you don't even listen anymore. |
| 47 | **Interviewer: question 14 (l)** | Yeah, Ok. The last one. The administrators in this school use their authority to enable instructors to do their job. |
| 48 | #66: | For the most part I think that the administrators, again, they're authority they have a tendency just to back off when it comes to classrooms, unless there are problems that have been reported. For the most part, they let instructors do their teaching. Very rarely do you get somebody coming asking you to, you know, pull favours our use wasta[3], you know, unfairly interfere in the teaching and learning between the instructors and students. So for the most part, we can do our job, but sometimes the moral gets so low that it's the indirect actions of the administration that impacts us from doing it even better, doing our jobs even better. Even better, even though they are not their directly, it's the indirect pressure and stresses and issues that come up that come up that aren't dealt with, that's what impacts me from saying "fairly often", or "all the time", or "a great deal |

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[3] wasta – (n) the concept of using ones connections and/or influence to get something done or to get something that you want. Similar to nepotism or "clout".

| | | of the time". So I would say only sometimes because there's, it seems like there is always something to bring you down a little bit, to keep you in check that you know who's in charge here. |
|---|---|---|
| 49 | **Interviewer:** | Ok, well, that' it unless you have a final comment or something that you want to add. |
| 50 | #66: | No, no everything got covered. Thanks so much |
| 51 | **Interviewer:** | Thank you. |

Face-to-face Interview; Interviewee Number: #68
Date: October 27, 2014
Transcribed by: Barry Lush (researcher), December 31, 2014
NOTE: Teacher self-efficacy (TES) lines 1 to 48
       Enabling School Structure (ESS) lines 49 to 100

| 1 | Interviewer: | Alright, so we'll start.  I said I'll go through the two sets of questions that you did on line |
|---|---|---|
| 2 | #68 | Hum, hum |
| 3 | Interviewer: | And I can leave this here so you can see just to remind you of your answer |
| 4 | #68 | Yeah, sure |
| 5 | **Interviewer: question 13 (a)** | Or I can read It out to you if you prefer. And, oh, ok. So, we'll start with…sorry, how much can you do to control disruptive behaviour in the classroom? You said "quite a bit". |
| 6 | #68 | Yeah, well, how much can you do? Well, I mean. I guess, it depends. You can start with like, you know quiet, like quietly, you know, just looking at the student, right, stopping the class, looking at the student. That's one thing I do. Sometimes I'll sit down because I normally never sit down in the classroom.  So when the students see me sitting down that's like a little bit abnormal, you know? So I always try to do things that are not, you know, vocal and aggressive like I try to get the person's attention through my kind of being quiet, right? Then If that doesn't work, then I'll go up to the student, you know, and say something say "look, you know, we're working here. The students are working. You need to focus on your job …you need to focus you need, you know. And if that doesn't work, then I'll say to the student ok I'm going to move you over here. So I'll take the students papers and I move the student to another area so that they can work by themselves. And if that doesn't work then I'll then I'll call the student outside of the class and then if that doesn't work then I'll report the student. But it usually it doesn't get to that |

| | | point. It rarely gets to that point. But I always try to do it quietly first because I don't want to bring attention to, you know… |
|---|---|---|
| 7 | Interviewer: | Um, um. |
| 8 | #68 | …to the students. They recognize it. The students know? |
| 9 | Interviewer: | Yeah, yeah |
| 10 | #68 | And I find that it's really important to keep them busy. To keep them very busy.  So busy work like busy , like all the time working, , and then give them breaks. So I'm very like task oriented, you know, we've got to do this, this , and this and then I yeah. You have to keep on top of them |
| 11 | Interviewer: | Um, um |
| 12 | #68 | Walking around the classroom. |
| 13 | **Interviewer: question 13 (b)** | Yeah, ok. How much can you do to motivate students who show low interest in school work? |
| 14 | #68 | You mean, what kind of things do you do? |
| 15 | Interviewer: | Well, how much can you do to motivate students? What can you do and how much can you do? |
| 16 | #68 | It depends on the situation. If the student is having issues at home or outside in their private lives, right, number one, then it might be difficult to get them motivated so and I've had that experience before. Am, and even though the student is a good student, they have problems at home and couldn't deal with it very well so they didn't come t class, they weren't that motivated. Another thing too is they might, if they're not interested in the program, if they're not interested in their studies, then it's a little bit difficult to get them motivated. I think that if you have a student that come from a school that they maybe didn't feel that they could express themselves or they could be creative in their own, you know, their own right, then and they're sort of quiet because they're not sure of how much they can how much input they can give, then that I think is easy you can grab those students, you know, by being by giving them [inaudible] by giving them confidence showing then that it's ok to give answers, you know. And for the students who are not motivated you know to try and find out what the issue is and speak to them, you know, and sometimes, yeah, it's a complicated issue because it might not might not even come from school at all. |
| 17 | **Interviewer: question 13 (c)** | Ok, thanks. How much can you do to get students to believe they can do well in school work? |
| 18 | #68 | Just always be positive. Just, you know, no matter what |

| | | |
|---|---|---|
| | | their answer is, even if it's not the right answer, it's always to show that, ok, that's a really good really good suggestion, that's a really good comment, you know? Give the positive and then say but like this is kind of what we're looking at now is to get to this answer but that does work in that case and this situation if possible. Show where it wold work. You know? Just be positive towards the students that even if they are giving answers that are not correct or whatever |
| 19 | Interviewer: | |
| 20 | #68 | Yeah, and I think it's important to say you know where there are issues, but it's really truly important to focus on what they do well. It's kind of like the Oreo cookie, right? The Oreo cookie, you know, you do this really, really well, this you have to work on, and this you do really, really well. It's like a sandwich. |
| 21 | **Interviewer: question 13 (d)** | Right. Ok. How much can you do to help your students value learning? |
| 22 | #68 | Well, I guess I always s try to I always try to point out how important it is that they know their field. Their field is a dangerous field, right, so they have a lot of responsibility and not only for the people at the plant but for the country and you know I always say to them it's kind of like a dentist or a heart surgeon. I say "Do you wanna go to the dentist who only knows 70% of his of his material, of his, you know, topic. Do you want the heart surgeon who is, you know, who is about to open up your heart to only know 70% of your work, you can, you know, you guys are in an important job and if you only know 70% of your work it could have, you know. don't know if it works but [inaudible] |
| 23 | **Interviewer: question 13 (e)** | Yeah. To what extend can you craft good questions for your students? |
| 24 | #68 | Well, I think it's important to like if you're looking at the students and there is a blank stare on their face like you might wanna repeat the same question once and maybe a bit louder because maybe they were sleeping while you were speaking and they just woke up and then they didn't hear you But if that doesn't work, , of course, you have to say it a different way, or write it on the board, you know, write it on the board, write two different types of questions on the board try and say it use synonyms and if that doesn't work, act it out, you know. |
| 25 | Interviewer: | Yeah] |
| 26 | #68 | You know. Yeah, but yeah. Or just try and say it a |

| | | different way |
|---|---|---|
| 27 | **Interviewer: question 13 (f)** | How much can you do to get students to follow classroom rules? |
| 28 | #68 | I think it's really important to set those out at the beginning. I have my students I have the classroom rules we have an activity that I come and do with them and so that they can skim and scan the content and answer questions, they sign it, it doesn't matter. It doesn't normally affect anything because if you've got disruptive students you have disruptive students no matter what. So then it's really important thought to have your rules set up and stick with the rules. There's no , if your policy is look I'm going to ask you once to be quiet, I'm going to ask you twice to be quiet, I'm going to take you outside and it still doesn't work and then third time you're out, you know I'm going to ask you to leave the classroom and I'm going to report you. You know, there will be, what is it called, a *disturbance report* [4]we have? I've never had, I've been here 5 years and I've never had to do that, I've never had to fill in one report about a student,, and , , I've had disruptive students but you know I've been able to manage it in the classroom luckily. |
| 29 | **Interviewer: question 13 (g)** | How much can you do to calm a student who is disruptive or noisy? |
| 30 | #68 | Oh, yeah. I've had a couple of classes like that. Again, , what I tend, I've walked out, but what I tend to do is first I sit and wait and then the students who are not disruptive and noisy tend to be the ones that wanna work The disruptive and noise ones tend to be the ones that don't wanna work. They're doing something to get away from the work, right? Your now, there could be other issues behind that, they might have some other issues at home and stuff, you know, but, anyway they don't wanna be where they are and they don't wanna be doing what they're doing for one reason or other so I sit and wait and then I normally what'll happen the stronger the students who wanna work will say something to the noisy and disruptive ones, right? And that has happened quite a few times and I've actually walked out a couple of times and that, you know, then, "Oh, Miss, teacher, we're really worry, we'll be good" That'll last a couple of days and then we're right back you know so it really does depends on the students, you know. |

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[4] disturbance report: a written report by a teacher regarding disruptive classroom behaviour by a student

| 31 | Interviewer: | Yeah. |
|---|---|---|
| 32 | #68 | Sometimes. Also it depends on how I feel. If I'm not feeling like I wanna battle this, I've walked out and I've had permission to do that from my superiors. |
| 33 | **Interviewer: question 13 (h)** | Right. Ok. How well can you establish a classroom management system with each group of students? |
| 34 | #68 | Well, again, I think it's really important that they know right from the get go what the rule are, what the can and cannots are, that they understand it, and right from the get go, day one, those rules are enforced and there's no swaying, there's no, oh, blab, bla. I'm a firm believer that that that people need rules and in the classroom you ned to have rules it's not a I don't have a belt or anything, I don't yell at my students, I never yell at them. It's, I like to say the iron fist with the kid glove. I'm not joking. My students know. They know. |
| 35 | Interviewer: | Done and dusted. |
| 36 | #68 | Yeah. |
| 37 | **Interviewer: question 13 (i)** | How much can you use a variety of assessment strategies? |
| 38 | #68 | Well, again, that depends because assessment comes from the upper, right, it comes, like, I could use different types and in fact in the materials that I'm using right now the type of assessment I'm hoping will, oh, I don't be, be approved, it is one tool, it is one way to assess I am hoping, but I had put it through last year the assessment coordinator and that wasn't, it didn't go over, but finally speaking with the person for a little bit, they kind of thought "Oh, this isn't such a bad idea after all" so it was kind of like I felt in a little way, well, what you don't know, you're scared of what you don't know and this is what we know, this is what is tried, true and tested and we're going to stay with that, you know? So… so, I don't know, we'll see. I'm interested in trying different way but we'll see if it works. We'll see. |
| 39 | **Interviewer: question 13 (j)** | Ok. To what extent can you provide an alternative explanation or example when students are confused? |
| 40 | #68 | Yeah, wow. You just do it different way just, you know? And the last resort is to get, you know, the last, last, last resort which is to get on the computer and get the translator out, you know? But I try and not do that because that's kind of like, that also creates a little bit of a dependence on the students, you know, but my levels is 106 [low-intermediate level English] so they're not absolute beginners, but the 103s [absolute beginner English level] might rely more on translation, you |

| | | know? |
|---|---|---|
| 41 | **Interviewer: question 13 (k)** | How much can you assist families in helping their adult children do well in school? |
| 42 | #68 | Well, we don't have any contact with families, so… |
| 43 | Interviewer: | Yeah. |
| 44 | #68 | None what-so-ever. I can't even remember in the 5 years that I've been here, if I've… I don't think I have. |
| 45 | **Interviewer: question 13 (l)** | No. How well can you implement alternative strategies in your classroom? |
| 46 | #68 | Yeah, no problem. I mean, If you've seen something that doesn't work, and sometimes you have a plan, you think OK, I'm going to do it this way and if it doesn't work I know I can do it this way. You have to be flexible and want to do it right away like that. But at the same time, you may want to continue doing what you're doing because maybe the students haven't understood it or they're not sure, it's the first time doing something like that so they might be a bit nervous or might not know how to do it. I think it's really important to explain what the students have to do and to explain why they are doing it and I think those two things need to be on the board. What is the methodology, how are you going to do this? Step 1, student A does this, step 2, student B does that, step 3, student A does this, right? Clear. And have it on the worksheet and also better on the board because it's always there. And I do that when I'm walking around and my students are working sometimes they don't remember what has to be done. They don't interrupt me they'll look at the board, right? And then if I'm walking around and I hear them then I'm like, "Oh, what is the objective here? Look, look, look". And then they look and then they read "Oh yeah, right, simple past" for example, and then they catch themselves. Now I don't know if that answers the question. |
| 47 | Interviewer: | Alternative strategies… |
| 48 | #68 | Yeah. |
| 49 | Interviewer: | Alright. So move on to part two. So this one your statements are 1 being never and 5 being always. Ok? |
| 50 | #68 | Um, um |
| 51 | **Interviewer: question 14 (a)** | Ok. So number 1, administrative rules in this school enable authentic communication between instructors and administrators. |
| 52 | #68 | Yeah, I guess, I don't know. I honestly, interviewer, I don't have much to do with administration. |
| 53 | Interviewer: | Um, um. |

| 54 | #68 | I don't really have much to do with them. I mean, like, are you talking about the deans, and the chairs, HR? |
|---|---|---|
| 55 | Interviewer: | Yes, the whole administration. The bigger picture and if the administrative rules in this schools. So that could be, I guess, at any level, and if they encourage or enable communication between the instructors and the administrators. |
| 56 | #68 | I guess, yeah. I don't have any problems with administration and that, you know? |
| 57 | **Interviewer: question 14 (b)** | Ok. In this school, red tape is a problem. |
| 58 | #68 | Yeah, I guess. Red tape all I think of …red tape…I think of …like …well, I guess they have these procedures set up because they have so many people, I think of the FAMIS [college facilities web site] and everything, you know, we have to go through all of the steps, but in some ways, thought, you can't be sending emails, they need a system otherwise they'd be getting 600 emails, right? So, the do need a system, you know? Well, the exit permit, I just go to the multiple exit permit now, so is that red tape? That's part of the government, right, control system too. |
| 59 | Interviewer: | What about in terms of…you allowing you to do your job as an instructor |
| 60 | #68 | No |
| 61 | Interviewer: | No? |
| 62 | #68 | Maybe I should change that, because I say sometimes. |
| 63 | Interviewer: | And what would you like to say |
| 64 | #68 | That it doesn't. |
| 65 | Interviewer: | OK. Change to a one. |
| 66 | #68 | I don't feel that it does. |
| 67 | **Interviewer: question 14 (c)** | The administrative hierarchy of this school enables instructors to do their jobs. |
| 68 | #68 | Yeah. |
| 69 | Interviewer: | Yeah? |
| 70 | #68 | I think so. |
| 71 | Interviewer: | Ok. |
| 72 | #68 | I don't ever feel that, I don't ever feel that administration is watching me or, you know, questioning me, or, you know. |
| 73 | **Interviewer: question 14 (d)** | Ok. The administrative hierarchy obstructs student achievement. |
| 74 | #68 | Well, I think sometimes because, you know what, we need to have strict…we need to have policies across the board, specifically, for example, attendance policies. Ok, if, because administration they don't… like we use to have a thing that was students had to stay in class 'til |

| | | 10 after 2 no matter what, and I think, I talked, but the thing is that if my students are working, really, really, really, really, really hard and a lot harder than, you know, and getting so much more done just because they are doing it, then it's ok to give them 10 minutes extra and give them that little break like I don't it's not something that happens all the time but it's ok. So, that kind of policy I think it's like a blanket policy, yeah. I don't think that that is a correct thing. Absenteeism, being late, you know, like, ok, if after 10 minutes, this, after 10 minutes, that. Well, we need to have a true policy that is the same for every teacher and is a school rule…and administration has to step up to the plate to that. I feel that it's their responsibility because giving it to different teachers, different ways, is like… you know, there's is no consistency the students look at it as a bit of a hodgepodge or, you know. |
|---|---|---|
| 75 | **Interviewer: question 14 (e)** | Ok. Sorry for the interruption. Administrative rules help rather than hinder. |
| 76 | #68 | Well, again, like, it really relates back to the previous question, the lack of rules, like in that sense, when it comes to student policies, you know, and yeah, we need to have specific things like, you know, ok, like saying that students have to stay in class till 10 after 2 no matter what the cost like that to me is kind of I don't know I don't know. It doesn't make as much sense as it would to have a late and then an absenteeism policy. I think we are all professionals and we can judge and when you are asking your students to do a lot of work, and work hard, and they are,  You know, you gotta  give in order to get and if you're always taking and never giving the students, you know, they won't respond well. |
| 77 | **Interviewer: question 14 (f)** | Yeah. Ok. The administrative hierarchy of this school facilitates the mission of this school. |
| 78 | #68 | Yeah, I think that, yeah. I think that we have a great school. I think the college is amazing, we have excellent programs, you know, excellent facilities, I think we get support, I believe that everybody is on the same page and wanting to student success. Yeah, I think it's a great place. |
| 79 | **Interviewer: question 14 (g)** | Ok. Administrative rules in this school are used to punish instructors. |
| 80 | #68 | Well, I guess as in anything, any kind of rules, I don`t think they`re designed to punish instructors, they`re designed to keep, I think they`re designed to keep instructors within certain boundaries and if you go |

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| | | outside those boundaries then you`re going to meet the consequences, right? |
|----|----|----|
| 81 | Interviewer: | Yeah. |
| 82 | #68 | I mean the rules are there for a reason. If I come in and I'm dressed in a miniskirt, then I think I should reap my consequences, you know. If I start slapping student or whatever, pushing a student around, there should be consequences so sometimes it would, does it hinder? |
| 83 | Interviewer: | No, used to punish |
| 84 | #68 | No, used to punish. Well, of course, but that is what all rules are. |
| 85 | **Interviewer: question 14 (h)** | Ok. The administrative hierarchy of this school obstructs innovation. |
| 86 | #68 | Well, yeah, I guess, like I , like I said, I had an idea for assessment, you know, but again, you know, it doesn't mean because my idea, maybe my idea isn`t appropriate, I don`t know, we`ll see, but anyway, but I guess that`s normal in any institution. Change is hard to, you like to stay with what you know, right? And so…, but I think as far as technology and learning technology they`re very supportive you know, giving us support, you know, for furthering our technological skills.  I think they`re very supportive. |
| 87 | **Interviewer: question 14 (i)** | Ok. Administrative rules in this school are substitutes for professional judgement. |
| 88 | #68 | Administrative rules in this school are substitutes …well, yeah, I guess it could be, right, because exactly what we`re talking about when I said earlier, you know, students, the rules to stay until 10 after, right. I mean, that`s a rule, but it`s against professional judgement, right? And I think that if a teacher is in the classroom doing their very best because that`s what they are there for, and they see that the students have worked, then I think it`s up to the teacher to deal with, you know, ok, you know. I understand it`s 10 minutes a day and if it happens every day, that you let then, sometimes my students I end up keeping  them until quarter after, 20 after because they`re busy doing work, you know.  So, it`s yeah, that kind of rule, I don`t know, can lead to a substitute for professional judgement, yeah. |
| 89 | **Interviewer: question 14 (j)** | Administrative rules in this school are guides to solutions rather than rigid procedures. |
| 90 | **#68** | Yea, I think they are. I think it`s, you know, you have the rules, you know, and I guess it`s there for protection and then if like protect the school as a whole, right, and, so that you know for the most part I think people live |

| | | within the rules and act professionally or work within the rules, but if something does happen, then the rule is there to be able to, you know, sort of react. You need to have some sort of procedure. |
|---|---|---|
| 91 | **Interviewer: question 14 (k)** | Yeah. In this school the authority of the administration is used to undermine instructors. |
| 92 | #68 | Once in a while, I guess, maybe I just didn`t want to say never, but I don`t know. I've never seen it so maybe it`s happened, right, but I don`t know. I guess, well, yes, we`re leaning back to this 10 minute policy, that 10 after or whatever, that is a little bit undermining our instructor's professional judgement. No big deal. |
| 93 | **Interviewer: question 14 (l)** | And the last one here is that the administrators in tis school use their authority to enable instructors to do their job. |
| 94 | #68 | Yeah, I feel that …I never been hindered in doing my job here from administration, ever. I`ve always, you know, I mean I don`t go to administration much for help, I mean, maybe I should go more but if I don`t feel I need to I don`t, but every time I`ve had to, I`ve always felt great support. |
| 95 | **Interviewer:** | Ok. |
| 96 | #68 | Yeah. |
| 97 | **Interviewer:** | Great. That's it. Is there anything else that you wanted to say, a final comment or anything |
| 98 | #68 | No, I like my job here. It`s a good institution. I`m proud to work here, happy to work here. |
| 99 | **Interviewer:** | Ok. Thank you. |
| 100 | #68 | Thank you. |

Face-to-face Interview; Interviewee Number: #77
Date: October 27, 2014
Transcribed by: Barry Lush (researcher), December 31, 2014
NOTE: Teacher self-efficacy (TES) lines 1 to 35
      Enabling School Structure (ESS) lines 36 to 69

| 1 | **Interviewer: question 13 (a)** | Ok, first of all. How much can you do to motivate students who show low interest in school work? |
|---|---|---|
| 2 | #77: | Well, I've learned to. I can say at the very beginning of my time here that was a big problem, but now I can fix the problems. To elaborate a little bit more I found that if you're having a problem with the student it's very important to take him out of the classroom and in to the hallway so that you've removed him from his power base and then he'll listen to you better and he won't you now his pride won't be affected by seeing [inaudible]. |

| 3 | **Interviewer: question 13 (b)** | Excellent. Excellent. That does work. How much can you do to motivate students who show low interest in school work? |
|---|---|---|
| 4 | #77: | A lot. I have. I call it [instructor's name] motivational pyramid. I understand what motivates these guys and as you know what we have is if they don't come to class, they don't get paid. And all that really ensures is that there are warm bodies in the classroom, but to really motivate them...I do a few things. I have a competition and the competitions are always the class against the teacher. I don't want it to be against each other |
| 5 | **Interviewer:** | Right. |
| 6 | #77: | And that that helps and also, really to recognize good work. Publicly is very important. If I want to catch my students doing something right. |
| 7 | **Interviewer:** | Right. |
| 8 | #77: | Yeah. |
| 9 | **Interviewer: questions 13 (c)** | Perfect. How much can you do to get students to believe they can do well in school work? |
| 10 | #77: | Oh, well, part is the praise and also what I tell my students a lot and what I really believe in is the theory of multiple intelligence. And what I do is I try to plan my lessons so that they cater to students that will axel at different kinds of intelligences. You know I always tell my students I had a student years ago and he was obviously terrible at work, at school work he wasn't very academic at all. However, if you were driving in a 4-weel drive with him in the desert and your 4-wheel drive stopped and broke down, he's the guy you want with you. And so therefore, everybody excels at something. There's a quote from Einstein or it's attributed to Einstein and it says that everybody is a genius, but you it just means that you really have to find out where the person excels. |
| 11 | **Interviewer:** | Yeah. |
| 12 | #77: | Yeah. |
| 13 | **Interviewer:  question 13 (d)** | Excellent. How much can you do to help your students value learning? |
| 14 | #77: | Well, , , part of it is the competitions I do and I do something called the wild goose chase activity where they have to go from one place to another to get the next clue to win. But what it does is it instills in them the value of necessity to learn. You know, you can only go to the next location in my activity if you answer the questions correctly in the first, so there's necessity and that's what I do to teach them the value of learning. |

| 15 | **Interviewer: question 13 (e)** | Excellent. I wanna be in your class. To what extend can you craft good questions for your students? |
|---|---|---|
| 16 | #77: | To what extent can I craft good questions? Well, through my years here I've found different ways to express the questions different ways of forming the questions so that they'll understand and also what I do is I go from the very general at the beginning to the very particular and so they detail questions come at the end after they after they have a good foundation in the basics. |
| 17 | **Interviewer: question 13 (f)** | Ok. Great. How much can you do to get students to follow classroom rules? |
| 18 | #77: | Oh, well, what I think that it has to be a continuous reminder of the rules. It won't work if the first day you just announce the rules and that's it. It has to be a continuous thing. A good example is mobile phones. I insist that mobile phones are put on my desk and if I tell them that once they might do it once , but you just have to  it's like a war of attrition, you really have to hammer it in every single day and  do not do not  relent on that. |
| 19 | **Interviewer:  question 13 (g)** | Ok. How much can you do to calm a student who is disruptive or noisy? |
| 20 | #77: | Well…I would take the student outside and I would talk to the student and I would give the student a chance. I'll say look if you're if you're feeling not fairly calm right now, take a walk around. Take five minutes, relax. If that is what you need. And the other thing that I've done with a student who have had more problems is I will ask them to come to my office and we will write down a plan on how to fix his behaviour and then at the very end he has to sign the plan and you notice that the Qataris here when they sign something, they take it seriously. |
| 21 | **Interviewer: question 13 (h)** | Ok.  How well can you establish a classroom management system with each group of students? |
| 22 | **Interviewer: question 13 (i)** | Ok. How much can you use a variety of assessment strategies? |
| 23 | #77: | We can in, of course, the biggest assessments are the exams, the mid-terms, but if there is a problem, I want to find the problem before the exam, or before the mid-term and so I'm conscious of asking students questions asking all the students questions not just answering the guy with his hand up to really to find the quiet person in the back of the class who never says anything and make sure that person has a, you know, an equitable number of questions asked to him. |
| 24 | **Interviewer: question 13 (j)** | Ok. Great.  To what extent can you provide an alternative explanation or example when students are |

| | | confused? |
|---|---|---|
| 25 | #77: | Oh, it happens all the time and what ….what it often is just explaining in a slight different way again and again and again and then you have to ask the students questions. I'm very often in my class I'll say something like, well, I've asked you a lot of questions today, now you ask me some questions, and do it that way. Turn it around and be very be very thorough and often times in class if I see a student not listening, I'll point to him and I'll say, tell me what I just said, and that student will have to will have to tell me what I said and often times they cannot, so I'll tell them again. |
| 26 | **Interviewer: question 13 (k)** | Ok. How much can you assist families in helping their adult children do well in school? |
| 27 | #77: | Well, that is difficult. That is mostly a counsellor thing to do. , I, , I'm aware of students having difficulties with their families say for example somebody's father had a car accident, I'll make a mental note of that and I will ask him for several days How is your dad doing? And I think they appreciate that, but anyway, like I said, I don't have really any contact with families. |
| 28 | **Interviewer: question 13 (l)** | Ok. And the last one on this section. How well can you implement alternative strategies in your classroom? |
| 29 | #77: | Well, that goes back, I think, to the theory of multiple intelligence. |
| 30 | **Interviewer:** | Uhm, uhm. |
| 31 | #77: | So I have a number of different ways to teach students who learn in different ways. |
| 32 | **Interviewer:** | Right. |
| 33 | #77: | Because I teach TPP a lot of the students are kinesthetic learners so I'll have them , for example, I'll have the new vocabulary words and I'll give a number to each vocabulary word in a sentence where they have to fill in the bank with the word and the number and then they have to add up all the numbers and they use what they add up to unlock a combination lock that I got from facilities and so, when they unlock the combination lock, they can go home so it's a good a good example, I think, of kinesthetic learning. |
| 34 | **Interviewer:** | That's brilliant! Ok. So move on to the second section. So here you answers are 1 to 5 with 1 being never and 5 being always. |
| 35 | #77: | Ok. |
| 36 | **Interviewer: question 14 (a)** | So first, administrative rules in this school enable authentic communication between instructors and administrators. |

| 37 | #77: | 3 and I'll tell you why. I'll give a 2.5 for communication among instructors. One really good thing about working here is if I have a problem, I can go to another instructor. I would say what would you do in that situation? And more often than not the instructor will say well, actually I've had the situation about a thousand time and I'll tell you what I did. And certainly there's a wealth of qualification in here and with the administration there is there is a chain of command and certainly if I have a problem that my IC can help with, I have no problem calling him up, but going up the line a little bit, I would be a little bit squeamish about that. |
|----|------|------|
| 38 | Interviewer: | Right. Ok. |
| 39 | #77: | So 3. |
| 40 | **Interviewer: question 14 (b)** | Alright. In this school, red tape is a problem. Again, you said sometimes. |
| 41 | #77: | In this school red tape is...yes, I would I would say sometimes and I will …..well, I would give you an example of red tape. One time I as I was tell you a student came under the influence of alcohol and so I went to my chair and asked her you know what should I do about this and I guess she sort of put a barrier and said don't do anything and I I've found that hard to accept. |
| 42 | Interviewer: | What about in terms of…you allowing you to do your job as an instructor. |
| 43 | **Interviewer: question 14 (c)** | Ok. The administrative hierarchy of this school enables instructors to do their jobs. You said fairly often. |
| 44 | #77: | Yes. I've fairly often is I think the answer I wanna give. They one thing I really like about this school is that they give you the freedom to go and do your job. Really I for instance I've been here for seven years and nobody has no member of the administration has said anything to me for seven years about the way I do my job because, you know, at the risk of sounding kind of full of myself, I have to say I do a pretty good job with these guys so they have no reason to have to take to me there is no situation that they have to talk to me. That's fine. |
| 45 | **Interviewer: question 14 (d)** | Yeah. Ok. The administrative hierarchy obstructs student achievement. And you said fairly often. |
| 46 | #77: | The administrative hierarchy obstructs, I'll give you I'll give you an example. The example are challenge exams. Sometimes I have a student who is clearly better than his ability are higher than the level he is being taught at and it is extremely difficult to put him up a level where you should be and, I don't know. There's thoughts and |

| | | conjecture on why that's the case, but the fact is that it is difficult to put them up a level when he really should go up a level. |
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| 47 | **Interviewer: question 14 (e)** | Administrative rules help rather than hinder. |
| 48 | #77: | Administrative rules… |
| 49 | Interviewer: | Help rather than hinder. |
| 50 | #77: | Well, most of the rules help but I would say sometimes they hinder but most often they they're helpful. |
| 51 | **Interviewer: question 14 (f)** | Ok. The administrative hierarchy of this school facilitates the mission of this school. |
| 52 | #77: | there are times when I've thought that it's kind of top heavy that there are a lot there's a lot of administration but you know none of power by the instructors . However …I would say they do an average job. Sometimes the guidelines that they give are not as straightforward as they as they should be. |
| 53 | **Interviewer: question 14 (g)** | Ok. And administrative rules in this school are used to punish instructors. |
| 54 | #77: | I cannot think of an example when that is when that is true. A couple of times really. If an instructor gets terminated here for job performance, it's always for reasons that we can all understand.  If there's no there's no, like politics in the decision to terminate an instructor. I think everybody feel pretty good about that. |
| 55 | Interviewer: | Ok. |
| 56 | #77: | And it's fair. |
| 57 | **Interviewer: question 14 (h)** | Ok. The administrative hierarchy of this school obstructs innovation. |
| 58 | #77: | No, no, it's doesn't at all. Have for example if I had an idea, I could go to my chair I go to my Dean and they would listen, yeah, sure. They do not obstruct, no. |
| 59 | Interviewer: | Ok. |
| 60 | #77: | And more often than not, they would say do it, you know. They would not, no that's not true. I would agree 5 on that. They does not obstruct. |
| 61 | **Interviewer: question 14 (i)** | Ok. Administrative rules in this school are substitutes for professional judgement. |
| 62 | #77: | No, you know what they there's lots of flexibility there for your own professional judgement. The rules are set for are really everybody would understand really. There's none of that here. No. |
| 63 | **Interviewer: question 14 (j)** | Administrative rules in this school are guides to solutions rather than rigid procedures. |
| 64 | #77: | Well, it depends on who you are talking about. If you want to talk about exams, for example, that's pretty rigid.  but  if you  I say for example I you're thinking |

| | | about expelling a student from your class, that would be pretty flexible and it would be heavily weighted… [audio stopped recording] |
|---|---|---|
| 65 | **Interviewer: question 14 (k)** | In this school the authority of the administration is used to undermine instructors. |
| 66 | #77: | [audio stopped recording] |
| 67 | Interviewer: | And the last one here is that the administrators in tis school use their authority to enable instructors to do their job. |
| 68 | #77: | [audio stopped recording] |
| 69 | **Interviewer: question 14 (l)** | [audio stopped recording] |

Face-to-face Interview; Interviewee Number: #79
Date: October 27, 2014
Transcribed by: Barry Lush (researcher), December 31, 2014
NOTE: Teacher self-efficacy (TES) lines 1 to 27
        Enabling School Structure (ESS) lines 28 to 53

| 1 | **Interviewer:** | And I'll take a few notes on that if you don't mind. |
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| 2 | #79 | Yeah, sure. |
| 3 | **Interviewer: question 13 (a)** | So, first of all, how much can you do to control disruptive behaviour in the classroom? And you said a great deal. |
| 4 | #79 | Absolutely. Do you want me to elaborate on that? |
| 5 | **Interviewer:** | If you want to, or not, as you prefer. |
| 6 | #79 | I think it's my responsibility to make sure that the people in my classroom are in a situation where they can learn and if one person is being disruptive, he has to be stopped so that this one person doesn't control the other people. In other words, it's like the tail wagging the dog, and that can't happen, and I'll do whatever I can and if it doesn't' work you can always, even the students actually helping you squash the disruptive person. So there is all sorts of things you can do to make sure that that happens, but it's got to happen, end of story. You can have a bunch of students running around like a group of 12-year olds. |
| 7 | **Interviewer: question 13 (b)** | Great. How much can you do to motivate students who show low interest in school work? |
| 8 | #79 | I think you can and what you have to do is understand them as people first of all so the school work is secondary, understand them as a person. What makes them tick? What makes them have low motivation, what makes them you know be interested in something, you know. So I think you have to go like the back door, Ok, let's get to know you as a person |

| | | first and you can talk about stuff like the cars and trucks and stuff and then you can move into the other stuff. |
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| 9 | **Interviewer: questions 13 (c)** | Ok, thanks. How much can you do to get students to believe they can do well in school work? |
| 10 | #79 | I think I've got quite a bit of control of that too in the sense that, you know, I show them "Here's your task. You can do so well" but I break it down, ok. Like for example a 5 percent test, you get 80 percent you get 4 marks, if you get 60 percent you get three marks, you know. So I think you show them facts and figures that will help them understand that, you know. Maybe they had a bad situation, but it's not lost. It's just a temporary think. |
| 11 | **Interviewer:  question 13 (d)** | Ok. How much can you do to help your students value learning? |
| 12 | #79 | I think quite a bit. IF you can use it in a situation where, for example, I can think, if you can use it, you know, first hand, so like something happens you can relate it in the classroom to what happens in real life, that's the key, I think. This is what happens in here. But you know what, you have to use it there and this is why we're doing this. So you have an application. IT's not a theoretical thing. |
| 13 | **Interviewer: question 13 (e)** | Yeah. To what extend can you craft good questions for your students? |
| 14 | #79 | I hope after like 15 years of teaching, I hope, I hope I can. Maybe my egos very big...very large. I don't know, you try, once you kind of have to have your finger on the pulse. You know, what level are they, what's the level of interests and how can you get them to be motivators for interest in what you're saying, you know. So it's like being a part-time psychologist, for crying out loud. I think if you approach it in that way it makes a lot of sense to me. |
| 15 | **Interviewer: question 13 (f)** | How much can you do to get students to follow classroom rules? |
| 16 | #79 | You know what, it's nonnegotiable. Like I tell then, you come in my class, phone on silent on the desk it's non-negotiable. But if you want to, I tell them, we'll go to QP and tell them that you don't want to put the phone on my desk, and I'm sure they'll go along with that. End of story. And it's even better. If you don't want to go to QP with me, what you can do is ask for a transfer to somebody else's class who will allow you use the phone, for example. No problem. It's up to |

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|---|---|---|
| | | you. It's my classroom and you're not going to disrupt 9 other people, it ain't going to happen, right? I sound like a bugger. But it's like you're here to learn, you're here to learn, and, you know what, cut the other crap out. You're here to learn and you get paid a lot of money to do this, right? Let's do what we have to do here. |
| 17 | **Interviewer:  question 13 (g)** | Ok. How much can you do to calm a student who is disruptive or noisy? |
| 18 | #79 | Ok. The…you can talk to him, here's what happens. If somebody is really bad, I say you and I are going out in the hallway and talk right now. So that's why I do that. That's what I do. And I actually take him, ok guys do something else, and we have a face-to-face. And when you've got him face-to-face it's a whole different situation having 10 people behind him. He's not showing anybody what a hero he is, right? It's just eyeball-to-eyeball, right? They just kind of melt, right? |
| 19 | **Interviewer: question 13 (h)** | Right. How well can you establish a classroom management system with each group of students? |
| 20 | #79 | It comes, what…I worked life insurance for 15 years before coming here, right. And my manager said something very important that stuck with me. He said "you are appropriate in different situations". And I think the same thing in class. Every class maybe I'm blanking here is different, but you still have to you know be appropriate to that class. The things you do for A sometimes doesn't' work for B and doesn't work for C. So you really have to figure out what is going on and be appropriate for what is going on and change yourself for the situation. Got, I feel like I'm on one of those beauty pageants. "What about ending the war in Vietnam". |
| 21 | **Interviewer: question 13 (i)** | [Question not asked] |
| 22 | **Interviewer: question 13 (j)** | Ok. To what extent can you provide an alternative explanation or example when students are confused? |
| 23 | #79 | It's a must. You have to because you've got 10 in there, 10 people don't see that same example as a means to get to understand it. So you have to be able to do that. It'd be very flexible, ok, so maybe 7 people get it but this guy doesn't get it so you try that and that guy doesn't get it, so you have to be very flexible with the various learners. |
| 24 | **Interviewer: question 13 (k)** | How much can you assist families in helping their adult children do well in school? |
| 25 | #79 | Ok, see, I don't…I think in this culture it, I don't think |

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| | | it's permitted. I'm not sure, I've never done it. A couple of times I have said when I've been a little angry with a student, like I want to talk to your father, have your father call me. But it's rare and I think perhaps we may be missing something really important there. We just…I'm not sure. I just have a feeling that perhaps if we did have the parent involved, they'd understand it. You know what, don't take Ahmed [hypothetical student name] out at 2 o'clock in the afternoon to this to do that that. You know I think if we'd had them involved, that might be an avenue to help some of the problems we have to face. But of course, I don't know. It's only a gut feeling that I have about that. |
| 26 | **Interviewer: question 13 (l)** | Alright. Thanks, And the last one for this section. How well can you implement alternative strategies in your classroom? |
| 27 | #79 | How well? Well, you have to. You have to do it and you have to be on the fly. You got...it's like this moving target and, you know, when you go in the class this starts happening and this starts happening. You gotta keep reading things and implement things quickly and hopefully effectively, so...I hope I'm ok with that. I seem to get good reviews so I guess I'm doing ok. I guess. Maybe they're all lying to me. Like one student said to me, "Teacher we love you". I said, "good. How do you spell my name?" "I don't know, teacher." I said, "Good." I like it. |
| 28 | **Interviewer: question 14 (a)** | So we're on to section two. So, first of all, administrative rules in this school enable authentic communication between instructors and administrators. And you said "sometimes". |
| 29 | #79 | Yelp. I don't think that they're transparent, end of story. If they're not transparent we can't have effective communication. If you're trying to hide soothing from somebody, maybe intentionally or not intentionally, that's not means of effective communication. So sometimes. And they're not transparent as far as I'm concerned. Maybe I should change it. |
| 30 | Interviewer: | It's up to you if you want to change it. |
| 31 | #79 | Nah. |
| 32 | **Interviewer: question 14 (b)** | Ok. In this school, red tape is a problem. And you said "once in a while". |
| 33 | #79 | Yeah. Once red tape, I don't know how to answer that one except once in a while. I've got no explanation for that one except once in a while. |

| 34 | **Interviewer: question 14 (c)** | That's fine. The administrative hierarchy of this school enables instructors to do their jobs. And you said "fairly often". |
|---|---|---|
| 35 | #79 | Yeah, they leave us alone, you know, and that's what I like. They leave us alone. Ok, You've got a job a job to do, you know, and do your stuff. Gosh, I've never ever had [name of the department chair] come to my class and say, you know, "What are you doing? Where are you doing? How are you doing?" So, yeah, here's your job. Get it done. Right? And that's, I think the...that's what they hire us for, you know, to apply what we know, our knowledge. |
| 36 | **Interviewer: question 14 (d)** | Yeah. Ok. The administrative hierarchy obstructs student achievement. And you said sometimes. |
| 37 | #79 | Yeah. I think what I'm trying to get that, [interviewer's name], is the fact that, you know, we have to push these people through. It's all smoke and mirrors. This person should…we know shouldn't be there, but he is, so I think that once in a while they get involved in that, and I don't think they should. It's like, you know what, he doesn't deserve to do it. He should fail, you know, and maybe learn a lesson, he should learn a lesson and go on from there. I mean, you know, that's what life is. You didn't do this, you have to be responsible, you know, and so I think once in a while they get in the way. Especially with that if you have 62 [percent], you should give him 65 [percent] but if he has 65 [percent], you should give him 70 [percent], and I don't think, I don't think that's a problem thing, but that's their policy. So "once in a while". |
| 38 | **Interviewer: question 14 (e)** | Ok. Administrative rules help rather than hinder. |
| 39 | #79 | Sometimes. No comment. Sometimes. No comment on that one, ok. Just sometimes. |
| 40 | **Interviewer: question 14 (f)** | Ok. The administrative hierarchy of this school facilitates the mission of this school. And you said fairly often. |
| 41 | #79 | I would like to say, let's rephrase that. It's all smoke and mirrors and if you buy into smoke and mirrors, everything is fine, right? Because things happen differently than we know they should be, and it's all smoke and mirrors. In other words, it's like, what do you want to hear, what do you want to see., and that is what you're going to hear, that's what you're going to see, and it' should be like that. |
| 42 | **Interviewer: question 14 (g)** | Ok. Administrative rules in this school are used to punish instructors. You said "sometimes". |

| 43 | #79 | What was my reason…sometimes…yeah, I think…look what just happened. We went through all these people, we lost some absolutely fabulous people and there're people who shouldn't be here are here so I think that punishes those good people and it rewards the bad people. IF we as instructors can look at these other instructors and say they shouldn't be here but they are, then something is not right. If I can see it, why can't you see it? I don't know. Maybe I'm the one who can't see it, right? Maybe, who knows? |
|---|---|---|
| 44 | **Interviewer: question 14 (h)** | [Question not asked] |
| 45 | **Interviewer: question 14 (i)** | Ok. Administrative rules in this school are substitutes for professional judgement. |
| 46 | #79 | I think, in that situation [interviewer's name], it's called who do you know and where are you from? That's what I meant with that one. If someone is from a certain place, and somebody isn't or do you know somebody better than somebody else, that's what I meant by that one. What's that called? Nepotism? |
| 47 | **Interviewer: question 14 (j)** | Ok. Administrative rules in this school are guides to solutions rather than rigid procedures. And you said "once in a while". |
| 48 | #79 | Yeah, once in a while. I have no comment on that, just once in a while is fine. Yeah. |
| 49 | **Interviewer: question 14 (k)** | Ok. In this school the authority of the administration is used to undermine instructors. You said "sometimes". |
| 50 | #79 | Yeah, I think sometimes they, how do I put this …I'm sort of ok with that one. Let's just leave it at sometimes. I don't know what my example was, so let's leave it at sometimes. I can't think of what my example was right now. |
| 51 | **Interviewer: question 14 (l)** | That's fine. And the last one, the administrators in tis school use their authority to enable instructors to do their job. And you said "once in a while". |
| 52 | #79 | Yelp. I think, it's back to who you are, it's the same thing again. You know, there's two sets of rules, you know, I can help you in this situation, I can help you in this situation. Two sets of rules for the different types of people in this school. I don't think that should be the situation at all. Everybody should be treated fairly no matter if you're from [province/state in Western country] or from some other place, right? But that's my opinion. |
| 53 | Interviewer: | Ok. Thank you. |

Face-to-face Interview; Interviewee Number: #82
Date: October 27, 2014
Transcribed by: Barry Lush (researcher), December 31, 2014
NOTE: Teacher self-efficacy (TES) lines 1 to 32
         Enabling School Structure (ESS) lines 33 to 63

| 1 | **Interviewer:** | OK. So, we'll start with this set of this set and 1 nothing and 9 being a great deal. |
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| 2 | #82: | Ok. |
| 3 | **Interviewer: question 13 (a)** | So, the first one is, how much can you do to control disruptive behaviour in the classroom? And you said "quite a bit". |
| 4 | #82: | Ok. So are you looking for examples of what I did or…? |
| 5 | **Interviewer:** | Sure, yeah, yeah. Or just in response. Do you do you think that there is a lot that you can do to control, and if you want to give examples, for sure. |
| 6 | #82: | Well, it may not be something that is consistent in every class. I do remember when I first arrived here that there seemed to me very little that I could do. I'd spent six years in the UAE [United Arab Emirate] and assumed that my experiences in [current teaching Middle East country] would be similar, but they were completely different. I was teaching in TPP and I simply couldn't understand lateness, getting up in the middle of the class…carrying on of Arabic conversations while I was trying to teach the lessons. All of that, this had just never ever happened to me before as a teacher. I remember teaching Spanish and Italian students. If they wanted to be lazy they talked to me, but here with the Arab students they talk to one another and I was kind of blanked out.  Over time I guess I regained my equilibrium and I used humour. I found was my greatest weapon if maybe weapon isn't a good word for it. I took the attitude that if the students wanted to halt things, if they wanted to stop it was perhaps because they didn't care or they were tired or they wanted to, and I would just let them and I found that the path of least resistance and sooner or later I would get them back. So humour a little light conversation that kind of thing rather than fight it let it…it's like being in a river with a lot of whirlpools. So you whirl around a little bit until you can grab some grass and pull yourself back out again. So and also maybe change tack whatever we were doing perhaps. I would even abandon things on the lesson plan and say I'm not going to do this, we're going to do something else or even have multiple lessons going on at the same time. I didn't often do that by choice but my |

| | | necessity because this was the context I had to learn how to adapt to that context rather than follow an ISW [Instructional Skills Workshop] notion as to what a classroom is supposed to look like. They never looked like that so… |
|---|---|---|
| 7 | **Interviewer: question 13 (b)** | Ok. Thank you. How much can you do to motivate students who show low interest in school work? And you said "very little". |
| 8 | #82: | Very little. Yeah, the students who habitually came late didn't want to do anything or wanted to talk…..whatever people in the so called teaching profession might say that you have to got to try and win them over, I decided, no I wasn't going to. If they decided they were not going to learn to take part, I wouldn't risk losing my temper or upsetting other students by trying to do anything. A little bit of reasoning here and there, but…one minute, alas, finished. |
| 9 | **Interviewer: questions 13 (c)** | Ok, How much can you do to get students to believe they can do well in school work? And you said "quite a bit". |
| 10 | #82: | Make sure you've given them activities that they can actually do. And because I'm a [subject] teacher, I'm not all that concerned about the right answer, I'm just concerned about getting an answer, or a response, and sometimes just carrying with that student's response even if it's a change of subject and letting it go that way. It became kind of bartering with the students. I'll follow you for a little bit and then you follow me. Again, all of this is contextual to the day, the moment and to a particular group of students and which members of that group that came at that time. |
| 11 | **Interviewer:  question 13 (d)** | Ok. How much can you do to help your students value learning? And you said you had "some influence". |
| 12 | #82: | Well, I remember a couple of students I had whose determination was to simply get through the courses because they had other plans and when they came to the class they played online poker, they did other things. If I tried to engage them they became disruptive, so I let them be and they passed the course. Sorry, can you repeat…? |
| 13 | **Interviewer:** | Sure. How much can you do to help your students value learning? |
| 14 | #82: | Yeah, so I don't know if there's that much I can do apart from trying create an atmosphere that is enjoyable. I don't, I kind of tire of the concept of education as learning. It isn't, learning isn't the only part of |

| | | education. In matter of fact, I think it's a very narrow concept of certainty that there is so much that is uncertain that is not accepted in modern education. It's all about the measurement and proof of success and there's lots of background research that says teaching and learning do not correspond. And I think it has more to do with the socialization. And I don't know if you're familiar with "Gert Beston". He sticks in my mind of looking at education not learning but education as qualification, which is obvious, socialization which is also obvious and subjectification and how do you treat that person and their identity? Do you subject them to a series of rules or are they an individual who can contribute or even an individual who does not want to contribute. And I don't feel that it's my responsibility as a teacher to change that person. Simply you give them an environment where ok you can be what you want to be, but if you're going to be disruptive, I'm going to sort of close the door on you, and if you come in, I'll let you come in. They are individuals and there is only so much I can do. |
|---|---|---|
| 15 | **Interviewer: question 13 (e)** | Right. Ok. To what extend can you craft good questions for your students? And you said "quite a bit". |
| 16 | #82: | Well, yeah, what's a good question? What, I guess, now I am thinking about that, what does that mean? Something that is interesting, or something that is comprehensible, rephrasing things? Rephrasing questions, I guess that's more of a technical answer. Finding something that interests the student I guess a good question is a question that students respond to. So it's finding a question that gets a response. |
| 17 | **Interviewer: question 13 (f)** | Ok. How much can you do to get students to follow classroom rules? |
| 18 | #82: | Well, first of all, I've never bothered with classroom rules. I don't like starting my class by saying now no mobile phone and all of that, this is what you're not going to do because they never listen to it anyway So again contextual I can't make students turn off their telephones. I have asked them in the past, but sometimes to family emergency. Sometimes there is, I guess, a legitimate enough reason. It is disruptive, but I found that if I made less fuss about the phone, student were less awkward about the phone, and if they wanted to get up and take a call, they'd get up and take a call, then off you go. It'd be like a teacher meeting and reviewing an exam they'd say I got a phone call it's my wife and I'm |

| | | leaving the room whether you think you should or not so should be carry these sort of professional collegial behaviours to our students. They are not 4-year olds, so… |
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| 19 | **Interviewer:  question 13 (g)** | Ok. Thank you. How much can you do to calm a student who is disruptive or noisy? |
| 20 | | Well, again, humor…Or simply not dealing with it. I could remember students being disruptive with silence and I would just leave them alone. So, again, path of least resistance. |
| 21 | **Interviewer: question 13 (h)** | Ok. How well can you establish a classroom management system with each group of students? |
| 22 | #82: | Well, I don't know what that means. Again, this is the age of certainty and system and we're human beings and I think that if you try and mechanize all of your procedures, I think that's a mistake. For example, I remember having a student who habitually showed up late, or not at all, to tests and  asked to write a particular test at a later date, and I said, "Ok, you're going to write it at this data, at this time" and she didn't show up. So I had a print of the test, I took it to the Teaching and Learning centre, and I got her mobile number from one of the other students and I said, "Ok, the test is there. You either write it or you fail it" and the student went reluctantly and started crying and did very badly and it gave me a way in to say ok I will discount this test if you turn up every piece of assessment from now until the exam and she did. But you couldn't best away with that with other students and it isn't really a system, it's humane, so system… |
| 23 | **Interviewer: question 13 (i)** | Ok. Thanks. How much can you use a variety of assessment strategies? |
| 24 | #82: | Well, we're limited to the assessment strategies of the college. We have no choice on assessment. I remember in the early days before all of this insane tight control descended upon us over the last couple of years, doing a project with a group of students and I had created this monster behemoth assessment and measurement tool to impress the powers that be who said this is really good. And when the project was all said and done, I remember the student coming in to work on a particular section of the project and I'd say this is what we are going to do today and one said, "Teacher, teacher, I have to go and do this thing on the printer" and another student said, "I have to go and these for the posters", etc. etc.. It meant that them leaving the college, and I said, Ok. Show me |

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| | | the work tomorrow". And you know what, they all did it. They came in. So they used their 2-hour class time and did what they needed to do because otherwise they'd be at work or looking after their families and they came back with the materials and it was all done. At the end of the term, at the end of the project with all this write neatly and all of that junk and the students were looking at it and I was looking at it and I said "Look at and think of everything you've done and what is it worth?" And they said, "100%, sir." That's what I did. I don't do that all of the time but this is a kind of situation where me and another teacher had total control over a course that was cancelled as soon as we finished it. We worked in collaboration with the department that was, that they were supposed to enter for their certificates. And we said "What do you want us to do?" They told us what they wanted us to do we turned everything into an active project and the students performed them all with adequate English and passed the exam and I thought, what more can you expect from that. They learned something. They learned something. It wasn't conjugate le verb to be for ...so what exactly what the question again? I might have gone off topic. |
| 25 | **Interviewer:** | No, that's fine. It was, how much can you use a variety of assessment strategies? |
| 26 | #82: | Yeah, well, as I say we are limited in what we can assess here so if there is a find a way around it to do something more natural, more holistic, more fair, because again education is not just about learning, it's about taking part and socializing so… |
| 27 | **Interviewer: question 13 (j)** | Thank you. To what extent can you provide an alternative explanation or example when students are confused? |
| 28 | #82: | Well, I do that all the time. One of the simplest ways is, "Abdulla, can you explain that in Arabic?" Why not? It get us over the hump fast and they get the task done. Use their language, use simpler words, write it down, get out a dictionary. Whatever works. |
| 29 | **Interviewer: question 13 (k)** | Ok. How much can you assist families in helping their adult children do well in school? |
| 30 | #82: | I don't see that as relevant to this job. |
| 31 | **Interviewer: question 13 (l)** | Ok. Thank you. How well can you implement alternative strategies in your classroom? |
| 32 | | You mean, find a different way to do the same thing. I do it all the time. |
| 33 | **Interviewer: question 14 (a)** | Ok. Great. Ok. So that's the end of the first section. |

| | | Move on to the second and this one again is 1 being never 5 being always so I can just tell you what you answer to that as well So the first one is administrative rules in this school enable authentic communication between instructors and administrators. You've said "never". |
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| 34 | #82: | I've nothing to add to that. |
| 35 | **Interviewer: question 14 (b)** | Ok. Alright. And second, in this school, red tape is a problem. You said "fairly often". |
| 36 | #82: | Red tape. Red tape. Another way of expressing red tape. Following rules? Blockages and procedures? Let me just look at it again. Red tape is a problem. It inhibits education. |
| 37 | **Interviewer: question 14 (c)** | Ok. The administrative hierarchy of this school enables instructors to do their job. You said "once in a while". |
| 38 | #82: | Yeah. Again I have nothing more to say to that. |
| 39 | **Interviewer: question 14 (d)** | [Question not asked] |
| 40 | **Interviewer: question 14 (e)** | Ok. Administrative rules help rather than hinder. You said "sometimes". |
| 41 | #82: | Well, I guess I couldn't think of any specific examples, but I guess there, administrative in terms of classroom control, is or is this a very general broad…? Yeah, I'll stick to that answer of sometimes…case by case. |
| 42 | **Interviewer: question 14 (f) continued** | Ok. The administrative hierarchy of this school facilitates the mission of this school. You said "never". |
| 43 | #82: | Well, it is perhaps I was answering that question emotionally. I find the mission and vision statements, you know, they're all written in imperative verb form like orders, and they're very limited to the conscious material world. |
| 44 | **Interviewer: question 14 (f)** | The administrative hierarchy…facilitates the mission |
| 45 | #82: | Well, I think the way, I suspect that a lot of teachers feel that there is a great deal of teachers doing their own thing, to do what they think is right. I'm speculating here. I can't speak for anybody else. In the years that I've taught here most of my students pass and I've probably snapped every rule in half at some point or another. So…all these rules and regulations as I remember from some old 1960's TV show, rules were meant to be bent So I don't think I have anything further to say about that. |
| 46 | **Interviewer: question 14 (g)** | Ok. Administrative rules in this school are used to punish instructors. You said "fairly often". |
| 47 | #37 | I think it's fairly often, yes. |
| 48 | **Interviewer:** | Anything to add, or, you're ok with that? |
| 49 | #82: | Yeah, I'm ok with that. |

| 50 | **Interviewer: question 14 (h)** | Ok. The administrative hierarchy of this school obstructs innovation. You said "fairly often". |
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| 51 | #82: | This is another buzz word, innovation, you know. Everything has gotta be new, everything has gotta be improved. It's all circles around this notion of efficiency that education or learning can be made more efficient. I…plenty in the literature that would laugh at that, me included. I just don't think that this, where is it? What do they mean by innovation adding an extra button on a machine? Taking somebody's old idea and dragging it in? It's another word like embracing different that is utterly meaningless so. Innovation is a word from the world of advertising, not learning. |
| 52 | **Interviewer: question 14 (i)** | Ok. Thanks you. Administrative rules in this school are substitutes for professional judgement. You said "always". |
| 53 | #82: | Yes, yes, yes, yes, yes. There are kind of two general concepts of professionalism. Professionalism as a… system…a set of values shared by people in a similar occupation, or professionalism is a means of control. And where is I think you might have looked at the last century or the last, last century, the 19 century up to, I think, part of the 20 century, in Sociology concepts of professionalism they looked at them as the particular of lawyers, the particular values of engineers, and particularly on the North American side it had a kind of a mix of the personal and the scientific knowledge. But with the sort of decline of liberalism and the increase of…economic control, like knowledge economy, this is turning knowledge into money, is a commodity for exchange it become more rule based so professionalism is no long longer what the teacher or the doctor might value as the kind of care that this person needs, but it has become a procedure. If you follow these procedures correctly you are a professional. If you don't you are unprofessional and you are liable for law suits or whatever. So, looking at the question again… |
| 54 | **Interviewer: question 14 (i) continued** | Administrative rules in this school are substitutes for professional judgement. |
| 55 | #82: | Yeah, profession…judgement I think has been removed from it largely in terms of how administrative rules are laid down. I mean, a student shows up late and says, "Sir, the traffic. I left at 630 this morning" Do I nail him for being 35, 40 minutes late, or do I say, "Ok"? I don't care what his employers think. I am not working for that company. If I can please this guy, he'll say, "Teacher |

| | | cares" and then they'll try. I've never had anybody do that to a degree of they were having me on. I mean there were students who showed up late deliberately but not because of traffic, if just they didn't care and those ones I recorded the minute they were late. Others, if they said, this was why I was late, fuck it. |
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| 56 | **Interviewer: question 14 (j)** | Ok. Administrative rules in this school are guides to solutions rather than rigid procedures. |
| 57 | #82: | Ok, well, that kind of reflects the comment that I made earlier what professionalism used to be about in the more sense of democratic values where this one is what it actually is about so administrative rules are guides, guides to solutions. Well, I won't know how they're delivered to us, this is how you are going to sasses, these are the assessments that you must do. Standardization prevents this from being anything other than the instructors are not trusted to do this job without these fixed steps. |
| 58 | **Interviewer: question 14 (k)** | Ok. Alright. In this school the authority of the administration is used to undermine instructors. And you said "always". |
| 59 | #82: | Yeah, perhaps that was also a very emotional response because I feel pretty much that everything is beyond my control and I have to somehow give an appearance of toeing the line while not. I guess now that I look at that question I remember my while taught about this questionnaire was that it was very firmly in sociology. It's really eliciting mostly emotional responses rather than scientific responses, and I think that this is what teaching is about, being involved in education, education is more of an emotive…sphere, a human sphere where emotion is not considered relevant. |
| 60 | **Interviewer: question 14 (l)** | Ok. Thank you. And the last question. The administrators in this school use their authority to enable instructors to do their job. You said "once in a while". |
| 61 | #82: | Well, I guess I'm not so clear as to who the administrators were. This is school used their authority to enable the instructors to do their job. Well, I would say, for example, a person who has recently stepped up the plate to administer the department within which I work is a very approachable and easy to discuss things with whereas there have been people in the past who were rather draconian. So depending on who this is, you know, I really had to laugh a while ago while I listened to that town hall presentation to someone talking about branding and this is one of the things I loathe the most is |

| | | education is not a product but this is the way it is presented this is what certain levels of administration see it as. It's now knowledge economy therefore we are giving a bundle of knowledge that we have to receive in a certain way and critical thinking exists within this bundle, but nothing from the outside and that's the whole point of critical thinking is to look in at what there is and say this way of making people think is incorrect. Oh no, no, no! I only want to know if this innovation is a good innovation or a bad innovation. These kind of things, we kind of live in, if I can borrow from Buchenau, this is a discourse, we live in a discourse, and we are not allowed outside of this bubble and the administration doesn't even know this, this is a reality , it is a really that we all accept. So maybe this question can't really be answered because nobody or very few people actually realize that they are…acting in what they think is a factual reality but it is nothing more than a constructed one. And not a particularly good one. |
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| 62 | Interviewer: | Alright. Thank you very much. |
| 63 | #82: | Ok. |