

**THE IMPACT OF TRANSFORMATIONAL LEADERSHIP ON  
TRANSFORMING EDUCATION IN SECONDARY SCHOOLS: THE CASE  
OF KUWAIT**

A Thesis submitted for the degree of Doctor of Philosophy

By

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## **Abstract**

National prosperity depends partly on a population's knowledge and education, but some countries, such as Kuwait, have weak secondary education, producing poor outcomes. This research develops a transformational school leadership framework, supported by implementation guidance for academics and practitioners, to show how transformational leadership can transform secondary schools. It focuses on understanding leadership in Kuwait's secondary schools and analyses the factors that support and enhance transformational leaders' roles and practices in transforming secondary schools via teachers' motivation and commitment.

**Research Methodology:** Twenty-five individuals from eight secondary schools in Kuwait, three of which were public, participated in this qualitative research - school leaders (principals, vice-principals, senior teachers, administrators) and followers (schoolteachers).

**Research Results and Conclusions:** Analysis showed that Kuwaiti schools are led mainly by transactional leaders, not transformational leaders. Most leaders have transactional, undemocratic, and patriarchal leadership styles. Favouritism and nepotism undermine transformational leaders. Institutional, social, patriarchal and religious values shape the situation, silencing the voice of stakeholders, including teachers, and restricts their involvement in decision-making.

**Research recommendations:** Secondary schools in Kuwait must overcome the challenges of transactional leadership, and implement democratic, empowering, and non-authoritarian styles of leadership, so teachers will be motivated and committed to an effective education process and schools will be positively transformed. This would help realization of the country's Vision 2035, stimulating the country's economy through its knowledgeable and well-educated people.

**Research Limitations:** This research uses the qualitative method. The limited number of secondary schools covered may not allow findings to be generalized.

**Future Research:** Quantitative research could cover more teachers and school staff, students and parents, it could also use a comparative approach, for example, comparing public and private secondary schools. Other influencing factors could be investigated.

**Key words:** Transformational Leadership, Secondary Schools, Contextual Factors, Institutional Factors, National Culture, Organizational Culture, Organizational Structure.

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## **Dedication**

I would like to dedicate this research to

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- To my siblings for their ongoing support and encouragement.
- To my friends, for being and remaining my friends throughout this process.

## **Declaration**

I hereby declare that the materials contained in this thesis entitled “The Impact of Transformational Leadership on Transforming Education in Secondary Schools: The Case of Kuwait” have not been previously submitted for a degree of Doctorate of Philosophy in this or any other university.

I further declare that this thesis is solely based on my own research and embodies my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person.

I declare that all information in this research has been obtained and presented in accordance with academic rules and ethical conduct.

Nouf S. Almonawer

## List of publications

### Conference Papers [C]

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## List of Abbreviations

CFC	Consideration of future consequences
GCC	Gulf Cooperation Council
GDP	Gross Domestic Product
Int.	Interviewee
LMX	Leader-Member Exchange
LOLSOs	Leadership for Organisational Learning and Student Outcomes
LSE	London School of Economics
MLQ	Multifactor Leadership Questionnaire
MOE	Ministry of Education
OCB	Organisational Citizenship Behaviours
PD	Personal Development
PIRLS	Progress in International Reading Literacy Study
SFCC	Schools in Challenging Circumstances
TIMSS	International Mathematics and Science Study
TL	Transformational Leadership
TLB	Transformational Leader's Behaviour
TTA	Thematic Textual Analysis

# CHAPTER 1 INTRODUCTION

## 1.1 INTRODUCTION

This chapter presents the background to the research, its overall aim, objectives and questions. The chapter also defines the meaning of the concept of leadership and its relationship with transforming secondary school education in Kuwait. The statement of the research problem, rationale and outline are also included in this chapter, along with a summary of the research methodology, which is the main topic of Chapter Four, and the research contributions, which are explained in Chapter 6, Section 6.4.

Despite problems in defining leadership, it can be seen as centring on motivating people in a given social space or organisation to act without coercion (Bennis and Nanus, 2007) in a manner that transcends personal interest. The unsolicited nature of transformational leadership, one type of leadership, is essential for organisational transformation, including in schools (Dartey-Baah, 2014). The concept of leadership style has been widely elaborated in the literature. Its effect on organisational performance (Al-Kazemi, Ali, and Ali, 2002), motivation (Wang, Gurr, and Drysdale, 2016), commitment (Winokur and Sperandio, 2017) and school improvement (Leithwood and Jantzi, 2000; Bass *et al.*, 2003; Waheed, Hussin, and Daud, 2018) are established areas of scholarship.

Given the recent realisation of the importance of leadership in renewing and strengthening nations, institutions and organisations as well as in triggering economic prosperity, competitiveness and growth, scholars such as Hallinger and Huber (2012), Rotberg (2012) and Jacobson (2011) have explored leadership in education. The effects of leadership style on transforming education institutions have also attracted the attention of scholars. Particularly in secondary education, there is a call to reinvent school outcomes, to improve the quality of teaching and learning, and to examine the impact of leadership style on teachers and school administrators (Gurr and Drysdale, 2013; Winokur, 2014; The World Bank, 2015). Winokur (2014) contended that school leadership re-conceptualisation can help reinvent and improve secondary schools in Kuwait, supporting its economic prosperity and growth and developing competitive advantage for its economy among the countries of the Gulf Cooperation Council (GCC).

So, the focal point of this thesis is to explore critically how school leadership in Kuwait secondary schools can be used not only to trigger school transformation, improvement and outcomes but also to foster a climate of transformational leadership, to inspire, motivate and influence teachers, students and principals to embrace a collective vision of renewal in Kuwaiti schools (AlHamdan and AlYacoub, 2005). The above contention is central to the Kuwaiti government's call for partnership with other stakeholders to reinvent educational quality in the country (AlKandari, 2013). If the Kuwaiti government does not restructure its approach to school management, which is currently dominated by a transactional leadership approach, the country's objectives of its 2035 vision could hardly be realized or achieved. This is because the Vision depends greatly on the production of high-quality calibre of graduates who are Kuwaiti nationals, who will have learned in schools which are being led in a transformational style. Winokur (2014) notes that such restructuring requires changing the structure of leadership at both national and organisational levels; this is supported by a joint report by the World Bank and the Kuwait Ministry of Education (The World Bank, 2015).

## **1.2 RESEARCH BACKGROUND**

The interaction between leaders and followers is prominent and instrumental for the success of any entity (Gribben, 1972). The key to effectively boosting collaboration among all stakeholders in a school setting is an effective strong leadership. Barnett, McCormick, and Connors (2001) noted that the quality of any organization is differentiated depending on their leaders; in the case of schools this is represented mainly by the principals as well as by vice principals, senior teachers, and administrative employees. Every school goes through a roller coaster trip with its highs and lows in terms of achievement. Only an efficient leader can steer it in the right direction, one which supports school staff and supports and is supported by the education system. The key factor to maintaining school excellence is its teachers, therefore, effective leaders should be able to augment the satisfaction, commitment and motivation of staff and students. This is supported by Waheed, Hussin, and Daud, (2018) who confirmed the roles of leadership styles embraced in schools in relation to augmenting a healthy learning environment and transforming schools through new change process. However, this would require schools' leaders to be supported by many capabilities and skills (Lopez and Ensari, 2014; Rehman, Khan, and Waheed, 2019).

Ndiga *et al.* (2014) referred to some of the troubles faced by some of the schools, especially the public ones, indicating that such problems may involve the teachers, such as their low morale, the parents, such as lack of their cooperation, and the general performance of the school, particularly in terms of low academic achievement. Teachers' problems are revealed through their low commitment to and weak efforts in teaching students (Ndiga *et al.*, 2015). Teachers may be demonstrating lower levels of commitment towards their work and may even be rebelling against change (Richardson, 2011). As a result, education quality deteriorates and students' achievements are reduced (Raman *et al.*, 2015).

Ndiga *et al.* (2014) suggested that it is not possible to address such challenges properly, or ideally to eliminate them, except through the presence of transformational leaderships. Ndiga *et al.* (2014) referred to a transformational leader as one who *“provides intellectual direction and aims at innovating within the organization, while empowering and supporting teachers as partners in decision making”*.

The impact of transformational leadership in transforming education has been well documented in literature. Transformational leadership style was suggested by Raman *et al.* (2015) to be a style adopted by school principals due to the need for continuous human interactions between principals and their followers, who are the teachers. Bass *et al.* (2003) noted that it is a form of leadership style and behaviour that can inspire and promote positive changes in followers, galvanising enthusiasm, passion and collective pursuit, helping every member of a group succeed and perform beyond narrow self-interest. This style of leadership can achieve unusual changes and extraordinary outcomes, as it empowers followers to align their own objectives to that of the organisation (Bass and Riggio, 2006). It can be anchored in transformative learning and development, which are best achieved by reconfiguring education curricula to be intellectually challenging as well as by promoting good understanding through improving cognisance of higher order analysis and critical and creative thinking. The process can also lead to students' active learning and engagement, the meeting of varied learning needs, both being underpinned by pro-social values, inspiration and social responsibility (Clarke and Wildy, 2011).

### **1.2.1 Research Background Associated to Kuwait**

Kuwait was one of the first GCC countries to embark on economic reform and development (Winokur, 2014). According to Winokur and Sperandio (2017), between the 1960s and the 1980s, Kuwait was the financial centre of the region. However, the economic situation of Kuwait changed, resulting in the need to reform various institutions to stimulate growth and development in different sectors, including education (Winokur, 2014). With competition from neighbouring countries such as Saudi Arabia, Qatar, and the United Arab Emirates (UAE) (Winokur and Sperandio, 2017), Kuwait no longer leads the GCC in the economic liberalisation and development that would attract foreign direct investment. This is due to the more rapid development of other neighbouring countries, which have more open economies and more progressive paths to development.

Accordingly, the leaders of Kuwait have considered how to reform society, education and business in order to retake the lead as the nerve centre of the region. The educational sector is one of the most important foci for this reform. Dr Moudhi Al Hamoud, Kuwait's former education minister, stated that the requirements for repositioning the region economically and developmentally have a direct bearing on restructuring and reforming the education sector, requiring leadership both at the national and organisational level (Brinkley, 2006).

The report by the World Bank and Kuwait's Ministry of Education (World Bank, 2015) showed serious problems in the once highly-regarded state school system of Kuwait. The Kuwaiti government's determination to reform the ailing education system and the economy led to what Winokur and Sperandio (2017) consider to be the proliferation of research and collaboration aimed at changing the educational system. Fundamental to this was cooperation between the Kuwaiti government, the World Bank, the Belfer Centre at Harvard University and the Work Foundation in collaboration with the London School of Economics (LSE), using data including Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS) (Winokur and Sperandio, 2017). The outcome of this work included recommendations to change the curricula, engagement and motivation of teachers and communication to stakeholders (teachers, parents, students and school leaders) and to develop new approaches to school leadership. This was supported by a government-sponsored report that

confirmed the need to transform the educational system, for Kuwait to become a strong financial hub in 2035, through the achievement of “Vision 2035”, which set five goals for transforming the nation’s economy, including education and the development of human capital (Brinkley, 2006; Winokur, 2014). However, reliance on technical education can be dangerous, as national competitive advantage is not achieved purely through technical education (Stone *et al.*, 2019; Kolding *et al.*, 2018; Alamri *et al.*, 2019).

School leadership style is considered as fundamental to attaining such change (Brinkley, 2006; Winokur and Sperandio, 2017), underlining the need to explore how leadership by school principals will facilitate the realisation of *Vision 2035*. However, many factors influence the performance of transformational leaders. These factors consist of both internal and external aspects of the education setting that could have direct or indirect impact on the role of transformational principals’ role in driving change in their schools and in implementing and realizing the country’s vision and strategy.

### **1.3 STATEMENT OF THE PROBLEM**

Other than through security and political stability, any country’s progress depends mainly on the flourishing of its financial, business and economic activity. Countries depend mainly on their resources, whether renewable or not. Kuwait is trying to shift from dependence on non-renewable to renewable resources, and this does not apply just to the energy industries or to energy use. One of the most important renewable resources is people - their energy, skills and knowledge (Pelinescu, 2015). Since education is central to a sustainable economy and continued growth (Wang and Liu, 2016), but if the country’s people are poorly educated, this would lead to a serious waste of a prime resource, reducing the capabilities of the economy, and weakening creativity and productivity. A wave of “national vision” initiatives has been witnessed in many of the countries around the globe, and the majority of these have identified the need for a progressive economy (Dunkley-Willis, 2012). Achieving a progressive economy requires reforms in the education sector, with the implementation of strategies that involve a blend of nation-centric rational as well as international curriculum models, to ensure the development of a more influential and effective education process. The aim here is for the nation to have a more economically productive labour force.

Being aware of its significance, one cannot but notice the several critical challenges to which the education industry is subjected. The major conflict in this industry relates to teachers who feel underestimated for the valuable work they perform, which can put teachers' morale to a severe test (Okeke and Mtyuda, 2017). With low salaries, given their vital role in society, and with less respect from students and from society in general than they used to have, teachers' morale is often much reduced, and they become less committed to the education process and less motivated to perform (Okeke and Mtyuda, 2017). What is worse is that the success of the final years of a student's education are based on the efforts of those teachers. This means that teachers do have a huge responsibility towards the entire country. Many countries around the globe, however, find it difficult to produce enough students educated to the required standard in the required disciplines. This is due to the presence of significant percentages of students who fail to graduate from high school, or who graduate with low academic achievement, or who do not fulfil the final requirements to graduate properly. All of these may result from low quality of education and poor teaching process and systems (Seyfried, Ansmann and Pohlenz, 2019).

Quality in teaching and learning has been considered a key challenge in the education process (Seyfried, Ansmann and Pohlenz, 2019). Most of the time, such quality is linked to teachers who themselves carry it as their own personal obligation. However, quality has recently been identified as being the responsibility of managements and leadership (Seyfried, Ansmann and Pohlenz, 2019). The quality of education depends on specific dimensions that have been set by the UNESCO (2000). These are quality content, quality processes, quality learners, quality learning environments, and quality outcomes (Khan, Fauzee and Daud, 2015). When one or more of these dimensions are mismanaged, the education process is considered to be of a low quality. This leads to the nation's human capital being of a lower calibre. According to Ozturk (2001), only education can support people's quality of life, efficiency and creativity, augmenting the country's overall production and economic growth.

When schools produce a low calibre of students, school management start to make accusations about school leaders, mainly blaming principals. Most of the time, such blame is directed towards the principals' inability to efficiently and effectively choose and lead capable teachers who would navigate the learning process in schools. It is understood by different school stakeholders, such as

school owners and parents, that school leaders are significant in managing the school setting with all its players, including teachers, and in producing qualified students who would then be enrolled in well-established universities. Those university students are then expected to graduate to form the human capital resource that meets their country's economy's requirements (Khan, Fauzee and Daud, 2015).

The style of leadership that is required could differ from one organization to another as well as from one country to another. There is no specific style of leadership that could be assumed for certain to achieve country's education goals. The vast literature, nevertheless, suggests that transformational leadership is the right leadership model that should be embraced by schools' leaders, such as principals, in order to transform schools into excellence. This is mainly due to the positive impact transformational leadership is found to have directly on teachers and indirectly on students' academic achievements (Ndiga *et al.*, 2015). However, for this style of leadership to flourish, specific elements need to exist internally and externally to the school setting, to underpin leaders' roles. The lack of some of these elements, such as organization's culture and structure along with the presence of some others, such as favouritism, could demolish transformational leaders' capabilities and reduce their influence on their followers, thereby hindering the country's goal in capitalizing on its human resource. Those influencing factors still need to be investigated adequately in school settings. Figure 1.4 in Section 1.11 depicts an overview of the research problem that was identified through the literature review in Chapter 2.

GCC countries tend to develop policies of recruiting native-born people for executive management posts in major industries, reducing greatly the country's dependency on expatriates (Randeree and Chaudhry, 2012). However, it is not easy to find very knowledgeable and high calibre local employees, so there is growing private sector demand for improved educational standards in GCC countries (Brinkley, 2006; Al-Sharija, 2012). There has also been pressure from citizens for educational reform, to benefit their own children, as student performance has weakened (Brinkley, 2006; Winokur, 2014; The World Bank, 2015).

Some causes of the education problems faced by GCC countries such as Kuwait include inefficient school heads and teachers, inappropriate curricula, lack of motivation amongst teachers and other stakeholders, and lack of cooperation and communication between parents and teachers (Al-



Sharija, 2012; Winokur, 2014; Asheim, 2015; Lynch, 2015). These factors have led to schools in Kuwait producing students with poor aptitude, skills and knowledge, preventing Kuwait from developing regionally and globally and from being able to meet the challenges of the 21<sup>st</sup> century (Al-Sharija, 2012; Mukherjee *et al.*, 2012; Karp, 2014; Winokur, 2014).

As indicated by Al Enezi (2002), the lack of required skills among Kuwaitis is seen in more than 92% of Kuwaitis in public sector jobs, as opposed to in the private sector jobs that require skilled workers. Teachers have a crucial role to play in the skills acquisition process and career development of Kuwaiti students (Leithwood, 1994). Teachers serve as role models of good attitude, values, and behaviour, for society and in particular for students (Martino, 2008). According to Al Hamdan and Al Yacoub (2005), students learn more quickly from the “invisible” curriculum, encompassing the impacts of institutions, the lives of teachers and principals, than from the “visible” curriculum (Al-Kazemi, Ali and Ali, 2002). School teachers and principals are examples of loyalty, honesty, perseverance, integrity and other qualities in which a holistic education inculcates students (Al Hamdan and Al Yacoub, 2005). According to Alazmi and Alenezi (2020), teachers’ commitment is recognized as a vital factor for effective school results, however, there is limited published research on how school leadership practices can affect their followers positively, in relation to teacher’s commitment and workplace environment in Kuwaiti schools in order to attain a positive school outcome. The transformation of schools depends mainly on how schools are managed and led by principals and teaching staff (Leithwood, 1994; Leithwood, Harris and Hopkins, 2008; Alazmi and Alenezi, 2020) and on how such stakeholders are motivated to augment the quality of student outcomes in schools. In response to these challenges, the Kuwaiti Education Department established plans to reform education and invest in human capital, by providing an effective learning environment and systems, using advanced technologies and teaching tools, improving teachers’ professional development and social status, to enhance their satisfaction, and to build the administrative independence of schools (Al-Sharija, 2012; Winokur, 2014; Asheim, 2015; Lynch, 2015; The World Bank, 2015; Alsharija and Watters, 2020). The influence of the sort of school leadership style is more effective on quality of education, staff commitment, student achievement rate and general outcomes in school and the impact of those leaders in terms of creating a productive transformation has not been addressed well in the research. According to Berkovich (2018), in academic terms and with the growing attention paid

to the significance of proper leadership in education, it has been found that there is no sufficient empirical studies carried out to test the effectiveness of leadership different styles in education, most specifically in secondary schools. Hence, a need for proper research to exploring the role of school principals in transforming the educational system in Kuwait is required.

## **1.4 KUWAIT: THE COUNTRY OF CHOICE**

Knowledge and innovation are significant in the long-term growth of a country. However, to deliver them, a country's education system should be efficient and deliver results. An educated population can meet economic and social challenges. This view is embedded in the transformation of the educational sector in Kuwait. It launched its Integrated Education Reform Programme (2011-2019,) focused on improving learning outcomes, developing curricula, introducing effective teaching and school leadership, and strengthening the effectiveness and accountability of the education system (Winokur, 2014). An overview of the country's history, culture, beliefs, population structure, economy, and education state are needed, to explain the environment that may support or hinder the progress of such a programme.

### **1.4.1 Geographical, Political and Historical Context**

Kuwait is an Arab country whose official language is Arabic. It is a small state at the top of the Gulf, with large and powerful neighbours (Saudi Arabia to the south, Iraq to the north and Iran to the east) and is a Gulf Cooperation Council country (Winokur, 2014). It has six governorates namely, Al-Asimah, that is Kuwait City or the capital, Hawalli, Mubarak Al-Kabeir, Farwaniya, Al-Jahra, and Al-Ahmedi. It is a tribal constitutional hereditary emirate governed by princes (Amirs) from the Al Sabah family since the middle of the 18th century. The country has several political divisions and rivalries among Al-Sabah families and between parliament and government. In 1899, Kuwait was a British colony, but it gained its independence in 1961 and lived in peace until August 1990, when it was occupied by Iraq. Following its liberation, with the support of the United States and United Nations, the United Nations demarcated the Iraq-Kuwait boundary, based on the 1932 and the 1963 agreements between the two States.

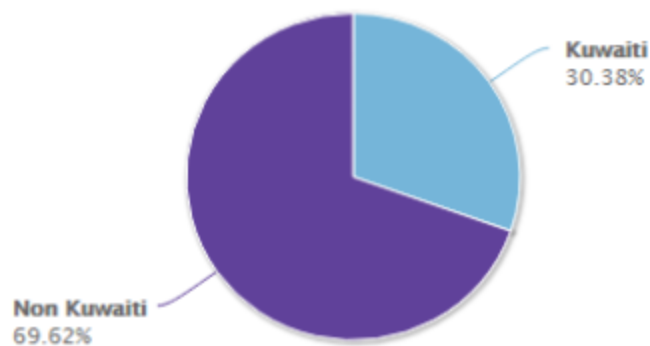
### ***1.4.1.1 Kuwait Sociocultural Context – Religion and Values***

Kuwait is culturally conservative, although it embraces many features of Western culture. Its Arab-Islamic heritage permeates the daily life of its people. The growth of Islamic fundamentalism in the 1970s and 1980s in most of the Middle Eastern saw a return to traditional customs, including women, using the *hijāb*, or headscarf, in public far more than in the past. Religion is a dominant social institution, associated with people's attitudes, values and behaviours. It also affects organisational matters such as decision-making by managers and employees, playing an integral role in various forms of human interactions (Rafiki and Wahab, 2014). Islam governs all aspect of life, as an integrated system that stresses the importance of its values and practices, to seek Allah's blessings and mercy (*rida*). In business, a combination of profit and *mashallah* (God's will) maximisation should bring success (Rafiki and Wahab, 2014).

Kuwait's Muslim community is approximately 70 percent Sunni and approximately 30 percent Shia. Due to the increasing number of expatriates, the country also has individuals from other ethnic backgrounds. Non-Kuwaiti Arabs are mostly Sunni Muslims, while South Asian workers are Hindu, Muslim, Christian and Buddhist. Bangladeshis and Pakistanis are predominantly Muslim, Indians are largely Hindu, and Sri Lankans primarily Buddhist. Islam is a unifying, rather than an excluding, factor in Kuwait, and the Sunni-Shia division has caused fewer problems than in neighbouring countries, so there is a close connection between Islamic values and Kuwaiti cultural identity.

### ***1.4.1.2 Kuwait Demographic and Workforce Structures***

According to the latest Public Authority Civil Information statistical report (2018), the Kuwait population was just over 4.56 million in 2018. Expatriates outnumbered Kuwaitis (Figure 1.1), at 69.62% of total population. Kuwaitis see this as a problem, so many plans have been initiated to decrease non-Kuwaiti numbers, but the percentage has been about the same for some time.



**Figure 1.1: Demographic Structure by Nationality in Kuwait Mid 2018**

**Source: Public Authority Civil Information Statistical report, Kuwait- 2018**

One mechanism used to tackle this problem is through the laws relating to immigration and labour, as well as through tight regulation of work visas for migrant workers. Foreign nationals wishing to stay for an extended period must first obtain work authorisation. This authorisation is applied for from the home country of the foreign national and only granted if there is an existing contract of employment between the Kuwaiti employer and the expatriate. In contrast to other GCC states, the issue of work visas in Kuwait is subject to security clearance checks in both the home country and in Kuwait. Another mechanism, similar to its GCC neighbours, is a localisation programme (*'Kuwaitisation'*), which restricts hiring expatriates, to ensure a specific Kuwaiti percentage of the labour force. The *Kuwaitisation* quota varies between sectors. Severe sanctions are imposed if a company breaches *Kuwaitisation* laws. Sanctions include stripping all benefits and privileges from any government or non-government organisation (for example, long-term leases of state-owned properties) and imposing additional annual fees for each work permit issued to non-Kuwaiti employees above the approved non-Kuwaiti percentage (Public Authority Civil Information, 2018).

### **1.4.2 The Kuwait Economy Structure**

Though geographically small, Kuwait is wealthy and has a fairly open economy. It has reserves of around 102 billion barrels of crude oil, over 6% of the world's reserves. The government of Kuwait plans to increase oil production by 2020 to 4 million barrels per day and petroleum accounts for over half the country's gross domestic product (GDP), 94% of export revenues, and 90% of

government income (Moody's Analytics, 2020). In 2015, Kuwait had a budget deficit for the first time in 15 years, after decades of high oil prices. To reduce it, the Kuwaiti authorities have, with limited success, decreased spending on subsidies for the local population. The government has set aside a minimum of 10% of its annual revenue for the Fund for Future Generations, to guard against lower oil prices (Moody's Analytics, 2020).

### **1.4.3 Kuwait Education Sector: Features and Structures**

Educational reform was a fundamental component of rejuvenation of neighbouring economies. Kuwait's former education minister, Dr Moudhi Al Hamoud, argued that the region needs to revive its economy and progress by educational reform (Winokur and Sperandio, 2017). Researchers such as Marzano, Walters and McNulty (2005) and Hallinger and Heck (2010) strongly support this argument.

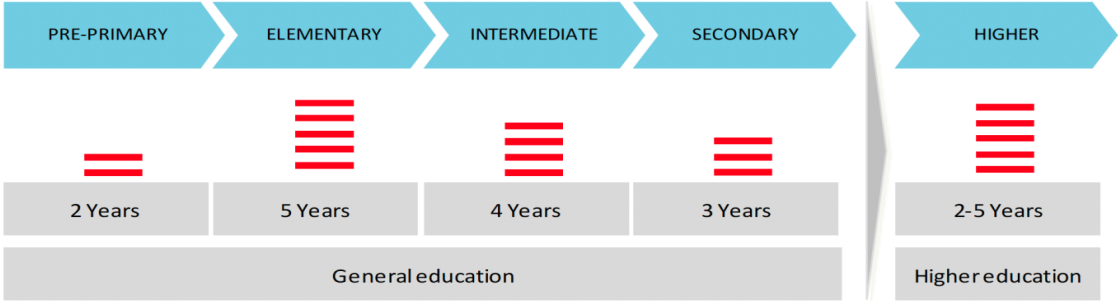
According to the latest Human Development Index, Kuwait is in the highest human development tier. With literacy rates above 93%, Kuwait has one of the most literate populations in the Arab world. This is partly attributed to a progressive and inclusive education policy for all children, including girls and those with special needs (Winokur, 2014).

To achieve a literate society, Kuwait spends a considerable amount to improve its educational system and trains a growing number of young people for the competitive job market in the private sector. The government has spent USD 1.14 billion on facilities, including USD 882 million to rebuild old schools and create new facilities. In 2014, Kuwait's Ministry of Higher Education announced an additional 1,500 overseas scholarships for Kuwaiti students in the 2014/2015 academic year (Winokur, 2014). There are 6,000 scholarships annually, of which 4,000 are to the United States. The increase in scholarships is to allow high school graduates to get higher education abroad. The Kuwait Ministry of Education has also been improving lower education level services by overhauling its entire curriculum, starting at primary school level.

#### ***1.4.3.1 Kuwait Education Sector in Numbers***

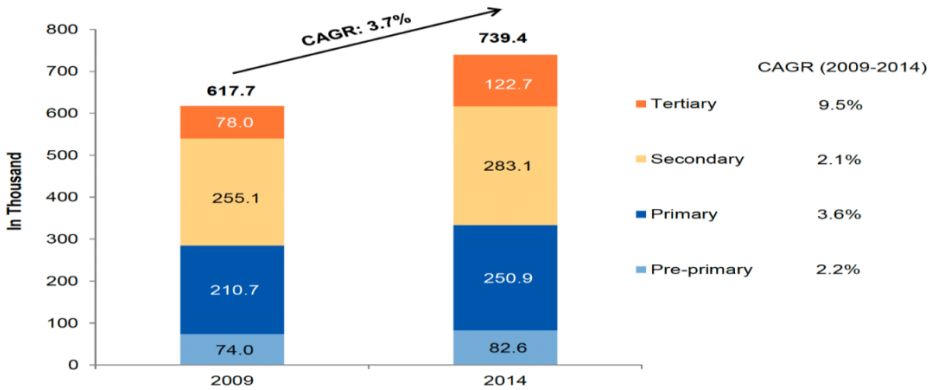
Kuwait provides a K-12 (kindergarten to 12<sup>th</sup> grade) education system, as shown in Figure 1.2. By 2017, the total number of schools in Kuwait supervised by the Ministry of Education (MOE) was 1,483 schools, of which 818 were public, with 674,470 students (MOE, 2017). There are nine

universities in Kuwait that are governed and monitored by the Ministry of Higher Education. Only one, Kuwait University, is publicly funded, with 4,000 graduates each academic year. As part of its educational reform, the government issued a decree on 4<sup>th</sup> May 2004, setting up a new Kuwait University City in the Shedadiya area. This is under construction, with a campus as well as various colleges, scientific centres, and other facilities, to expand its student body. The other universities are private, including the American University of Kuwait, Box Hill College, and the Gulf University of Science and Technology. The number of students in higher education at Kuwait University and the private colleges in Kuwait in 2014 was over 122,700 (MOE, 2017).



**Figure 1.2: Kuwait Educational System**  
 Source: Kuwait Ministry of Education ‘MOE’ (2017)

Total enrolments in Kuwait grew by 3.7% annually between 2009 and 2014 to more than 739,000, as shown in Figure 1.3. Enrolments in the tertiary segment grew by 9.5% during the five-year period compared to 2%-4% growth at other levels of education (MOE, 2017).



**Figure 1.3: Kuwait Educational System, Student Enrolments in Kuwait by school type**  
 Source: Kuwait Ministry of Education (2017)

The educational system’s purpose is to equip students for life and work in the modern world while meeting the religious, social and economic needs of the country.

**Table 1.1: Quality of Education Ranking**

Parameters	Rank (2015-2016)
Quality of primary education	103
Quality of the education system (higher education and training)	88
Quality of math and science education	99
Quality of management schools	86
Internet access in schools	81
Availability of specialized training services	112
Extent of staff training	84

**Source: Schwab (2016)**

The quality of education in Kuwait is below that of its neighbours. According to the 2015-2016 Global Competitiveness report, Kuwait’s ranking in various parameters relating to education and innovation rose from the previous year’s assessment (Schwab, 2016). The quality of higher education and training in the country was ranked 88th in 2015-2016 (see above Table 1.1), a significant improvement from 105 in the previous year. However, its ranking in the Global Competitiveness Index fell from 38<sup>th</sup> in 2016-2017 to 52<sup>nd</sup> (out of 137 countries) in 2017-2018. However, in healthcare and primary education the country rose to 83<sup>rd</sup> rank but deteriorated in higher education and training to 95<sup>th</sup> from 88<sup>th</sup> position in 2015-2016 (Schwab, 2016).

## **1.5 RESEARCH RATIONALE**

### **1.5.1 The importance of school leadership**

Research into leadership is critically important to achieving *Vision 2035* and the overall repositioning of Kuwait’s leadership and dominance within the GCC (Winokur and Sperandio, 2017). The renewal of Kuwait’s economy, the reduction of dependence on oil revenue, the diversification of its economic base, the reinvention of education and stimulation of its economic development were all part of the Country’s rectification plan (Oxford Business Group, 2019) which can be achieved through a skilled and educated workforce, supporting the development of manufacturing, export and private sector development (Winokur and Sperandio, 2017). With the acknowledgement of the growing percentage of young population of the country, the majority of whom are still obtaining their education, and with the continuous debate over the quality of

education in Kuwait, the government has embedded high-quality education provision into its national strategies for economic growth and diversification (Oxford Business Group, 2019).

Winokur (2014) and Wang, Xie and Cui (2016) agreed that effective school leaders are needed for providing the skilled human capital and empowerment necessary for socio-economic and human development in the twenty-first century (Lombardi and Oblinger, 2007). These leaders are a critical factor in identifying, theorising about and articulating a vision for change, i.e. for transforming education, and for providing the capacity, knowledge and skills to bring about such a vision (Jean-Marie, Normore and Brooks, 2009). With effective education being a fundamental requirement for creating and building an empowered, responsible generation (Oxford Business Group, 2019), the preparation of enough school leaders with the capacity to reform the education system is a key contributor to achieving Kuwait's future vision.

Leithwood (1994) argued that understanding the school context is important. Effective school transformation requires heads to be prepared to tackle the distinctive concerns, challenges and obstacles inherent in several contexts in which school leadership operates (Hallinger and Huber, 2012). Leadership is unquestionably contextual and so understanding the context in which it operates is vital for reforming the educational system in Kuwait (Bush, 2003; Amenta and Ramsey, 2010). Contextual factors, including national and organisational culture, organisational structure and climate, and the role of school leaders, are significant elements in leadership research (Hallinger and Heck, 1996). Some scholars (Meyer, 1977; Kauppi and Erkkilä, 2011) argued that adoption of transformational leadership in schools must take into account contextual issues, which Kaufman (2011) considers to be institutional matters that structure educational practices that need changing. This present research focuses on institutional factors that shape the leadership context in Kuwait's secondary schools.

Some signs of interest in studying the relationship between leadership and student outcomes are the desire of educators and policymakers to enhance staff motivation, commitment and satisfaction as well as the belief that school leaders play a significant role in realising these (Al Hamdan and Al Yacoub, 2005). The processes and mechanisms via which transformational leadership affects student outcomes are of particular interest. Lasting organisational effectiveness is improved by the self-transformation of leaders (and followers). The overriding goal in this research is to help all



school members to work more collaboratively, independently and creatively, allowing all stakeholders – teachers, parents, students and principals – to be part of the change process.

This research provides policymakers, educators, scholars and academics with important perspectives and insights into factors associated with transformational leadership in developing countries, rather than the developed Anglo-Saxon context. It offers a nuanced knowledge on school leadership and management in the same context and contributes to a growing literature on leadership in Arab-Islamic countries, in particular Kuwait, with respect to institutional and cultural effects, by proposing a leadership framework that secondary school leaders can use in their leadership roles, to enhance staff motivation, satisfaction and functioning and thence overall school performance. It will encourage potential leaders to learn and/or to improve their leadership knowledge and skills. This research is important as it presents theoretical, practical and policy relevance to GCC and developing countries in general and in this research context, to Kuwait specifically.

By examining the role of institutions in framing school leadership, the present research's contribution is to analyse the relationship between institutions and leadership in Kuwait. As noted by Rigby, Woulfin and Marz (2016), it is an under-studied area in developing countries in relation to schools. So, the current research presents an empirical understanding of the transformational leadership framework as well as its impacts on staff commitment and satisfaction and overall student achievement, from the perspective of developing countries, which is studied relatively little (Bush, 2003).

### **1.5.2 Why secondary schools are important in general**

The transformational approach to educational leadership has been progressively advocated for secondary schools because of the need to develop students' achievement, to achieve a more open and empirical approach to their studies, and to develop the overall organisational performance of schools (Ogbonna and Harris, 2000; Fullan, 2007; Karal and Celik, 2010; Al-Sharija, 2012; Leithwood and Sun, 2012; Syafarudin, 2016). However, research on educational leadership in secondary schools is still relatively rare – hence the preoccupation of the present study (Antonakis, Avoliob and Sivasubramaniamc, 2003). In particular, it is important to examine the influence of

leadership style on teachers and school administrators, to reinvent school outcomes and develop the quality of teaching and learning (Gurr and Drysdale, 2013; Winokur, 2014; The World Bank, 2015).

The focus on secondary schools is due to their significance towards developing the nation's economy. Khan, Fauzee and Daud (2015) emphasised this notion in their study while referring to different empirical studies that have confirmed the value of secondary schools in a nation's economic growth. Among these studies is Azam, Fauzee and Daud (2014), whose research focused on the positive impact of secondary school on the development of human capital in Kazakhstan and Azerbaijan between 1995 and 2011. This same positive relationship was also identified by Abu, Haseeb and Azam (2014) in Malaysia during 1975-2013. Empirically, Abu, Haseeb and Azam (2014) explored the long-term association between different educational levels and GDP in Greece, between 1960-2009, to uncover the important link between secondary and higher education and economic improvement, hence this research focuses on part of this important educational system, secondary schools.

This part of the education system has been demonstrating the need to reform and improve students' grounding, knowledge, dynamics and participation in every aspect that prepares them for their lives beyond their schools' walls. Only once these reforms and improvements are made can the organizational performance of schools be improved, benefiting the country's economy and helping it overcome its challenges. Secondary schools are the part of the foundation for economic restructuring and improvement, as identified by various empirical studies such as of Khan, Fauzee and Daud (2015), Azam, Fauzee and Daud (2014), and Abu, Haseeb and Azam (2014).

### **1.5.3 Why secondary school performance is important to Kuwait**

The more educated the population, the greater their ability to cope with economic and social challenges. Secondary schools play a vital role in developing a nation's human resources, which in turn contributes to economic growth. There is an important link between secondary and higher education and economic improvement, but some countries, such as Kuwait, which have weak secondary education, produce poor outcomes in terms of economic development, forcing them to

rely on imported human resources (Khan, Fauzee and Daud 2015; Azam, Fauzee and Daud, 2014); Abu, Haseeb and Azam, 2014).

Although Kuwait was the financial centre of the region from the 1960s to the 1980s. It is no longer leading the GCC in this area of activity. According to Kuwait's former education minister, Dr Moudhi Al Hamoud, if Kuwait is to make a major contribution to developing the region economically, the education sector requires to be restructured, reformed and improved. Advancing business and economic innovation, reducing dependence on oil revenue, diversifying the economy, can only be achieved with a skilled and educated workforce, starting with secondary school education (Winokur and Sperandio, 2017).

According to Berkovich (2018), few empirical studies have examined the effectiveness of leadership on different styles in education, particularly in secondary schools. Hence, research is needed to explore the role of school principals in transforming the educational system in Kuwait. In order to develop the quality of learning and improve school outcome in the secondary education there is a need to study the influence of leadership style on teachers and schools (Gurr and Drysdale, 2013; Winokur, 2014; The World Bank, 2015). To date, most research has focused on university students' performance rather than that of secondary schools' students (Alnawasreh, Nor and Suliman, 2019).

## **1.6 RESEARCH AIM**

To investigate the impact of transformational leadership on transforming secondary schools and to develop a transformational school leadership framework supported by implementation guidance for academics and practitioners.

## **1.7 RESEARCH OBJECTIVES**

To achieve the above aims, specific objectives were identified as follow:

1. To critically review extant literature and determine the leadership style in secondary school, and the extent to which transformational leadership is practiced;
2. To investigate the impact of transformational leadership on secondary schools' transformation processes as explained in the literature;
3. To find out the main leadership style in secondary schools in Kuwait;

4. To examine the current proposed transformational leadership framework in Kuwait secondary schools, particularly the factors affecting transformational leaders' roles and practices in these schools;
5. To present recommendations for transformational leaders and practitioners to adopt in order to improve secondary schools' education.

## **1.8 RESEARCH QUESTIONS**

1. What is the most common leadership style in secondary schools identified in the literature?
2. How does transformational leadership impact the transformation of secondary schools?
3. What is the most common leadership style in Kuwait's secondary schools?
4. What factors affect transformational leadership role and practices in secondary schools?
5. What is the impact of the proposed transformational leadership framework on secondary school's transformation?

## **1.9 SUMMARY OF RESEARCH METHODOLOGY**

The research methodology adopted in this thesis is largely qualitative and interpretivist, as explained in detail in Chapter Four. This research data collection tool was interviews, because this approach allows researchers to engage in subjects of concern that may lead to intensive and productive suggestions (Thomas, 2009). As opposed to the quantitative method, which operationalises research with numbers, qualitative method uses words (non-numerical) in its data presentation and analysis (Silverman, 2006; Bryman and Bell, 2007; Saunders, Phillip, and Thornhill, 2012). The present research adopts an approach to research methodology as recommended by Saunders, Phillip, and Thornhill (2012), the research onion framework, which has six aspects including philosophy, approach, strategies, choices, time horizon and data collection and/or analysis, as detailed in Chapter Four. The framework has been used as a research paradigm as clarified in Chapter Four and presented in Figures 4.2 and 4.3. A research paradigm is a definite set of common values and beliefs shared amongst researchers or scientists about how problems should be understood and solved, a practice of understanding a research process from

the point of view of the Researcher, by aligning such with current procedures of doing research in the field under investigation (Gill, 2014).

An inductive rather than deductive procedure is applied. The essence of this is that research findings will not be generalised (Silverman, 2006). The inductive approach maintains that there is need to move from the particular to the general but in a logical, coherent way (Berg and Lune, 2012). Subjectivism is the ontological position to be adopted. More details are presented in Chapter Four. The research philosophy applied here is interpretivism, which is premised on the supposition that reality is not objectively determined but constructed socially. Applying this philosophical framework to research can facilitate an interpretation of contextual factors that underscore and determine the leadership framework in Kuwait's secondary schools (Abdalla and Al-Homoud, 2001) and the consequent need for transformational leadership. Advocates of transformational leadership, such as Leithwood (1994), Leithwood, Tomlinson and Genge (1996), Leithwood Harris and Hopkins (2008) and Robinson, Lloyd and Rowe (2008) argue that it leads to a range of organisational outcomes, including staff commitment, efficacy, satisfaction, and motivation as well as improving the development of new methods to learning and education (Hallinger, 2003). In contrast to positivism, interpretivism constructs a picture of the lived world, based on interpreting data. This is social constructionism. Interpretivism supports qualitative research regarding data analysis (Silverman, 2006). The rationale of this approach places those researched in their definite, contextual, social setting which is imperative for elucidating leadership styles and their relationship with principals' leadership, affecting outcomes, staff commitment and student achievement. Data analysis will be by thematic textual analysis (Braun and Clarke, 2006). Major themes will be derived from the primary data (interviews and questionnaires) as well as from the literature.

## **1.10 RESEARCH CONTRIBUTION**

This research is one of the few studies that have applied the idea of transformational leadership along with its democratic theoretical perspective in analysing school transformation specifically in Kuwait, one which introduces new notions to support the development and reform of the country's education sector (Abdalla and Al-Homoud, 2001). In addition, this research is a pioneer in blending transformational leadership model with institutional theory in its framework, so as to

explore how schools in Kuwait nurture a specific leadership style while hindering the development of another.

Moreover, the fact that this research gathered data on a mixture of different internal and external factors to examine their joint and separate influence on transformational leadership is novel and has been shown by this research to be fit to be tested in Kuwait's secondary schools. The findings of the research were of great value, as they identified the role of all stakeholders in developing the curriculum and augmenting the learning process and education quality. The findings also endorsed the role of transformational leaders in enhancing and augmenting teachers' motivation and commitment, and parents and other stakeholders' empowerment and involvement in the education process. All of the variables included in the framework of this research were separately examined previously by different researchers, but no individual researchers have examined them collectively in one framework, as it is the case in this research. Empirically, the contribution of this research is delivered through its findings, as it clarified the situation in Kuwait, the style of leadership in secondary schools, and the dynamics of such style and its impact on teachers and on school reforms. The findings of this research make a contribution to directing the Kuwaiti government into possible ways to realize its Vision 2035.

## **1.11 RESEARCH OUTLINE**

Based on the problems identified in the literature, a roadmap of these problems was developed to facilitate the Researcher's ability to define the major milestones needed to be achieved the research objectives (see Figure 1.4).

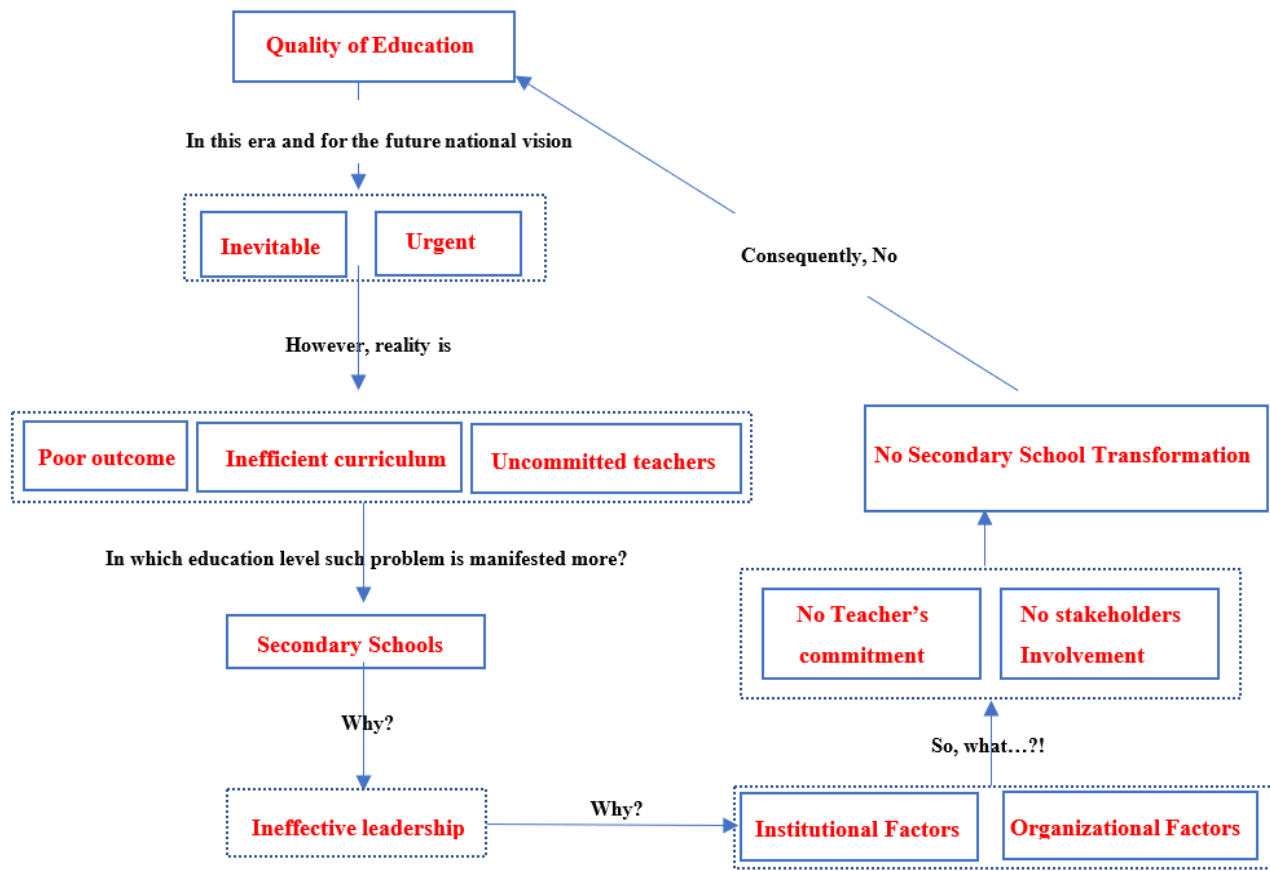


Figure 1.4: The Research Problem Identification Roadmap

Source: The Researcher

Accordingly, the research is divided into six chapters, which are structured as shown in Figure 1.5.

**Chapter One: Introduction.** This chapter introduces the research in general, including the background, the scope of the study and the country context. It also covered the research’s overall aim, objectives and questions. The definition of leadership and identification of its relationship with transforming secondary school education in Kuwait are also included in this chapter. The chapter also highlights the research problem, rationale, and outline, along with a summary of the research methodology, which is explained in Chapter Four and the research contributions, which are explained in Chapter Six.

**Chapter Two: Literature review.** This chapter provides a literature review focusing on transformational leadership, its related subjects and identifies gaps in its coverage. It focuses on

leadership definitions, principles, and practices as well as exploring the development of the different leadership theories, styles, concept and models. In this chapter, the literature about school leadership is also highlighted. A critique of the transformational method to leadership in the Kuwaiti context is also presented in this chapter. This chapter concentrates on understanding the connection between leadership and education in general and in the Kuwaiti context in particular. External and internal organizational factors that help to frame educational leadership style are also highlighted in the chapter. The implication of the literature followed by a summary and conclusion are then presented in the chapter.

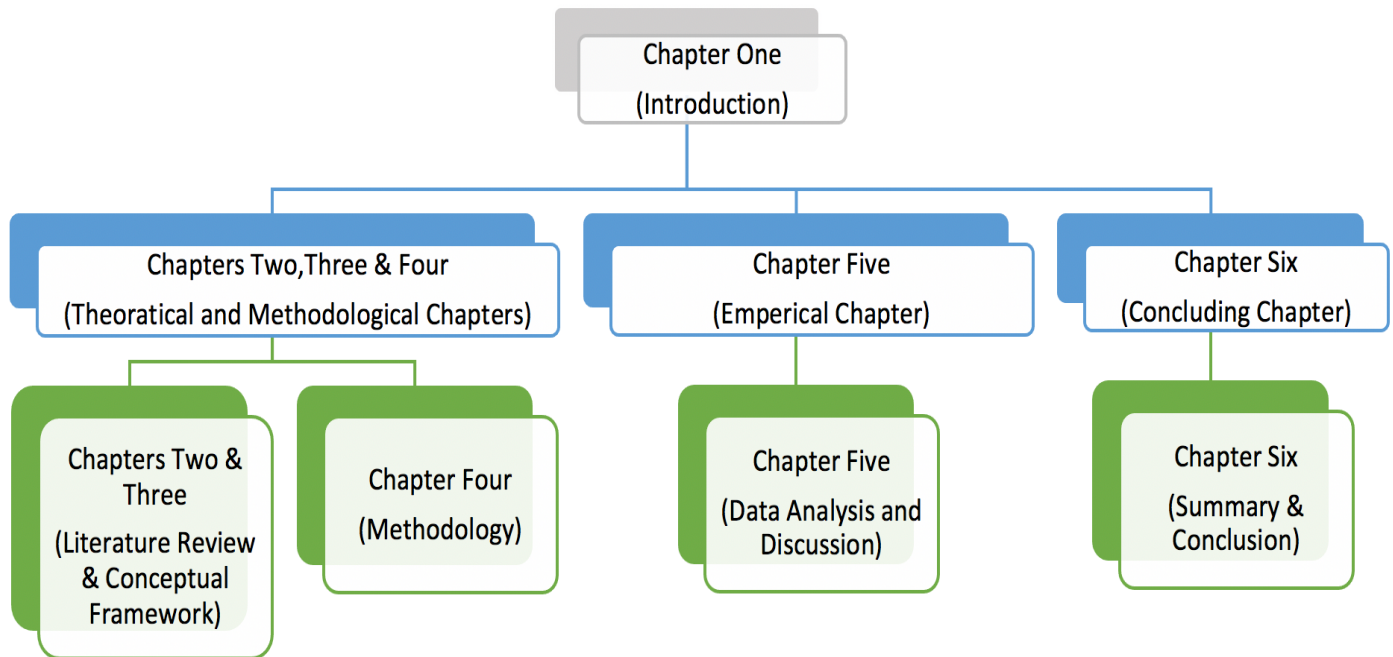
**Chapter Three: Theoretical framework.** This provides the theoretical foundation that form the base of this research. The framework includes the relationship between the external institutional framework, such as national culture, beliefs, religion, nepotism, regulatory control and competition, and internal organisational factors, such as school culture, structure, climate and social and psychological interaction.

**Chapter Four: Methodology.** This presents the methodology of the research, including research philosophy, research approach, research strategy and research procedure (including the pilot study), data collection method, interview development, choice of target population, sample selection, interview administration and data analysis process.

**Chapter Five: Data analysis.** This is the chapter that analyses the data collected through interviewing the participants of this research and discusses those findings. It covers issues such as educational leadership; stakeholder involvement, participation and empowerment; motivation; and issues relating to the centralisation of school management. It identifies issues relating to Islamic education methods, socio-economic pressures, questions of nepotism and favouritism.

**Chapter Six: Conclusion.** This gives the conclusion of this research along with the Researcher's recommendations for individual schools and for educational management policy as well as suggestions for future research.





**Figure 1.5: The Thesis Research Outline**

**Source: The Researcher**

## CHAPTER 2 LITERATURE REVIEW

### 2.1 INTRODUCTION

This chapter highlights relevant literature on leadership and identifies gaps in its coverage. It focuses on leadership definitions, concepts, principles, theories, styles and practices. The chapter concentrates on understanding transformational leadership. It emphasises the relationship between leadership and education, in general and in the Kuwaiti context. It explores school leadership research, including transformational leadership, and explores how this style of leadership, when applied to school management, could lead to positive student outcomes, motivated teachers and administrators and overall secondary school transformation in Kuwait. The implications of the literature are then presented, as well as a summary and conclusion.

Institutions of higher education are trying to enhance the leadership skills and behaviour of teachers, leaders and school administrators, to create more results-oriented teaching and learning as well as a much-improved educational climate (Drago-Severson 2007; Slavich and Zimbardo, 2012; Brown, Rutherford and Boyle, 2010). Leadership is both a skill and a learned behaviour and crucially important in renovating educational quality, structure and impact, all of which are particularly required in Kuwait's higher education (Winokur and Sperandio, 2017). Leadership can change the institutional landscape, orientation, culture and ways of behaviour, by bringing about a revolution in behaviour, in pursuit of collective goals and aspirations (Avolio, Walumbwa and Weber, 2009; Patel and Buiting, 2013). Transformational leadership is significant (Leithwood and Jantzi, 2000; Dartey-Baah, 2014). It helps renew organisational culture (Winokur, 2014) and can also change organisational behaviour, influencing people to rise above narrow, self-interest (Deal and Kennedy, 1982; Song, Kim and Kolb, 2009; Northouse, 2012; Song *et al.*, 2012). It also enables people's voice to be heard – their voice is sometimes suppressed by a traditional values system, historical reality and/or cultural practices, both internally and externally (Leithwood and Jantzi, 2000; Patel and Buiting, 2013; Dartey-Baah, 2014; Winokur and Sperandio, 2017).

The literature on school management and leadership, particularly in developing countries such as Kuwait, demonstrates that leadership is at an embryonic phase and so requires critical and empirical investigation to yield better insight into how it can be instrumental in transforming education (Buchmann and Hannum, 2001). For instance, Abdalla and Al-Homoud (2001) have

emphasised that leadership has yet to be studied methodically, empirically and theoretically, as well as to be appropriated as a critical success factor in school transformation in developing countries. This is fundamental and also consistent with the research of Leithwood, Harris and Hopkins (2008). So, systematically and empirically investigating the nature of leadership in Kuwaiti secondary schools is important to Kuwait and all the countries of the GCC countries (Winokur, 2014).

## **2.2 LEADERSHIP DEFINITION, CONCEPTS AND PRINCIPLES**

Leadership is extensively studied (Useem, 2010; Liu, 2013; Mahdi and Almsafir, 2014; Syafarudin, 2016), but studies are fraught with ambiguity, tension and controversy about its precise meaning and implications (Kotter, 1990; Bennis, 2010; Al-Sharija, 2012; Nwagbara, 2012; Aldaihani, 2014; Li and Zahran, 2014). Bennis (2010) asserts that it is one of the most widely studied phenomena in history, yet one of the least understood, so there is the need to further research the concept. This applies particularly to education, in relation to its significance and implications for school leadership, and its impact on learning outcomes. Meanwhile operational definition of the concept is necessary, a topic which this chapter returns to later.

Leadership in general has been defined as the capacity of a leader to motivate, encourage and allow followers or subordinates to make inputs that will help an organisation to achieve its stated goals or vision (Rost, 1991; Connell and Parry, 2002; Bennis and Nanus, 2007; Schippers, Hartog, and Koopan, 2007; Mind Tools, 2017). The issue of educational leadership and management has created huge international research interest over the years (Leithwood, 1994; Sergiovanni, 2000; Al-Sharija, 2012; Creighton University, 2017), but empirical exploration of leadership in schools is not common (Leithwood and Sun, 2012). Abdalla and Al-Homoud (2001) contend that the literature on this concept, from the Arabian Gulf cultural and institutional perspective, shows that Arab scholars have yet to pay empirical attention to this research area.

Ever since the rise of the organised state, studies and discourse on understanding the concept of leadership have proliferated (Bennis and Nanus, 2007; Mukherjee *et al.*, 2012; Karp, 2014). From Socrates, Plato, Aristotle to Locke, and Hobbes and Rousseau to contemporary Western scholars, there is agreement that society develops according to the nature of its leadership (Rotberg, 2012). The term is derived from the word *lead*, which comes from the Old English term: *leden (loeden)*.

This means “to go” or “to show the way”. Maxwell (1993) argues that a leader is someone who knows and shows the way for followers. It is related to the Latin word *ducere* – meaning to “pull”, “guide”, and “drag” (Rost, 1991), a word which appears throughout this thesis as it is also the root for the word “education”. Most European languages with Anglo-Saxon and/or Latin origins, from the 1300s to the present, have used terms, such as, “leading”, “leader” or “lead” (Rost, 1991). France seems to be an exemption (Bass, 1997; Northouse, 2012). The word “ducere” is found in the Bible and other Christian books as early as 800 AD. Rost (1991) identifies that the earliest significant use of the word *leadership* or *leader* were by in the seventeenth century. Yet none of these sources offers a precise definition of the word “leadership”. Even “*A Dictionary of the English Language*” by Samuel Johnson did not raise the word leadership from a rather pedestrian level.

For these reasons, Bennis and Nanus (2007) state that leadership is a word on everyone’s lips, yet poorly understood. Bass (1985, p11) states that there are as many varieties of definitions of leadership as there are “persons who have attempted to define it”. Connell and Parry (2002) have stated that it is an “elusive concept” to define. Bennis and Nanus (2007) state that there are about 350 definitions of leadership, so that the situation can be considered a definitional “minefield” (Bennis and Nanus, 2007; Leithwood, Harris and Hopkins, 2008; Al-Sharija, 2012; Aldaihani, 2014; Li and Zahran, 2014).

Robbins (2000) defined leadership as the ability to influence a specific group to achieving a set goal. Armstrong (2009) states that it is the process of inspiring people to do their best in order to achieve a desired outcome and persuading people/others willingly to behave differently, so leaders and those led (or subordinates) are interdependent. Central to the concept of leadership is the idea that a leader must establish direction, vision, direction and inspiration as well as communicate these to their followers, to realise set goals within the confines of organisational or group goals or objectives (Yukl, 2006; Robinson, Lloyd and Rowe, 2008; Northouse, 2012; Song *et al.*, 2012; Lynch, 2015).

Research on leadership has shifted from the trait-based approach of the 1930s-1940s to leadership styles, emphasising how leadership style in a context can help frame organisational culture and behaviour (Ogbonna and Harris, 2000; Song *et al.*, 2012; Leigh-Hunt, 2016; Morrison, 2016). The

21<sup>st</sup> century has been a watershed in research into leadership of organisations with much greater interest in it (Yukl, 2006), as well as focus on its importance in educational institutions, as education becomes more important economically (Dartey-Baah, 2014). In particular, the transformational approach to educational leadership has been increasingly advocated for secondary schools because of the necessity to reform and improve students' achievement and overall organisational performance (Ogbonna and Harris, 2000; Fullan, 2007; Karal and Celik, 2010; Al-Sharija, 2012; Leithwood and Sun, 2012; Syafarudin, 2016).

Education researchers have focused on differentiating between leadership and management in their writings, to avoid an ambiguous definition of leadership (MacNeill, Silcox and Boyd, 2018). It is important to know that leadership and management are two concepts that evolved at different times and in different contexts (Toor and Ofori, 2008). Although the essence of leadership and management are not the same, these two concepts are sometimes used interchangeably with an inference of similarity (Connell and Parry, 2002; Brinkley, 2006; Yukl, 2006; Peck and Dickenson, 2008; Bennis, 2010; Liu, 2013). In a business setting, many leaders perform managerial tasks while several managers embrace leadership role; so, these concepts are still controversial in practice (Toor and Ofori, 2008). However, MacNeill, Silcox and Boyd (2018) pointed that in education “*leadership is about changing the status quo and management is about maintaining the status quo*”, hence, school principals should have both a leader's and a manager's skills.

Bennis and Nanus (2007) note that not all managers are leaders and not all leaders are managers. Leaders differ from managers in *what* they do and *how* they do it (Rost, 1991). Drucker's (1943) definition of management covers planning, controlling, organising and leading, to achieve organisational goals and purposes. Useem (2010) indicated that while managers focus on short-term goals, leaders focus on long-range goals or vision. Management entails implementing the strategies and vision of a leader as well as staffing, co-ordinating and controlling organisational resources. Although concepts are needed for organisational growth, performance and goal attainment, an effective leader can help to create any required change.

Toor and Ofori (2008) suggested that in general managers tend to be preoccupied with internal organisational matters, such as control, planning and setting targets; leaders, on the other hand, are more concerned with empowerment, facilitation, collective ideals. Card and Krueger (1992)

contend that educational leadership is conceived as developing set of strategies and approaches that can be used by students, educators and administrators to realise a school's most vital outcomes - student performance and achievement. An effective school leader is one whose actions or conducts (intentionally or unintentionally) affect school processes and ultimately lead to higher students' achievement and change of organisational culture towards more commitment and motivation (Leithwood, Tomlinson and Genge, 1996; Bass and Riggio, 2006; Schippers, Hartog and Koopan, 2007; Afshari *et al.*, 2008; Selamat; Nordin and Adnan, 2013). This is the hallmark of leadership as opposed to management.

Linking leadership to student outcomes, staff motivation and high achievement is premised on the idea that transformational leaders play a critical role in improving student performance as well as in propelling educational organisations to realize their goals (Selamat, Nordin and Adnan, 2013; The World Bank, 2015). School leaders affect student learning, staff enthusiasm and performance and other areas (Sergiovanni, 1992; Leithwood, 1994; Leithwood, Tomlinson and Genge, 1996; Leithwood and Jantzi, 2000; Dvir *et al.*, 2002; Hallinger, 2003; Currie and Lockett, 2007; Robinson, Lloyd and Rowe, 2008; Selamat, Nordin and Adnan., 2013; Dartey-Baah, 2014). For example, Leithwood and Jantzi (2005) reviewed both quantitative and qualitative research on school leadership and found that leadership is second only to classroom instruction amongst school-related factors that influence student learning. This view of the importance of transformational leadership in schools is consistent with Silins and Mulford's (2002).

Leithwood and Jantzi (2005) and Robinson, Lloyd and Rowe (2008) pointed to how these influences take place and the paths and processes via which it takes place. Leithwood and Jantzi (2000) identify that recognition of these mediating issues helps leaders in understanding about, knowing and developing methods and policies that bring about school transformation and redirection of focus (Hallinger, 2003; Alharbi, 2012; Al-Sharija, 2012; Creighton University, 2017). Research has also focused on the role public school principals can play, with earlier studies largely explaining the nature of the principals' position and work (Kmetz and Willower, 1982). However, these works did not factor in the concept of leadership, in particular how transformational leadership works in a school setting (Winokur and Sperandio, 2017).

A variety of methodological and theoretical factors could be responsible for this, as well as contextual factors (Antonakis, Avolio and Sivasubramaniamc, 2003; Al-Sharija, 2012; Syafarudin, 2016). Various studies have concentrated on the individual leader's actions, behaviour and effectiveness (Antonakis Avolio and Sivasubramaniamc, 2003), as well as on the possible role that transformational leadership may have as an effective and practicable leadership model for school principals to adopt in order to lead school change (Winokur and Sperandio, 2017). So as to be able to understand how this model of leadership could be suitable for settings such as that of schools, it is important to have a clear idea about the focus and components to the different theories of leadership that have been covered in the literature, so this is presented in the following section.

## **2.3 THEORIES OF LEADERSHIP**

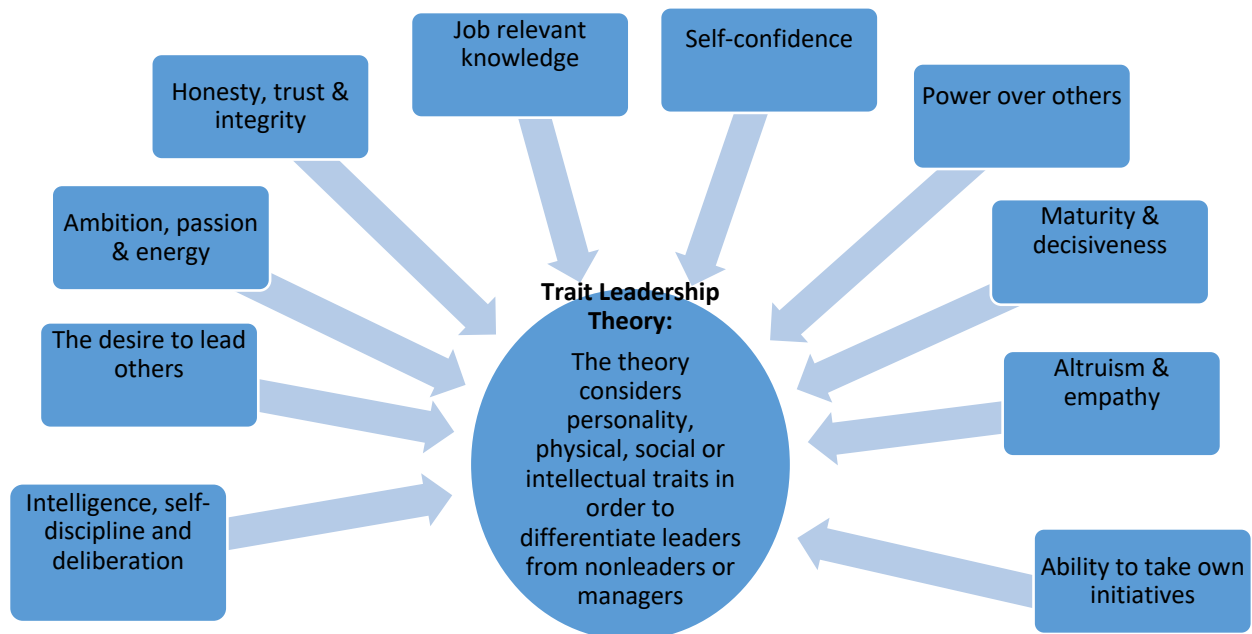
Scholars tend to think that leadership *styles* are the same as *theories* (Bass, 1985). The canonical or traditional styles of leadership proposed by Lewin (1939) are different from theories of leadership. Theories of leadership are theoretical lenses or approaches through which a leader's leadership style could be interpreted or explained (Leithwood and Jantzi, 2005; Fullan, 2007; Afshari *et al.*, 2008; Cameron and Green, 2008; Northouse, 2012; Amanchukwu *et al.*, 2015). There are essentially approximately seven core theories, including those explained below.

### **2.3.1 Great Man Theory (1840s)**

The Great Man theory suggests that history can be explained by the impact of “great men” (or heroes) (Hook, 1955). A leader's prominence and power are due to personal charisma, skills, expertise, wisdom, or intelligence. This theory was popularised by Thomas Carlyle, the Scottish writer and philosopher, in the 1840s, but Herbert Spencer launched a counter-argument in 1860, suggesting that such great people are products of their environment and period, so their actions would be unrealisable without certain environmental circumstances (Hook, 1955). Eysenck (1991) contends that there are basic factors that support this theory, including the idea that charisma is a gift from God, with charismatic leaders being those that motivate and inspire others, being needed to pull organisations or people out of crises. The great man theory relates to the pursuit of ideological causes, with charismatic leaders tending to make a success of the pursuit.

### 2.3.2 Trait Theory (1930s-1940s)

Trait theory contends that individuals are born with definite abilities or qualities that are a prerequisite to excel in leadership roles or positions (Allport, 1937). Leaders are born, not made, and certain characteristics including creativity, intelligence, empathy, sense of responsibility and other qualities enable such people to be good or great leaders. This theory suggests that evaluating mental, physical and social features of an individual or leader is needed to gain deeper understanding of the qualities or mixture of characteristics identified with leaders (Matthews, Zeidner and Roberts, 2012). Trait theory is often considered a dispositional theory. It is essentially a form of human personality research, focusing on measurement of personality traits that can be considered as habitual forms of behaviour, emotion and thought. It posits that traits are comparatively stable over time but vary across personalities or individuals. Traits contrast with states that are more temporary dispositions. In some theoretical perspectives, traits are something an individual has or does not have, such as extraversion or introversion, with an individual rating somewhere along the spectrum. Figure 2.1 illustrates various factors that underpin trait theory (Allport, 1937; Matthews, Zeidner and Roberts, 2012).



**Figure 2.1: Characteristics of Trait Theory**

Source: Matthews, Zeidner and Roberts (2012)



### 2.3.3 Behavioural Theory (1940s-1950s)

Behavioural theories emphasise behaviours of leaders, learnt or developed through conditioning, in relation to their social, physical, and environmental conditions (Bandura, 1986). Leaders are made, not born, and conditioning takes place by interaction with the environment, so human reactions to environmental stimuli frame behaviour and actions. Behaviour can be acquired in a systematic and observable manner, irrespective of internal mental states (Rost, 1991). Strict behaviourists consider that any person can be trained, by the right conditioning, to perform any task, notwithstanding personality traits, genetic background or internal thoughts. With developments in psychometrics, cause and effect relationships can be ascertained for leaders' specific actions or behaviours. Behavioural theories initially classified leaders in two groups: those that dealt with the *tasks* and those focusing on the *people*. There are two significant behavioural studies - Ohio State University (Stogdill and Coons, 1957) and University of Michigan (Katz and Kahn, 1952). These studies deepened insights into behavioural leadership theories (Horner, 1997).

A group of researchers from Ohio State University developed the Leaders Behaviour Description Questionnaire (Stogdill and Coons, 1957), to identify common leadership behaviours. They identified two sets of behaviours, which were strongly correlated. These were defined as Consideration (People-Oriented Behavioural Leaders) and Initiating Structure (Task-Oriented Leaders). People-oriented leaders tend to focus on ensuring that the inner needs of people are satisfied. In this sense, staff or people are motivated by human relation. Such leaders focus on the results and task as much as task-oriented leaders, but achieve them through different process: observing, encouraging, listening, coaching and mentoring. Task-oriented leaders, on the other hand, focus behaviours on the organisational structure and operating procedures. They prefer to keep control and while being more preoccupied with staff motivation, will focus on organising, initiating, clarifying and information gathering (Stogdill and Coons, 1957).

Stogdill and Coons (1957) identified three features of effective leadership, two of which had been observed in the Ohio State University study. It showed that task and relationship-oriented behaviours were not of key significance from an organisational psychology perspective, compared with participative leadership. These findings are essentially consistent with the University of Chicago studies (Stogdill and Coons, 1957; Chen and Tjosvold, 2006).

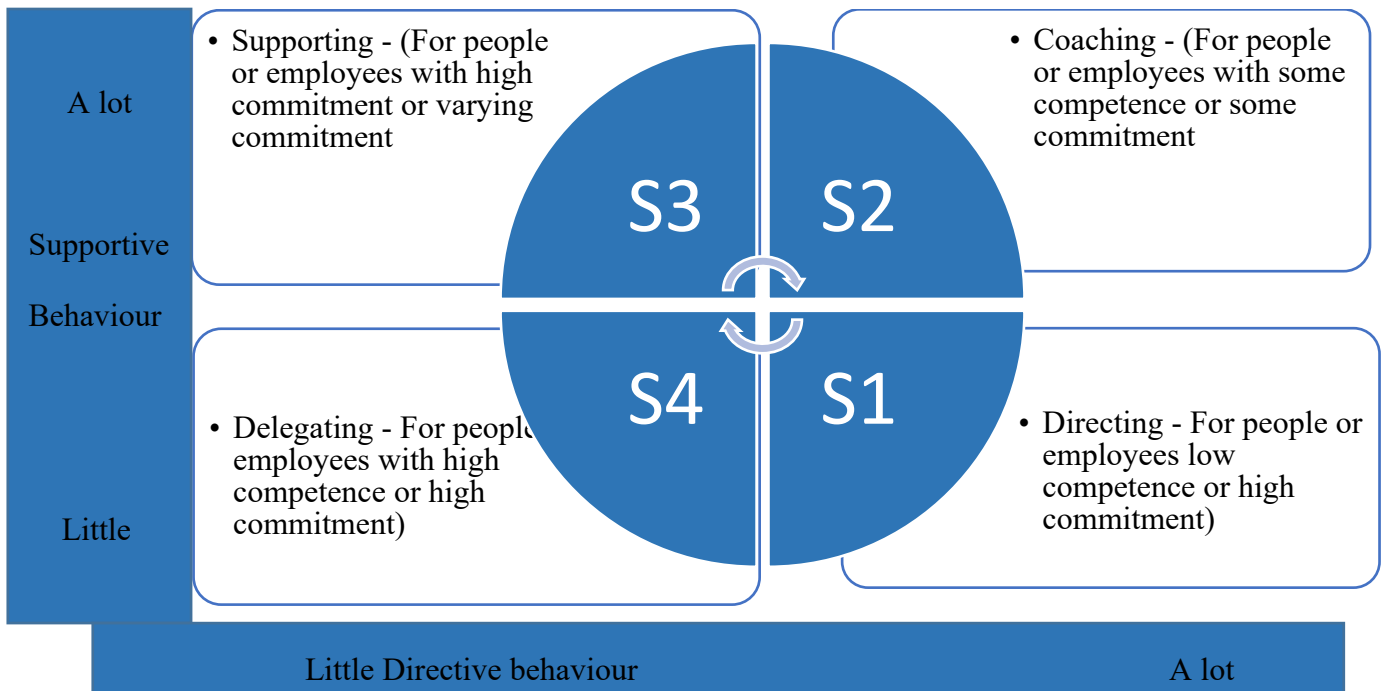
### **2.3.4 Contingency Theory (1960s)**

This form of organisational leadership theory is based on the proposition that there is no best way to organise a corporation, make decisions or lead an organisation (Keller, 1994; Amanchukwu *et al.*, 2015). Instead, the optimal trajectory of organisational action or activity is contingent on internal and external contexts or situations. A contingent leader effectively applies his/her own style of leadership to suit a given context or situation (Hofer, 1975). Related theories include decision-making theory, contingency theory, path-goal theory, and cognitive resource theory. Wadongo and Abdel-Kader (2014) argue that there is no definite method of leading; so leadership style should be based on specific contexts. Some leaders may perform well in certain contexts and situations but not in others (Hofer, 1975).

### **2.3.5 Situational Theory (1970s)**

Situational leadership theory was developed by Hersey and Blanchard (1969). It was first introduced as the “life cycle theory of leadership”, but later renamed “situational leadership”. Its central notion is that there is no single “best” leadership style. Effective leadership is task-relevant, so successful leaders adapt their leadership style to the performance-readiness – ability and willingness – of the group or individuals they are influencing or leading (Graeff, 1983).

Effective leadership varies not only with the person or group that is being influenced, but also depends on the task, job or function that needs to be accomplished. According to Graeff (1983) this leadership theory is based on the logic of two key factors: leadership style and the performance readiness level of a group or individual, as explained in Figure 2.2.



**Figure 2.2: Situational Leadership Model**

Source: Hersey and Blanchard (1969)

### 2.3.6 Transactional Theory (1980s)

Transactional leadership theory suggests that some leaders, rather than focusing on ideals and belief of their subordinates or followers, focus on the relationship between leader and follower (Bass, 1985). Leaders indicate what they want from subordinates (employees) and the reward they will get in exchange for doing what is expected of them (Burns, 1975). A transactional leader identifies the employees' expectations and needs as well as clarifying how these expectations and needs will be realised in exchange for the performance of the subordinates' (employees') duties (Bass, 1985). Transactional leaders may employ positive or negative rewards. For example, they may incentivise employees by incentive, such as promotion or allowances, or by giving penalties if they do not meet expectations (Bass and Riggio, 2006). The effectiveness of transactional leadership depends on whether a leader has control of penalties and rewards and whether employees are motivated by the promise of rewards and interested in evading penalties.

Transactional leadership has two main aspects: contingent reward and active management-by-exception (Bass, 1997; Bass and Riggio, 2006); these focus on leader-employee exchanges. They are characterised by low levels of leader involvement and activity, in particular, when compared

with transformational leadership. Contingent reward is a process of interaction between leaders and employees, in which leaders recognise accomplishments and exchange rewards for good performance of tasks. Contingent reward leaders tell employees what they need to do to be rewarded for performance and effort and ensure that employees receive what they for this (Bass, 1997). It involves management-by-exception, with pro-active actions and behaviours to shield employees from making mistakes. Effective management-by-exception leaders monitor employees' performance, monitoring deviations from targets or standards and taking corrective action (Bass and Riggio, 2006).

### **2.3.7 Transformational Leadership Theory (1980s)**

In transformational leadership, a leader concentrates on the needs, beliefs, and values of his/her followers, rather than a commoditised relationship with them that is essentially transactional (Bass, 1985; Bass and Riggio, 2006; Odumeru and Ogbonna, 2013). Prior leadership theories were often focused on making operations more efficient by increasing production or operational capacity. Bass (1985) noted that in theorising on leadership, employee motivation was not considered key, but only a vehicle. Researchers began to investigate key factors influencing effectiveness in leader-member relations, where charismatic and visionary leaders created organisational achievement beyond target or what was believed possible (Kotter, 1996; Bass and Riggio, 2006; Al-Sharija, 2012; Northouse, 2012). Burns (1978) articulated the abilities of leaders across a range of organisations. Downton (1973) introduced the term “transformational leadership”, followed by Burns (1978). Burns' (1978) focused on transformational and transactional leadership in politics. A new phase began in leadership and management research (Kotter, 1996). The transformational leadership concept is now a strong focus for exploring and understanding leadership, attracting scholars and researchers since the early 1980s (Kotter, 1990), with research on transformational leadership accounting for about a third of leadership studies (Lowe and Gardner, 2000). Burns (1978) distinguished ordinary (transactional) leaders from extraordinary (transformational) leaders. Transactional leaders exchange tangible rewards for the loyalty and performance of their subordinates, while transformational leaders focus on higher-order inherent needs (Leithwood and Jantzi, 2005; Odumeru and Ogbonna, 2013).

Transformational leaders also raise employees' consciousness regarding implications of definite outcomes and new ways through which the outcomes might be attained (Rafferty and Griffin, 2004; Robinson, Lloyd and Rowe, 2008). Burns (1978) considered transformational and transactional leadership styles as opposites, but Bass (1985) considered that a manager could demonstrate both, contingent on context. In expanding Burns' (1978) work, Bass (1985) focused on transformational and transactional leadership styles in management of organisations (Bass and Riggio, 2006). Central to Bass's (1985) conceptualisation of transformational leadership is that transformational leaders are those who engender energy, commitment and vision that can lead to transforming the ideals of workers to overcome challenges and reach ambitious heights and goals in organisations (Kotter, 1990; Cameron and Green, 2008; Odumeru and Ogbonna, 2013).

<b>Transformational leadership:</b>	<b>Transactional leadership:</b>
1. Ability to change organisational landscape	1. Not geared towards changing the <i>status quo</i>
2. Changing structure	2. Permanent structure
3. Vision-driven & collaborative	3. Target-driven & unitary
4. Shared vision	4. Corporate goAl centred
5. Freeing individuality & creativity	5. Inclined towards control & planning
6. Facilitating innovation	6. Maintaining the order
7. Increasing energy of employees	7. Commoditised relationship
8. Facilitating inspiration, motivation & commitment	8. Based on reward system & exchanges

**Figure 2.3: Characteristics of Transformational and Transactional Leadership**

**Source: Burns (1978)**

Various dimensions of transformational leadership, as theorised by Bass (1985), contrast with that of transactional leadership. Bass and Riggio (2006) identify that transformational and transactional leaderships are contradictory. Figure 2.3 highlights the aspects of each leadership types as conceptualised by Burns (1978).

The application of the above theories differs in significance and applicability, depending on the setting of the individual organization. For example, being charismatic is a positive feature of school leaders, such as principals, as charismatic leaders are able to easily bond with their followers. Once they establish this bonding, charismatic leaders then connect their followers to

their goals and vision, making them believe that the goals and vision are their own. However, such a characteristic could be considered manipulative since it depends mainly on the leaders' persuasiveness skills and charms (STU Online, 2014). Moreover, charismatic leaders may "lose touch with the reality of the school". This would mean that they would be mainly focusing on deployment of their charisma to persuade their followers, in ways which might not be consistent with the main vision of the organization or with their followers' continuing and varying requirements (Evji, 2012). This would not entirely support the transformation process of a school as much as it could, or could even hinder it.

Focusing only on the fundamental aspects of the trait theory, that is, the belief that the fixed traits of a person determine whether that person is or can be a leader, may prevent one from paying attention to the possible changes in one's personality as a result of the surroundings, experience and the time in which this person lived. This means that a leader might not be considered to be able to adapt to any external factors. Moreover, it could prevent one from noticing a real leader who has more capabilities than he or she was born with. School leaders are subjected to different cultures, different structures and different policies that might affect their personalities and cause alteration of their traits. This theory could lead to a focus on a person's inborn traits and the related leadership capabilities and skills, and this may be insufficient to determine whether a leader would be good for a school.

Similarly, behaviour theory could view one type of behaviour to be preferred than another, in spite of the fact that leadership can be considered to be a result of a combination of several behaviours, most of which are important at some time or other for an organization. For example, relationship-oriented and task-oriented behaviours are both features are essential for a school leader. This is due to their significance in the transformative aspects of school leaders (Rajbhandari, Rajbhandari and Loock, 2016). While relationship-oriented behaviour was preferred by employees who spent longer time at the schools, as those researchers pointed out, task-oriented behaviour would be embraced when their external power was commanding school development and change. Though there have been arguments over which of these behaviours is better among school leaders, both are significant for the transformation process.

In a school context, these theories collectively support the leadership role in managing a school's policies and procedures. What is important, however, is the ability of a leader to be able to harness their required skills and behaviours at the proper time and in the right context and use them to support their followers and motivate them to work accordingly in line with the schools' development process.

In this present research, transformational leaders are ones who not only change the purpose, vision and resources of an organisation, but who can also, through their personal exemplary actions, motivate themselves and followers to change for the better (Song *et al.*, 2012). Kotter (1990) considers these kinds of leaders as moral agents, who can help to take organisations to greater heights.

## 2.4 LEADERSHIP STYLES

The terms “leadership” and “management” are often used interchangeably (Rost, 1991; Liu, 2013; Mahdi and Almsafir, 2014). However, today, there seems to be more focus on developing leadership, given the significance of the concept to reforming organisations as well as envisioning ways through which organisational leaders, by their behaviours and conduct, can create change (Burns, 1978; Sergiovanni, 2000; Northouse, 2012; Song *et al.*, 2012).

Traditional or classical typologies or styles (types) of leadership were enunciated by Kurt Lewin in 1939. These are democratic, autocratic, and laissez-faire. Lewin's (1939) research highlighted that **democratic leadership** was more effective for group performance and commitment than the other two styles. The research stressed the influence of the leader's behaviour and the value of group participation in ensuring effective team management and realisation of goals (Bass, 1985; Northouse, 2012; Song *et al.*, 2012). In democratic leadership, sometimes referred to as participative leadership, members of a group or class take a more collaborative, collegial role in decision-making (Lewin, 1939). All - the leader and the led - are given the opportunity to participate, ideas are exchanged freely and dialogue is greatly encouraged. The democratic leader does not impose his goals on the led. The entire process of decision-making is democratic-everyone makes a contribution regarding policy and courses of action (Chen and Tjosvold, 2006). However, the democratic leader should take the “lead” (Bass, 1985). Democracy cannot be imposed but has to be learned and nurtured by voluntary and responsible involvement. Democratic

leadership style resonates with ideas of an empowered workforce. The Greek origin of the term democratic (*demos* = people, *kratos*= rule) suggests that people are involved in power and decision-making, compared with autocracy (see below), where *autos* in Greek in this context means self or single) (Burns, 1978). This leadership form can be likened to participative leadership, so engagement and participation are required for its realization (Chen and Tjosvold, 2006). Democratic leadership style is an open leading system, where decision-making is communal and the opinions of a group are valued and contribute to the goals, vision and decisions made in an organisation. The characteristics of democratic leadership include shared vision and goals, consensual decision-making, open discussion and participatory engagement, encouragement of ideas and creativity, and recognition of individual inputs for collective goal attainment.

**Autocratic or authoritarian leadership** is characterised by individual control over all decision-making processes, with little contribution from team members (Gastil, 1994). Autocratic leaders make choices and judgement on behalf of other members of a group and barely consider the views of team members or followers. Leaders dominate and make virtually all decisions, with little or no input from followers or team members. Team members are hardly trusted with making vital decisions. The leader controls the group and dictates work procedures and methods. There is a structured and rigid work process, with less creativity; and less communication and engagement. Like other leadership styles, the autocratic style has both good and bad sides (Burns, 1978). As noted by Rotberg (2012, p. 153) in many parts of the developing world, including Kuwait, leadership is autocratic. Leaders in these regions of the world have seldom or never participated in governance as followers. Autocratic leadership is inconsistent with achieving participation, empowerment and realisation of shared goals of schools in Kuwait (Rotberg, 2012; Alsaleh, 2019).

**Laissez faire leadership**, the third style, takes its name from a French term meaning leaving people to do (as they wish), and is considered as delegated leadership, where leaders allow group members to take part in decision-making and make decisions. This leadership model commonly can lead to the lowest productivity among team members, but it has good sides (Yang, 2015), so there are situations where a laissez-faire leader might be the most appropriate. The core features of laissez-faire leadership include less guidance from leaders, absolute freedom for subordinates (followers) to make decisions, leaders providing the resources and tools needed to execute tasks, group members being expected to deal with issues and solve problems by themselves, and power



being decentralised, enabling followers to make important inputs. However, leaders take responsibility for group decisions (Liu, 2013; Mahdi and Almsafir, 2014; Yang, 2015).

In business history, Steve Jobs of Apple is generally considered as a *laissez faire* leader. He would give instructions about what he wanted done, leaving team members to their own strategies and plans to realise his expectations. In political history, the U.S. President, Herbert Hoover, was well-known for a *laissez-faire* method to leadership and governance, often allowing more experienced advisors to perform duties and responsibilities where he lacked knowledge and expertise. This type of leadership can be effective, if used properly within a specific context and with team members that respond well to it (Liu, 2013; Mahdi and Almsafir, 2014).

Scholars have further developed leadership styles, including servant leadership (Greenleaf, 1970), participative leadership (Chen and Tjosvold, 2006), team leadership (Leigh and Maynard, 2010), facilitative leadership (Greasley and Stoker, 2008), strategic leadership (Stumpf, Dunbar and Mullen 1991) and distributed or inclusive leadership (Harris, 2005), all of which were developed from Lewin's (1939) canons of leadership styles (Burns, 1978)

While in countries, such as the USA, schools' principals are more integrative in style, the leaders of Kuwait's schools', represented by their principals in the extensive research so far undertaken, were more authoritative in style (Al-Safran Brown and Wiseman, 2014). This is due, as confirmed by this researcher's findings, to the fact that principals in Kuwait were found to have a low level of communication with their subordinates and other school stakeholders, to be more task oriented and to exercise fewer relationship skills with those stakeholders. Many other countries, mainly the western countries, encourage the instructional leadership style, as well as the transformational leadership style, in high schools (Hou, Cui and Zhang, 2019). In all cases, empirical analyses indicated that all leadership styles can either be hindered or encouraged by the cultural, organizational context and many other external and internal factors (Alsaleh, 2019). The following section provides a highlight on the leadership in education with a focus on Kuwait.

## **2.5 LEADERSHIP AND KUWAIT EDUCATION SECTOR**

The desire to be motivated and committed to a task propelled by leadership is what Kotter (1990, p. 62) has identified as "energy surge". This is critically important for reinventing educational leadership, in every nation, and specifically in Kuwait (Al Shammari and Yawkey, 2008). The

issue of energy surge relates to inspiring students to attain higher achievement as well as mobilising and motivating school administrators, teachers and others to be committed to their duties to enhance organisational performance, transforming education through shared and collaborative efforts. Such shared effort is realised through participation that ensures that everyone is part of the process. This process entails the widening and strengthening of the leadership process (Harris, 2005). A form of leadership is needed that resonates with what Senge (1990) classified as “community of leaders and learners”, involving a broad-based, collaborative effort to determine what is best for the organisation and ensuring that the decision-making process is participatory and transformational (Kotter, 1990; Senge, 1990; Day *et al.*, 2001; Harris, 2005; Al Shammari and Yawkey, 2008; Al-Sharija, 2012; World Bank, 2015; Creighton University, 2017).

There is an agreement among researchers on the need for critical and empirical research to examine the critical success factors, particularly leadership, for transforming organisations, especially educational ones, in developing countries and in particular in GCC countries (Buchmann and Hannum, 2001; Abdalla and Al-Homoud, 2001; Hemsley-Brown and Oplatka, 2006; Al-Sharija, 2012; Asheim, 2015). Such research is critical if GCC countries, including Kuwait, are to compete in a globalised world and rely less on oil revenues (Al-Kazemi, Ali and Ali, 2002; Al Hamdan and Al Yacoub, 2005; Manichith, 2013; Winokur, 2014; Asheim, 2015; UNESCO, 2015; Ministry of Education MOE, 2017)

Research indicates that school teachers can have significant influence and impact on student learning and conduct (Hargreaves, 1995; Sergiovanni, 2000; Bass and Riggio, 2006; Schippers Hartog and Koopan, 2007; Robinson, Lloyd and Rowe, 2008; Afshari *et al.*, 2008; Salamat, Nordin and Adnan, 2013; Syafarudin, 2016). However, the processes by which leaders affect student learning outcomes and achievement rates in different cultures and backgrounds remain unclear and debatable (Evans, 2001). Although research has been conducted in relation to mediators of leadership processes and practice, there is little agreement on which leadership model holds the greatest potential for school transformation and development. The literature does not show clear evidence on the leadership models and practices that school leaders in Kuwait are applying. If school leaders in Kuwait, such as principals or vice principals, are adopting transformational leadership, how does this affect students’ achievement? The impact of leadership type on teachers

and administrators has yet to be fully investigated (Leithwood and Jantzi, 2000; Abdalla and Al-Homoud, 2001; Robinson, Lloyd and Rowe, 2008; Winokour, 2017).

The previous notion is central to the educational reform programme of the Kuwait Ministry of Education and the National Centre for Education Development and the World Bank. This is true due to the fact that Kuwait's government is seeking the development and reform of its education infrastructure and process to accomplish its vision 2035. Similarly, the World Bank (2015) indicated in its report that Kuwait's education transformation would not be realized unless the style of its school leadership changes, as the current one is transactional which is not applicable for development all the time. The educational development and reform agenda outline a five-year technical cooperation agreement focused on educational reforms. Its main objectives include improving teaching quality, capacity building support, monitoring the impact on schools and students and building on previous educational efforts that focused on systemic improvement of education (UNESCO, 2015; The World Bank, 2015; Ministry of Education of Kuwait, 2017). This programme is based on the Kuwait National Education Development Plan and is in line with the Ministry's Integrated Education Reform Programme created and structured for the vision 2035. It focuses on curriculum improvement and development, effective learning outcomes, strengthening the education development centre and its capacity for national assessment, developing national education standards, and effective teaching and school leadership.

## **2.6 TRANSFORMATIONAL LEADERSHIP**

With the different styles of leadership identified in the literature, transformational leadership was perceived to be the most suitable style for a school setting to support its transformation (Sergiovanni, 2000). Transformational leadership can lead to a common vision for transforming an organisation by developing its capacity in terms of collaborative working to overcome the challenges and to meet desired goals (Northouse, 2012; Song *et al.*, 2012; Burn, 1978). The idea of transformational leadership can be a catalyst for stimulating and motivating leaders or transforming the followers with the aim of attaining desired outcomes (Mulford, 2003; Leithwood and Jantzi, 2005; Odumeru and Ogbonna, 2013; Karp, 2014).

Transformational leadership tends to occur where leaders and followers engage with one another to stimulate, motivate, and inspire each other. It also allows positive change in followers, with an

embedded reward and punishment system (Burns, 1978; Leithwood and Jantzi, 2005; Al-Sharija, 2012; Odumeru and Ogbonna, 2013) It considers the process and mechanisms of leading, in which leaders focus on the belief systems, needs, and values of their followers, rather than a transactional relationship (Burns, 1978; Bass, 1985). Transformational leaders raise the consciousness of their subordinates in terms of the implication of certain outcomes and new ways by which organisational outcomes might be attained (Avolio, Walumbwa and Weber, 2009). Fundamental to transformational leadership is that transformational leaders are those who stimulate employees' commitment and energy and propel them to look beyond the task of the present, through collective vision and shared purpose (Kotter, 1990). Through personal exemplary behaviour, transformational leaders build the interest of employees to aspire beyond the call of duty (Avolio, Bass and Jung, 1995; Northouse, 2012; Song *et al.*, 2012).

Scholars have suggested the need to explore the impact of leadership practices in the implementing change and if there exists any difference between theory and practice (Mumford and Licuanan, 2004; Bass and Riggio, 2006; Fullan, 2007; Afshari *et al.*, 2008; Leithwood, Harris and Hopkins., 2008; Cameron and Green, 2008; Al-Sharija, 2012).

Critiques have argued that transformational leadership is unprincipled, especially when it relates to individual or charismatic issue (Leithwood *et al.*, 2004; Leithwood and Jantzi, 2005; Bass and Riggio, 2006; Darioly and Riggio, 2014). The following sections shed light on transformational leadership dimensions and practices.

The role of transformational leadership has been studied extensively, particularly concerning the factors related to individuals as well as to organizations. For example, in their attempts to explore the impact of transformational leadership and deviant behaviour of employees in a diverse workplace, Uddin, Rahman and Howladar (2017) found that existence of transformational behaviour helps to reduce the deviant behaviour of the staff in an organisation. In line with the role of transformational leadership in enhancing employees' positive behaviour, Liu and Li (2018) also were able to confirm the influence of leaders on their followers understanding and sense-making of the organization's process, and the leader's ability to enhance knowledge sharing, mediated by "team goal commitment". This influence demonstrates the relationship between the presence of transformational leaders and the commitment of the employees. These and other studies

demonstrate how transformational leadership can have a positive impact on employees' attitudes and behaviour as well as on as their satisfaction, motivation and commitment to their organization.

## 2.7 TRANSFORMATIONAL LEADERSHIP DIMENSIONS

In demonstrating the dynamics of how leaders develop relationship and bonds with their subordinates or the led, Bass (1985) articulated four dimensions of transformational leadership that are critically important in organisational transformation. Building on early work of scholars (Burns, 1978; Bass, 1985; Northouse, 2012) four dimensions were described as the hallmark of *Leadership and Performance beyond Expectation*. These dimensions were intellectual stimulation, inspirational motivation, idealised influence and individualised consideration. These are presented in Figure 2.4 below and are considered the 4Is of transformational leadership (Shibru and Darshan, 2011).



**Figure 2.4: Dimensions of Transformational Leadership**

**Source: The Researcher**

Transformational leaders are considered agents of inspiration, commitment, motivation and vision that can lead to transforming the ideals and practices of leaders in Kuwaiti secondary schools (Winokur and Sperandio, 2017) to reach their career goals, ambition and self-fulfilment that are

central to transformational leadership (Winokur, 2014). This thesis assumes Bass and Riggio (2006) definition of leaders as those who are considered as those who not only change the vision, direction, and resources of schools, but rather those whose personal conduct transform their followers' behaviour to achieve shared objectives. This same definition and understanding are shared by many other researchers, such as Northouse (2012), Song *et al.*, (2012), Al-Sharija (2012), Darioly and Riggio (2014).

### **2.7.1 Intellectual Stimulation**

According to Bass (1985), transformational leaders stimulate their employees' efforts to be committed, creative and innovative by encouraging the imagination of employees, questioning assumptions, challenging old methods of doing things, reframing problems, looking for better ways to do things and challenging the established order (Keller, 1994). Transformational leaders change their followers' awareness and perceptions about issues and mobilise solutions to such issues by galvanising their intellectual involvement (Yammarino and Bass, 1990). Such leaders solicit innovative and creative solutions to problems from employees who participate in the entire process of finding solutions to such problems (Kotter, 1990). Deductively, by providing an intellectually stimulating workplace or environment, transformational leaders can nurture the development of creative solutions to problems that might jeopardise an organisation's effort to achieve its goals and objectives (Keller, 1994). Also, intellectually stimulating leaders encourage people or employees to develop their own competences and abilities to identify, understand and deal with future problems, so that they can creatively and innovatively analyse and deal with organisational problems without direct supervision by the leader, as they become innovative problem solvers themselves. The stimulation component enhances organisational development especially when a leader of this type does not publicly criticise his/her followers' ideas because they are different or make mistakes (Bass and Riggio, 2006). Intellectual leadership challenges and questions current practices (Bass, 1985; Bass and Riggio, 2006; Darioly and Riggio, 2014).

### **2.7.2 Inspirational Motivation**

Leaders by inspirational motivation energise and empower employees or subordinates by expressing a compelling vision of the organisation (Bass, 1985), behaving and performing so as to inspire and motivate employees by providing solutions to employees' challenges and meaning to

their work (Yukl and van Fleet, 1992). They are like motivational speakers, as they build optimism, enthusiasm and team spirit, talking enthusiastically and passionately about organisational problems and how they can be solved as well as cultivating confidence in team members (Avolio and Bass, 1993). They might accomplish this by one-to-one conversations with subordinates or other public displays or speeches that cultivate positiveness and eagerness, stimulating teamwork and constructive outcomes (Robinson, Lloyd and Rowe, 2008). In this way, employees become more committed to their responsibilities (Bass, 1985). These leaders involve employees by clearly communicating organisational goals, expectations and shared vision (Bass, 1985; Darioly and Riggio, 2014). Employees that are encouraged by leaders to think they are working in line with organisational goals are usually more effective and committed (Leithwood, Tomlinson and Genge, 1996).

### **2.7.3 Idealised Influence**

Avolio and Bass (2002) described idealised influence as the level at which leaders are perceived to have impacts on their followers. In transformational leadership, the leader serves as an ideal role model for his or her followers and is usually admired by his or her subordinates (Kotter, 1990). The leader “walks the talk”, and this is admired by followers. Such leaders engender a sense of trust, loyalty, admiration, and respect amongst employees or followers by charismatic behaviour and admirable vision (Sullivan, 2012). They embody organisational values that followers should learn, adopt and internalise. As noted by Robinson, Lloyd and Rowe (2008), the logic and basis of transformational leadership is articulation and advancement of consistent values and vision of an organisation. These leaders guide and direct the actions and behaviours of followers by providing them with a sense of meaning and challenge (Northouse, 2012), fostering ideals by leading by example, through ethical and moral behaviour, promoting inclusive and broad-based vision, demonstrating strong commitment to organisational goals, building confidence, optimism and trust in employees, symbolising organisational culture, goals, and mission statement, articulating a vision and explaining how to attain the vision in an appealing manner; and/or by sharing risks with followers. So, the followers admire the leader as a role and respect the decisions made by the leader, knowing that they are collective decisions (Kotter, 1990; Northouse, 2012; Sullivan, 2012).

It is worth noting that principals at elementary schools were found to use this idealised influence trait more than other transformational leaders' traits to influence their followers (Enright, 2019).

### **2.7.4 Individualised Consideration**

From a humanistic point of view, the most significant component of transformational leadership is the leader's individualised consideration of their employees. Individualised consideration can take the forms of negative and positive feedback (Avolio, Bass and Jung, 1995), which are aimed directly at developing the follower, who is expected to complete tasks or responsibilities while learning from successes and mistakes. By giving individual consideration to each follower, leaders are not only aware of their current needs; but also strive to elevate those needs to a higher level, perhaps through coaching, mentoring and instructional activities, including giving tasks or examples that are developmentally in agreement with these needs (Podoff, Todor and Skov, 1982). A leader regards a follower as an individual and provides developmental support, such as instructing and teaching that would create growth opportunities for such individual. Such leaders do not only attend to the developmental needs of their subordinates, but also educate the next generation of leaders, and help them in the process of self-fulfilment, and self-worth (Nwagbara, 2012).

## **2.8 TRANSFORMATIONAL LEADERSHIP PRACTICES**

Al-Sharija (2012) identified five transformational leadership practices - a) finance management, b) setting direction, c) developing staff, d) building collaboration, and e) principal agency.

Leaders are expected to be able to *manage finances*. As leadership involves influencing people and utilising resources, transformational leaders need to ensure good budget and resources management, having a culture of maintenance and obtaining the appropriate information and communication technology infrastructure to achieve the desired results. The educational leadership role needs to expand to include managing financial matters – a key role for organisational transformation (Gronow, 2007; Al-Sharija, 2012).

*Setting direction* relates to the vision or mission of the educational institution to improve performance. Emphasis is placed on motivation, inspiration and morale. Leaders must build a long-term vision, to motivate change and influence followers to turn the vision into reality. They must



also play an active role in communicating directions and defining specific roles, so followers have a clear understanding of the vision (Bass and Riggo, 2006; Leithwood, Harris and Hopkins, 2008; Al-Sharija, 2012).

Transformational leaders must build capacity and develop the institution professionally. **Staff development** requires four components, a) individualised consideration; b) individual professional development opportunities; c) the principal's involvement in supervising professional development activities; and d) modelling the way or providing an appropriate model (Leithwood, Harris and Hopkins, 2008). Leaders must have policies for staff development and support the growth of school community members (Kotter, 2007; Alharbi, 2012; Al-Sharija, 2012).

In **building collaboration**, leaders must ensure that culture is modified to express change objectives, re-settle the schools' parts and improve working conditions. Cultural values, norms and beliefs are vital for promoting structural change in the educational culture, as effective leadership requires establishing collaboration throughout the educational institution. This is critical for developing new teaching and learning practices (Leithwood, Harris and Hopkins, 2008; Nahavandi, 2009)

**The principal agency** role relates to the Head of School's responsibility as the 'Principal' to demonstrate leadership skills, for better understanding of the strategy for using new technology. ICT advancement and integration have improved over time due to improvement in personal skills and competences (Gronow, 2007; ECDL Foundation, 2008). According to Al-Sharija (2012), leaders have important roles to play as **change agents** to develop and sustain the change strategy, above all in the case of the rapidly changing and transforming technological change.

Transformational leadership is collegial and can serve school purposes as well as ensuring school transformation (Sergiovanni, 2000). Transformational leaders such as Abraham Lincoln and Nelson Mandela created a sense of commitment and voluntary engagement with their followers that enabled a change of landscape, helping to transform situations (Rotberg, 2012). Notwithstanding the dissimilar contexts of corporate and political leadership, it is generally agreed that good and effective leaders are transformational while there is less effectiveness in relation with transactional leaders as Bass (1985) has shown.

Against this background, school principals and leaders are being encouraged to adopt transformational leadership. This might be appropriate for schools in Kuwait, faced with demands for educational reform (Leithwood, Tomlinson and Genge, 1996; MOE, 2008; Al-Sharija, 2012; Manichith, 2013; Aldaihani, 2014; Asheim, 2015; UNESCO, 2015) in the context of a global educational need (Stromquist and Monkman, 2014). Heads of schools or principals that are keen on enhancing the quality and learning of students do so not only by changing how teachers teach and how students learn, but also by transforming various aspects of national institutions and culture to shape and foster organisational practice and educational leadership (Leithwood and Jantzi, 2000; Burke, 2008; Al-Sharija, 2012; Graetz *et al.*, 2015; Syafarudin, 2016).

## **2.9 ROLES OF TRANSFORMATIONAL LEADERSHIP IN SECONDARY SCHOOL**

Leithwood and Jantzi (2005) developed the transformational leadership model in general studies of education and categorised it into different dimensions: a) setting direction- building school vision, b) developing people - intellectual stimulation, and modelling professional practices and values, c) redesigning the organisation - collaborative school culture and productive community relationships, and d) managing the instructional programme includes structures and procedures to support change (Al-Sharija, 2012; Asheim, 2015).

Leithwood (1994) suggested that transformational leadership role in education involves implementing the practices emphasized above as well as having the eight axes - establishing school objectives and goals, building vision for school, providing intellectual stimulation, offering of individualised support, modelling best practices and important values within the organisation, demonstrating high performance expectations, creating a productive school system and culture, and developing structures that foster participation in decision-making. The transformational leadership framework is wide-ranging, offering a normative approach to school leadership (Allix, 2000) that emphasises the processes by which leaders seek to influence school outcomes (Chirichello, 1999) rather than the nature or direction of such outcomes.

Because of the concept of leadership is highly complex and because of the fact that it may be interwoven with management, many researchers have attempted to describe transformational leadership role in schools based on the below dimensions (Leithwood and Riehl, 2003):

### **2.9.1 Academic Leadership**

Effective leadership is required to implement changes in the educational learning cultures and teaching professions. Followers' attitudes, achievements, actions and beliefs are often affected by leaders' embedding of change and their leadership capabilities and styles (Al-Sharija, 2012).

### **2.9.2 Innovation and Creativity**

Empowerment, task-oriented commitment of team members, collaborative team environment (mutual respect), self-determined, self-efficiency - these are key elements to an innovative team process and for organisational performance improvement (Syafarudin, 2016). Technology is a catalyst to how change, communication and information are managed in organisations, so policy makers and implementers of changes have employed ICT for improving organisational teaching and learning practices (Fullan, 2007; Karal and Celik, 2010; Syafarudin, 2016).

### **2.9.3 Behaviours**

The leadership role is often influenced by the organisational culture - patterns or attitudes, belief system and organisational processes (Winkour, 2014). The culture of any organisation can encourage its members to contribute to any transformation and is consolidated by the personality traits, members' proficiency, organisational ethics, the rights of members of the system and the structure of the organisation (Northouse, 2012; Song *et al.*, 2012; Winkour, 2014).

### **2.9.4 Professionalism**

One of the traits of a transformational leader is the ability to be professional. This relates more to competence than skill, requiring a high level of trust, and leaders' commitment to caring, excellence, and expertise. Transformational leadership also allows for professionalism in academic staff by giving them the independence and ability to improve, by using their own discretion in meeting and overcoming challenges (Lynch, 2015).

### 2.9.5 Vision

Although Burns (1978) described transformational leadership as a process where leaders and their followers raise one another to higher levels of morality and motivation, Bass (1985) extends the concept by asserting that a transformational leader must set clear goals such as acting as a model of integrity and fairness, creating high expectations, inspiring people, encouraging and motivating people, and providing support and recognition. Creating and communicating an inspiring vision of the future is important, as people need a compelling reason to follow the lead. The leader must first understand the followers' values, the capabilities and resources of the organisation, and then analyse the environment, to determine the best way forward (Day *et al.*, 2001; Schippers, Hartog and Koopan, 2007; Creighton University, 2017).

### 2.9.6 Motivation

Motivating people to buy into the vision of the organisation is often used to encourage people to contribute to goals and tasks so as to deliver it, by associating the vision with the intrinsic motivation of followers, also leading to positive learning outcomes. Intrinsic motivation tends to influence the students' learning behaviour (Bass and Riggio, 2006; Schippers, Hartog and Koopan, 2007; Afshari *et al.*, 2008; Darioly and Riggio, 2014).

## 2.10 TRANSFORMATIONAL LEADERSHIP IN RELATION TO ORGANISATIONAL STRUCTURE, NETWORK, AND GOALS

The principal's ability to create a vision and provide a platform to attain it has a strong relationship with student achievement and commitment of members of staff (Leithwood, Tomlinson and Genge, 1996). Establishing and nurturing a clear-cut and attainable school vision and purpose by principals is a platform to affect school effectiveness by framing students and teachers' opportunities to learn and to adopt new ways of thinking and engaging with school duties (Hallinger and Heck, 2010). **Structure**, referred to later, can be defined as the dynamics of the pattern of relationships prevalent in a social space and in its external constituents (Hargreaves, 1995). Diverse layers and forms of leadership style function synchronously and are partly determined by policymakers' preferences and concerns regarding educational leadership frameworks and accountability (Flores, 2004). Structure is therefore central to the web of relations

(Sarason, Sarason and Pierce, 1990). Research supports the notion that principals' participation in shaping, transmitting and fostering the school's purpose and objectives has a big impact on schools' outcomes and visions (Robinson, Lloyd and Rowe, 2008). Effective school leaders envision the future needs of the school and its teachers and empower them to take art in implementing the vision. This is consistent with the proposition of Kotter (1990) that a transformational leader should inspire his followers such that his aspirations and goals are congruent with mutual and continual pursuit of higher goals and purposes (Burns, 1978, 1985; Schippers, Hartog and Koopan, 2007; Zhang and Bartol, 2010; Mind Tools, 2017).

Principals who focus vision on quality learning, effective outcomes and purpose-oriented leadership must change the dynamics of leadership style, creating trust, loyalty, participation and motivation amongst teachers and students so that they begin to relate to the vision unconsciously because they are involved (Bass, 1985), working for improved outcomes and realising the school's goals and purpose. Hallinger and Heck (2010) emphasise the need to understand the implications of the *network* of relationships, as well as school structure and culture, as explained later, to enable transformational leadership. According to Leithwood (1994) transformational leadership encourages the path to personal and professional development, which is critically important in reframing the school system. Transformational leadership involves creating an innovative and progressive landscape to usher in vision-building and support commitment and realisation of *collective goals*, rather than personal interest (Kotter, 1990). However, many writers (Hofstede, 1980; Posner, Kouzes and Schmidt, 1985; Aldaihani, 2014; World Bank, 2015; Syafarudin, 2016) tend to analyse past and present situations rather than focusing on the required future orientation and practices amongst developing nations (Burke, 2008; Afshari *et al.*, 2008; Al-Sharija, 2012; Graetz *et al.*, 2015; The World Bank, 2015). The forward-looking leadership framework that transformational leadership produces is typically associated with strategic planning, school development and organisational envisioning. This explains why planning and implementation of educational strategies can be problematic (Al-Faleh, 1987).

## 2.11 TRANSFORMATIONAL LEADERSHIP IMPACT IN THE EDUCATIONAL SETTINGS

Transformational leadership was found to be one of the most popular leadership styles adopted in education (Berkovich, 2018), after it was initially proposed in that field by researchers such as Hallinger (1992) and Leithwood and Jantzi (1990). According to Berkovich (2018), transformational leadership is applied by governments in countries such as Israel and the USA as a norm in training. Studies also showed that transformational leadership in education was initially found in western countries and it then attracted global interest by the mid-2000's (Berkovich, 2018). Research was then conducted in non-western countries such as Jordan (Khasawneh *et al.*, 2012); Kuwait (Alsaedi and Male, 2013); United Arab Emirates (Litz and Scott, 2016), China (Peng, 2015); Singapore (Retna and NG, 2010), Turkey (Aydin *et al.*, 2013), and Ethiopia (Tesfaw, 2014). Although, this type of leadership is so common a focus among education researchers, it had its share of criticism, as it has been seen by some, such as Leithwood and Sun (2012) and Yukl (1999), as glorifying the leader, picturing him/her as a hero while neglecting many leadership skills and factors (Rehman, Khan and Waheed, 2019). Despite such criticism and the ambiguity in perception, transformational leadership is still considered an important style in transforming and schools for many views of points.

Pepper (2010) stated that school leadership practices connected with transformational leadership typically transform members of staff and the entire school organisation such that teachers take opportunities to ascertain the best way to attain the school's mission statement, objectives and the ultimate goal, within the confines of prevalent values and belief system. School leaders are urged and empowered to aspire and take on leadership roles and responsibilities in specific areas, in line with their responsibilities and job specifications relating to teaching and learning, and to understand the needs of students via interaction and engagement (Pont, Nusche, and Moorman, 2008). This can potentially enhance the learning and teaching culture, supporting staff commitment and a better student experience and achievement rate (Allix, 2000; Song, Kim and Kolb, 2009; Lynch, 2015). Much theorising and modelling of school systems and culture from the angle of transformational leadership is grounded on the notion of the moral, inspiring and

educative nature of the relationship between leaders and followers (Kotter, 1990; Al-Sharija, 2012), which is believed by Burns (1978) to be consonant with democratic, transformative norms and values in schools.

However, a critical examination of school transformational leadership reveals some contradictions, when public and private educational leadership are compared (The World Bank, 2015). This is because the nature, dimension and scope issues in public institutions are different and sometimes more challenging. For instance, an entrepreneurially oriented leadership style might be considered contradictory in public schools compared with private schools (Borins, 2000; Plattfaut *et al.*, 2015). Also, most proponents of transformational leadership model in schools admit that evidence on the relationship between transformational leadership and real change in school systems is modest (Leithwood, Tomlinson and Genge, 1996; Mukherjee *et al.*, 2012; Plattfaut *et al.*, 2015; The World Bank, 2015).

One of the most important elements in school systems that leaders should pay attention to is the teachers. According to Virtanen, Vaaland and Ertesvåg (2019), a high quality of teaching is considered a protection as well as a defence mechanism for students, especially to those who are low in performance. Vescio, Ross and Adams (2008) identified that in several studies the effect that teachers have on students' achievements and hence their role in improving the quality of output of the educational process. Vermunt (2014) supported this notion, indicating that teachers' involvement in students' lives can help students improve their behaviour.

Therefore, some scholars, such as Kauppi and Erkkilä (2011), Al-Sharija (2012) and Creighton University (2017), suggest that effective adoption of transformational leadership in schools has to consider contextual issues – institutional matters (Kaufman, 2011; Elaimi and Persaud, 2014; Al Ali, 2015; Tibon-Czopp *et al.*, 2016)– that frame educational practices that need changing. There are also criticisms of transformational leadership because it might lead to more control over teachers (Caldwell and Spinks, 1988, Caldwell and Spinks, 1992; Al-Sharija, 2012; Aldaihani, 2014; Asheim, 2015), and because it tends to be more welcome to the leader than to the led. Partly to meet these concerns, Bush (2003) aligns three leadership models with what he considered as the “collegial” management model. One of is transformational leadership, premised on the supposition that at the heart of leadership is commitment and advancing the abilities of

organisational members to aspire to leadership positions and get more committed. Higher levels of commitment and engagement as well as dedication to organisational goals and greater capacity for realising these goals are seen to lead to greater productivity and extra effort (Leithwood, 1994; Afshari *et al.*, 2008; Odumeru and Ogbonna, 2013; Syafarudin, 2016; Mind Tools, 2017). This is the mainstay of arguments for transformational educational leadership.

## **2.12 TRANSFORMATIONAL LEADERSHIP IMPACT ON STAFF DEVELOPMENT AND EFFECTIVENESS**

A major aspect of transformational leadership is a focus on follower development (Al-Sharija, 2012; Lynch, 2015), in particular their capacity and preparedness to accomplish current commitments, while also envisioning development of their future roles and responsibilities. This contrasts with transactional leadership, in which a leader expects followers to achieve set objectives and does not encourage them to assume greater responsibility that will affect their development (Bass, 1985). The argument of Dvir *et al.* (2002) is that transformational leadership accords organisations and leaders in general a sense of empowerment, morality and motivation. These factors are vital to developing teachers and making them function effectively in schools (Selamat, Nordin and Adnan, 2013), performing better as a result of the pursuit of collective gain and purpose (Kotter, 1990). This is in line with what Bass and Avolio (1990) identified as teachers performing at full potential as involved and developed.

## **2.13 TRANSFORMATIONAL LEADERSHIP IMPACT ON STUDENT ENGAGEMENT AND ACHIEVEMENT**

There are some inconsistencies in findings about the impact of leadership on teachers' engagement and achievement (Leithwood and Jantzi, 2000; Bass and Riggio, 2006; Schippers, Hartog and Koopan, 2007; Afshari *et al.*, 2008; Syafarudin, 2016). There is a presumed positive impact of educational leadership on engagement and achievement (Hallinger and Heck, 1996; Al-Sharija, 2012; Manichith, 2013; Asheim, 2015; Creighton University, 2017). The literature on school capacity building and improvement establishes a link between the principal's leadership, quality of teaching and learning and staff commitment and motivation (Mulford and Silins, 2003). However, there is a need to investigate the relationship between transformational leadership and



student engagement and achievement, specifically, the effects on the student achievement rate and outcomes. There are inconsistent and inconclusive findings in relation to school principals and transformational leadership (Leithwood and Jantzi, 2000; Winkour, 2014).

The Leithwood and Jantzi (2000) approach is adopted here, with the impact of transformational leadership analysed from the perspective of student gains and achievement in numeracy and literacy, in Kuwait's secondary schools. To enhance organisational performance, transformational school leaders emphasise collective and individual skills, understanding and commitment of teachers (Leithwood and Jantzi, 2010; Syafarudin, 2016). Transformational leaders can influence teachers (and students) to rethink their assumptions about their achievement and work, as well as instructional materials and procedures. This can lead to development of new pedagogical materials and systems of teaching and learning. This is in line with the position of Bass (1985). He outlined that a leader could transform subordinates' commitment and motivation by inspiring them to enhance performance beyond expectations and via various devices or processes. This is supported by Mulford and Silins (2003), who investigate a causal model, Leadership for Organisational Learning and Student Outcomes (LOLSOs), which examines how leadership affects student participation and engagement via teachers' roles and work and organisational learning.

## **2.14 TRANSFORMATIONAL LEADERSHIP IN RELATION TO MUSLIM COUNTRIES' EDUCATIONAL SYSTEMS**

Many studies of different industries have considered the impact of transformational leadership on an organization's positive outcome and performance. However, in this section, the focus is more on leaders' impact and its influence on school performance and outcome e.g. teachers and student's motivation, commitment and satisfaction (Abdullah, Ling and Sufi, 2018; Elmazi, 2018). Different studies have considered leadership to be a major factor influencing academic excellence and success, with most schools directly or indirectly affected by these factors (Mulford, 2008; Crum, Sherman, and Myran, 2009; Urick, 2016). In Muslim countries, mainly Pakistan, Malaysia and Indonesia, there have recently been many studies confirm these findings in schools. Moreover, most of the studies conducted in these countries in relation to leadership style in schools have not found transformational leadership, although it is understood and researchers are aware of its usefulness in term of school and education positive outcome (Money, 2017; Munir and Aboidullah,

2018), This is due to the similar culture and religion among these developing countries (Arar *et al.*, 2013; Arar and Massry-Herzallah, 2016). Furthermore, many researchers identified the strong influence of leadership style in western countries, but less so in non-western countries (Bass, 1997; Nguni *et al.*, 2006; Arar and Nasra, 2019; Barth and Benoliel, 2019).

The literature suggests that transformational leadership has a direct impact on with teachers' job satisfaction, via supporting the transforming, inspiring and empowering of their followers (students) through transformation of values, beliefs, goals, aspirations and needs. A typical example is in Israel, where the schools have imbibed the western culture and have changed to open educational systems – necessary for the heads and principals to change their role and leadership style. Findings have shown that the cultural-religious orientation in these Israeli schools leads to adoption of both transactional and participative leadership styles, rather than transformational (Elmazi, 2018; Barth and Benoliel, 2019).

Scholars (Fullan, 2005; Li *et al.*, 2016) have identified that leadership includes the promotion of educational and pedagogical process, improving educational effectiveness, inspiring leaders and staff, the drive to achieve educational goals, building better communication among staff, and creating stability, organisational structure and positive climate (Fullan, 2005; Li *et al.*, 2016).

In the many studies on school transformational and transactional leadership style practices in countries like Israel, it still has limited impact on the followers' motivation and perception. This is because these studies have been carried out in western societies. There is therefore a need to examine the impact of various socio-cultural backgrounds and events on organizational behavior of the staff, including the role that both leadership styles play in the Arabian countries (Bass, 1997; Bogler, 2001; Nguni *et al.*, 2006; Coyne *et al.*, 2013).

Further studies on the educational system in the Arabian countries reveal their exclusiveness in terms of socio-cultural structure. Their schools tend to emasculate the teachers' performance and motivation through adoption of an authoritarian and collectivist social structure. The Arabian society is one of male dominance and a traditional patriarchal and undemocratic culture;

unfortunately, it is still the norm where patriarchal culture allows for male supremacy over the female (Arar *et al.*, 2013; Arar and Massry-Herzallah, 2016).

Recently, Arabian educational systems have begun to allow female staff to take leadership roles, thereby adopting a mixture of management styles. Research findings (Arar *et al.*, 2013) also suggest that internal factors like the strong effect of professional autonomy influence the teachers' performance in Arabian schools. Other factors such as perception of the teachers' occupation affects their motivation level, autonomy, empowerment and optimal relationships and opens communication channels (Khasawneh *et al.*, 2012; Piccolo and Colquitt, 2006; Wang *et al.*, 2011).

Limited studies have been conducted on the impact of leadership style in non-western societies, compared to the western societies (Podsakoff *et al.*, 2000; Bogler and Somech, 2004; Nguni *et al.*, 2006). However, Arar and Nasra (2019)'s recent studies showed that transformational leadership style is considered to be more effective based on the perception of principals' leadership style. This current study therefore extends to the body of knowledge through examination of the influence of transformational leadership on organizational effectiveness in Arabian society, in the context of Kuwait educational system.

Transformational leadership has a positive relationship with motivation of teachers (Kappen, 2010; Abdullah, Ling and Sufi, 2018), and sometimes with innovative work behaviour (Afsar *et al.*, 2014). The effectiveness of transformational leadership also depends largely on the ability of the principals (Leithwood *et al.*, 2004), since leadership is key to educational excellence (Ling *et al.*, 2015). The concept of transformational leadership also has a direct impact on a school's culture, health environment, alleviating bullying and improving academic performance (Ngang, 2011; Tajasom and Ariffin, 2013; Yang, 2014); it also has an effect on professional learning communities in African (Luyten and Bazo, 2019), and in Turkey (Balyer, Karatas and Alci, 2015; Alnawasreh, Nor and Suliman, 2019).

Confirming the above point, studies were conducted on school heads and principals in secondary schools in Punjab, Pakistan where the factors determining five transformational leadership skills were tested and the results show they have significant effect of the teachers' performance (Ahmad,

Bakhsh and Rasool, 2019). Another study on teachers' work motivation, teamwork effectiveness and school improvement show that principals' leadership is the most important factor for schools' development (Wiyono, 2018). As a result, transformational leadership has an effect on teachers' socio-economic status and schools' organizational climate (Werang and Agung, 2017).

A transformational Islamic leadership study in Singapore examined leadership values, principles and behaviors, highlighting the concepts of shura (mutual consultation), ihsan (compassion) and exemplary behavior as adopted in the Quran. It underlines the significance of Islamic leadership in communicating and advocating a shared vision, exhibiting exceptional behaviour, working towards common goals, and setting high expectations. The findings show that transformational Islamic leadership is grounded in Islamic teaching (Abbas and Tan, 2020). In the same vein, Owusu (2019)'s study on Islamic education reform in Ghana supports Abbas and Tan (2020)'s study by adopting strategies stimulated by transformational leadership theory.

In respect of gender, Munir and Aboidullah (2018)'s study finds no significant difference in gender in the practice of transformational leadership, but suggests an adverse relationship between the transformational leadership behaviours and the teachers' academic excellence. Arar *et al.* (2013)'found, however, that that a male-controlled culture still prevails in most of the Arab communities, in both public and private sectors. This is often characterised by hierarchical, authoritarian, autocratic and non-participatory masculine management style (Arar *et al.*, 2013; Arar and Nasra, 2019).

Studies on the relationship between transformational leadership and education (school) culture has shown that leadership (principal's) practices have a strong positive correlation with the government policy (Veeriah *et al.*, 2017), especially on government regulations as observed in public education institutes in Pakistan (Torlak and Kuzey, 2019). Further, transformational leadership has a significant correlation with job satisfaction, organisational commitment and employee performance (Thamrin, 2012; Malik, Javed and Hassan, 2017; Rehman, Khan and Waheed, 2019).

The researcher therefore intends to extend to the body of knowledge in transformational Islamic leadership by focusing on the G.C.C country of Kuwait, and to suggest innovative ways of improving education quality and service delivery, improve performance of students and ensuring organisational effectiveness.

## **2.15 TRANSFORMATIONAL LEADERSHIP IN RELATION TO KUWAIT EDUCATION SYSTEM**

Fundamental to this thesis is the idea that transformational leadership brings about a change in the organisational landscape, in the structure of doing things and in leaders' motivation and influence, all of which will be critical success factors in ensuring that change of culture is materialised in the Kuwaiti educational system (Avolio, Walumbwa and Weber, 2009). Such change of behaviour and practice traditionally finds correspondence in a principal's school leadership. This debate is related to the Kuwaiti government's proposal to change educational landscape, which can be realised by empowering, motivating, engaging and influencing leaders – teachers, principals and administrators – to realise such transformation (Ministry of Education, 2008; Al-Sharija, 2012; Manichith, 2013; Winokou, 2014; Asheim, 2015; UNESCO, 2015).

A transformational leader empowers, motivates, influences and arouses a sense of commitment and purpose as well as performance so that followers perform beyond their expectations, towards shared goals with a well-defined purpose (Janda, 1960; Bass, 1985; Manion, 1988; Crainer, 1995; Avolio, Walumbwa and Weber, 2009). Educational settings, such as secondary schools in Kuwait, require transformational leadership (Sergiovanni, 2000) in regard to educational development. This means that if schools are to deliver on the promise of high standards for all – students, teachers and administrators – educational leadership must create conditions for high quality instruction as well as an environment that enables nurturing and facilitation of motivated and committed people whose actions will help to enhance the quality of education. Such an environment raises the consciousness of followers and appeals to their ideals, mores and moral values (Connell and Parry, 2002), enabling them to transcend their immediate self-interest because of collective ideals and the purpose being pursued. It is not easy to change people's behaviour and personalities, making leading of schools a challenging role. However, this thesis maintains that in the educational setting in Kuwait, transformational leadership is consistent with increasing awareness concerning what is

“right” or “wrong” and with followers’ needs for achievement and self-realisation (Peck and Dickenson, 2008), arousing a sense of commitment and motivation so as to create higher standards and reformed education in a cultural context that is in dire need of democratic development and renewal (Bass and Riggio, 2006; Schippers, Hartog and Koopan, 2007; Afshari *et al.*, 2008; Song, Kim and Kolb, 2009; Northouse, 2012; Song *et al.*, 2012; Al-Nakib, 2015).

## **2.16 FACTORS INFLUENCING TRANSFORMATIONAL LEADERSHIP ROLE - SCHOOL CONTEXT**

The effect of transformational leadership has been widely covered (Leithwood and Jantzi, 2000; García-Morales, Lloréns-Montes and Verdú-Jover, 2008). The interest in investigating and discovering what creates a transformational leader has also been strong, but has rarely been empirical (Nielsen and Cleal, 2011; Zhang, Wang and Pearce, 2014). Alabi and Alabi (2014) postulated that leaders’ personal attributes make them who they are as leaders, affecting the performance of their organisations. Zhang, Wang and Pearce (2014) agree, suggesting that much of the work on transformational leadership predictors has been focused on individual and personality differences. However, the weakness of depending on personality traits in predicting leadership style along with the difficulty of building a strong and stable correlation between these two variables (De Hoogh, Den Hartog and Koopman, 2005) meant that analysis of other factors was inevitable. This is especially true given that organisations are today subjected to drastic changes which force them to adapt to survive (Kloviené, 2012). Some scholars have paid attention to contextual factors that may affect the roles and success of leaders, especially transformational ones (Zhang, Wang and Pearce, 2014).

Amenta and Ramsey (2010) argue that institutions are both formal and informal apparatuses that shape and moderate cultural, economic, political and social exchanges. Institutions are also the mechanisms that enable efficient interactions and exchanges between economic, social and political players (North, 1990). These institutions can be taken as a form of governmentality (Adamson, 2017), to use a Foucauldian term (Foucault, 1979), functioning by shaping or reshaping societal realities and ways of doing things i.e. institutional matters (Kostova and Roth, 2002). Hussain and Hoque (2002) identify that institutional theory recognizes institutional factors to be the internal and external environmental factors that affect the organisation’s behaviour. For most

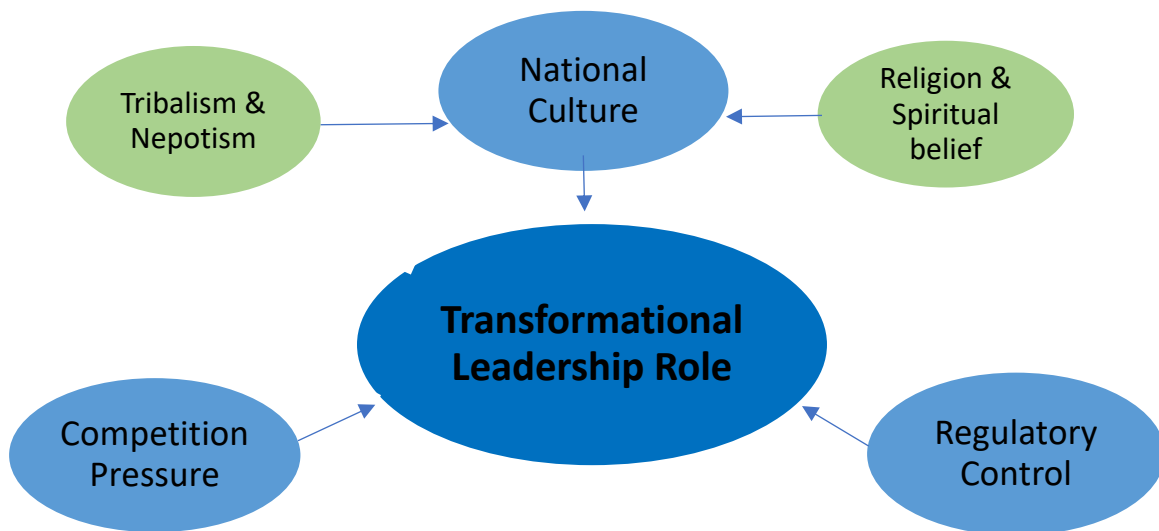
sociologists, institutional frameworks include the governmental system, religious organisations or places of worship (e.g. church or mosque), schools, hospitals, legal system, business corporations and human languages (Folbre, 2006). These intuitions help to reproduce and normalise the secondary educational system in Kuwait, framing teachers' subordination, control, centralised power and unequal relationships, affecting student achievement and staff motivation and commitment (Glasman and Heck, 1992). The institutions are closely linked to each other, creating, supporting and transferring inequality, transactional leadership and subjugation from generation to generation (Sultana, Darun and Yao, 2015). Hussain and Hoque (2002) indicate that other institutional factors belong to the organisation itself, including top management culture or corporate culture, organisational strategic orientation and organisational characteristics. For the purpose of this research both external (national institutional factors) and internal (organisational level factors) will be addressed.

### **2.16.1 External Institutional Factors**

External factors are factors that exist outside the organization's setting yet have an effect on its performance. Political stability and the availability of reliable information are two of these factors that impact the country's economy as well as the organization's performance (Anayiotos and Toroyan, 2009). In examining institutional factors, Kaufman (2011) and other institutionally oriented researchers, such as Amenta and Ramsey (2010), postulate that these factors form and influence the structure and behaviour of a society in terms of its routines, norms and values. This supports the notion of Abu Alsuood and Youde (2018), Suchman (1995) and Dowling and Pfeffer's (1975) that institutional factors help explain higher-order causes of societal behaviour, which in turn influence organisational practice. Organisational actions and practices are conditioned by external institutional imperatives (DiMaggio and Powell, 1983). Societal values that could hinder transformational leadership behaviour include the transitional norms including the tribal, family and reputational issues that are embedded in a nation's culture and meshed within organisational cultures (Abu Alsuood and Youde, 2018). Consistent with this is that issues that are acknowledged at a higher level are appropriated in explaining processes and outcomes at a lower level of analysis (Amenta and Ramsey, 2010). Kaufman (2011) refers to these as institutional

matters that eventually shape the norms, values, practice and belief system of the organisation, thereby influencing outcomes and legitimacy.

In line with this, Abu Alsuood and Youde (2018) and Suchman (1995) identify that transformational leadership is indirectly influenced by macro external institutional factors. Researchers, such as Hussain and Hoque (2002) and Suchman (1995), include in these macro factors economic constraints, national culture, competition, copying best practice from others, and political institutions' pressure. Transformational leadership is indirectly influenced by national culture, the nature of political leadership and institutional frameworks that support and legitimise corporate practice (Suchman, 1995). For the purpose of the present research, the external institutional factors that will be considered as elements that shape the school leadership framework and leadership style and Kuwaiti secondary schools (The World Bank, 2015; Winokur, 2014) are national culture, which is composed of both religion and spiritual beliefs and of nepotism (Abu Alsuood and Youde, 2018) competition, and regulatory control (Hussain and Hoque, 2002; Al-Nakib, 2015; Winokur and Sperandio, 2017).



**Figure 2.5: External Institutional Factors Shaping Secondary School Transformational Leadership Role**  
Source: The Researcher

Figure 2.5 shows that national culture, competition pressure and regulatory control are three of the critical external institutional factors that influence the augmentation or weakening of



transformational leadership. National culture is determined mainly by tribalism and nepotism on the one hand and religious and spiritual belief on the other. The Figure is not meant to imply that the forces are equal in any way, but that the balance of external institutional forces can be conducive or obstructive to transformational leadership.

### **2.16.1.1 National Culture**

National culture is formed by the specific characteristics and features of a country, such as its people's values, beliefs, education and main language (Hofstede *et al.*, 1990 cited in Chan and Cheung, 2011). Chan and Cheung (2011) postulate that cultural attributes of a country are hard to change, no matter how developed it becomes. Some scholars, such as Abu Alsuood and Youde (2018), discuss the influence of national culture on management and leaders' practices and attitudes. Fernando and Chowdhury (2010) argue that people's ethical and moral sensitivity is a characteristic that is affected greatly by a nation's culture and one that causes differences among people from different cultural backgrounds, affecting an individual's response to situations, including identifying whether a situation contains any ethical issues (Chan and Cheung, 2011). In a teaching setting, leaders encounter challenges relating to ethical issues because of the nature of that setting and its relation to various stakeholders including students, parents, peers, staff, and external entities (Downe, Cowell, and Morgan, 2016). Dealing with these stakeholders affects leaders' decisions on ethical issues as well as how the leader is perceived by the stakeholders. (Blodgett, Lu, Rose and Vitell, 2001)

Scholars such as Abu Alsuood and Youde (2018) and Naor Linderman and Schroeder (2010) indicate that a country's culture influences organisational culture. This supports the claim of Spillane, Halverson and Diamond's (2004) that national cultural imperatives in Kuwait help to frame organisational practice and to legitimise the school leadership model. This is supported by the research of Abu Alsuood and Youde (2018) in another GCC country. A critique of contextual factors underpinning leadership in school identifies how contextual organisational actions can become institutionalised and how the legitimacy of school practice may be questioned (Bolden, Petrov and Gosling, 2009).

**Religion and spiritual** beliefs can be a vital element of the cultural make-up of a developing nation (Joakim and White, 2015). Leaders must be conscious of their own religiously inspired prejudices

and inclinations, especially if they contradict any national religion. The main goal of transformational leaders is to increase the competences and abilities of teachers and students, but this would not be accomplished if their cultural values differ from those of the nation in which they live (Leithwood and Jantzi, 2010). These leaders' attributes will not be acceptable in their working environment.

One feature of national culture, in developing countries, where most businesses are family-owned, is *nepotism, or favouritism*, in dealing with employees and other stakeholders, due to social and family ties (Chervenak and McCullough, 2007). It is covered a little in research but with no systematic theory (Darioly and Riggio, 2014). It can be shown in racism or sexism, for example, even in Sweden, generally known for its emphasis on gender equality, where in the scientific community, awards discriminated against women (Chervenak and McCullough, 2007). Most researchers refer to nepotism as hiring kin as employees without considering their qualifications (Jones *et al.*, 2008). Hiring of different generations of family members in the same organisation is cross-generational nepotism and the recruiting of husbands or wives is paired employees' nepotism (Padgett and Morris, 2005). Such favouritism might be considered an organisational culture (Padgett and Morris, 2005). In societies where tribal backgrounds and family names are part of individuals' identity and status, nepotism may be part of national culture (Al Ramahi, 2008). The care and attention paid to social and family relationship in "collective cultures", such as in the Middle East, means that nepotism, or what is known as *wasta* in these societies, might be more common in such cultures even if it was not favoured.

Alder and Gilbert (2005) point out that effective employee selection and recruitment of should be based on person-job fit. Candidates' skills, knowledge, competences should match the core job requirement. However, with *wasta* (the Arabic term that is generally taken to refer to favouritism or nepotism), an individual's qualification is automatically disregarded (Padgett and Morris, 2005). Subordinates' perception of a leader is critical. Hiring on the basis of nepotism, whether the candidate is the leader or the led, might undermine the leader's role in the organisation especially if the candidate is a relative of the organisation's executives (Darioly and Riggio, 2014). It also demeans the power of the leader, affecting the perception of followers and subordinates. Jones *et al.*, (2008) point out that studies have proved that nepotism encourages unproductive behaviours and increases employees' dissatisfaction and their intention to leave.

### ***2.16.1.2 Competition Pressure***

Competition is one of the external institutional factors that affect transformational leaders. With the integration of different competitive economies due to globalizations, school leadership practice is exposed to international trends in education. For example, in 1995, Iceland's Minister of Education, Bjorn Bjarnason, accentuated how educational systems have become a topic discussed in conferences on competition, restructuring, and quality reform (Lárusdóttir, 2014). Schools as organisations are forced to improve their approaches and augment their leadership skills and operational efficiencies (Chan and Cheung, 2011). Marx (2017) argues that little work has been done on the influence of external competition on leadership. The competitiveness of the education industry is a critical factor affecting the performance of school leaders, especially since industry competition is beyond their control (Bazigos, Gagnon and Schaninger, 2016). Leaders in schools should be observing one another and carefully considering each other's actions, building strategies accordingly (Jabbar, 2015). With parents' continuous demand for higher quality education for their children, competitive pressure on schools and their leaders is high. Jabbar (2015) postulated that perception of the competition varies from one leader to another, so their responses to competitive pressure differ. Some respond in a productive way while others do not. This in turn affects the overall outcome of the school as well as staff performance.

### ***2.16.1.3 Regulatory Control***

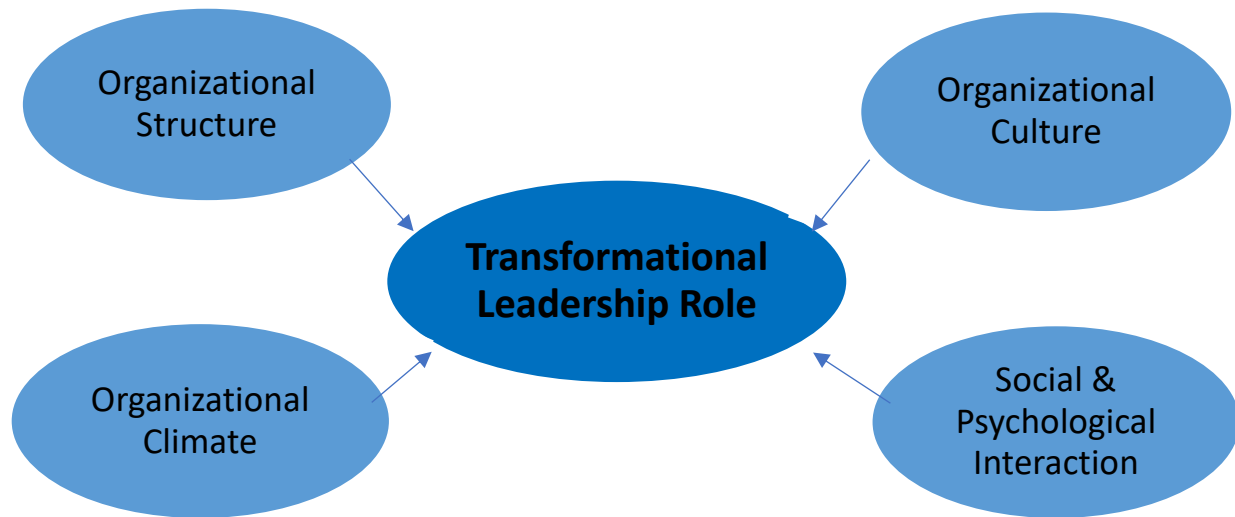
Each industry has a regulatory body that provides guidance to companies under its supervision. Several aspects that shape the behaviour of an organisation have been identified, including the leader's role in abiding to regulatory rules (Downe, Cowell and Morgan, 2016; Abu Alsuood and Youde, 2018). Lárusdóttir (2014) argued that leaders' scope of work in Iceland's schools, for instance, was controlled by national laws and municipality legislation.

Chan and Cheung (2011) argued that institutional theory implies that some industries and sectors have prominent influential agents imposing practices on subservient organisations. Downe, Cowell and Morgan (2016) postulate that a country's government is a dynamic hub for the distribution of mandates and responsibilities, especially ethical ones, to organisations. Government uses regulatory control to force companies' structures, operations and functioning procedures to be in line with their regulations (Chan and Cheung, 2011). Although regulations can prevent chaos, they

could sometimes be costly when it comes to compliance (Engels *et al.*, 2008). Organisations like schools are asked to follow rules that might affect their organisational structures, limiting leaders' actions and using up organisational resources (Cook *et al.*, 1983). Regulatory compliance creates problems for transformational leaders who are supposed to set an example to their followers (Abu Alsood and Youde, 2018). They either have to abide to rules that might hinder their organisation's progress or disobey them and set a negative example to individuals who observe the rules (Downe, Cowell and Morgan, 2016).

### **2.16.2 Internal Organisational Factors**

Organizations in general are affected by many elements that are embedded internally. Some of these factors are shared values, norms and beliefs, structure, competence, policies and procedures (Zidane *et al.*, 2016). Valaitis *et al.* (2018) added some other factors to these, such as the organization's philosophy, team resources and administrative support. Therefore, in order to support the organisation's context, in a school setting, internal organizational factors must underpin improvement of the school's learning environment (Snoek and Volman, 2014). Alabi and Alabi (2014) indicate that although the literature confirms the significance of a leader's individual attributes, it does not confirm whether such attributes are essential in performance of a leadership role without the required organisational factors. In spite of the possible effect of so many internal organizational factors, for the purpose of this research, only organisational culture, structure, climate, and social psychological interactions which lead to work meaningfulness, as shown in Figure 2.6, will be examined.



**Figure 2.6: Internal Organizational Factors Shaping Secondary School Transformational Leadership**  
**Source: The Researcher**

This above Figure 2.6 is intended to clarify the possible impact of organizational structure, organizational culture, organizational climate and social and psychological interaction as critical internal influencing factors on transformational leadership. It is not meant to imply that the forces are equal in any way, but that the balance of internal institutional forces can be conducive or obstructive to transformational leadership.

### ***2.16.2.1 Organisational Culture***

Organisational culture assumes the presence of a mutual configuration of how a business’s settings, its social relationships and human capital can be used to solve any business problems (Schein, 1992, cited in Gómez-Miranda *et al.*, 2015). It relates to how individuals behave and act in the organisation (Kasper, 2002). Schein (1996 cited in Bowers, Hall, and Srinivasan, 2017) point out that it is an implied norm shared by a group of people in an organisation, affecting their perceptions, feelings, notions, attitudes and actions. This is in line with the definition of Gregory’ *et al.*, (2009) of culture as “*a set of beliefs, values, and assumptions that are shared by members of an organisation*”. It is considered one of the intangible resources that distinguish organisations and support their sustainability.

Bowers, Hall and Srinivasan (2017) argue that it is vital to understand the type of culture inside an organisation in order to choose the most suitable leader. According to Kinicki and Fulgate (2012),

there are three types of organisational culture: 1- Hierarchy culture, which is an inflexible, tiered structure with a clear set of values that requires comprehensive processes and schemes to motivate compliance; 2- Clan/adhocracy culture, where only a few strict processes exist and employees are empowered; 3- Elitist culture, presented by Wiener (1988 cited in Bowers, Hall and Srinivasan, 2017), a more dictatorial type with inherent virtues or insights of worth. Some scholars argue that leadership style is responsible for development of one of these types, while others point out that culture affects development of the organisation's leader, assists the leader to work out the likelihood of being followed and determines his or her practices (Gómez-Miranda *et al.*, 2015)

In educational environments, such as schools, culture is created by the continuous exchange of relations among academic staff, employees, students and other stakeholders who contribute to the formation of the schools' unique culture (Hoy and Miskel, 2013). Leithwood, Tomlinson and Genge (1996) hypothesise that school culture is a widespread notion, affecting behaviour and operationalisation of school processes based on values, beliefs and norms. Culture is, therefore, integral in framing organisational outlook, performance and implementation of educational programmes (Mouton and Blake, 1969; Posner, Kouzes and Schmidt, 1985). In the past four decades and a half, emphasis of the interplay of organisational culture and performance was considered as "culture craze". It has been argued by Barth (2002) that the influence of a school's culture's is extended to individuals' lives and behaviour and the formation of their values (Veeriah *et al.*, 2017).

The significance of culture for organisational behaviour and its effects on its people and to a degree on schools (Deal and Kennedy, 1982), has been an established area of research. The works of Turner (1986) and Mouton and Blake (1969), amongst others, show the significance of culture on organisational renewal and transformation. This is because culture is vital to the total way a school behaves and operates. Culture can support or weaken the role of school leaders.

There has been little empirical examination of the influence of organisational factors on school leaders' professional development and role efficacy. Schleicher (2012) argued that considering school principals as leaders, their development is based on practices and measures that are formed to boost their skills, professional knowledge and attitude. But for a leader to develop several other

factors are involved, including organisational structure, organisational climate, and with followers/leaders social and psychological interaction (Evers *et al.*, 2011).

### ***2.16.2.2 Organisational structure***

An organisation's structure has a role in the rise of transformational leadership (Pawar and Eastman, 1997). Organisational structure includes the organisation's rules and formal procedures to which employees should adhere (Bia and Kalika, 2007). Nielsen and Cleal (2011) suggest that formalisation through clear written instructions, procedures and organisational rules, creates a positive work climate which can support transformational leadership. This supports Bia and Kalika's (2007) notion that standardizing procedures assures stability and behaviour predictability of employees. The influence of organisational structure on transformational leadership has been debated, especially with respect to the differences between public and private sectors. Some scholars, such as Currie and Lockett (2007), argue that it is challenging and sometimes unethical to pursue a transformational leadership in public sector organisations, while the complicated situation of government entities may obstruct or prevent transformational leadership. Decision-making power and hierarchical decision-making might negatively affect transformational leadership success (Wright and Pandey, 2010). Arokiasamy (2017) argues that only a healthy structured organisation would allow its leaders to handle difficulties and so survive in the long run.

### ***2.16.2.3 Organisational Climate***

Another critical internal contextual factor is the **organisational climate**, which refers to how employees share a perception of the organisation's structure and what supports their work (Zohar and Tenne-Gazit, 2008). Newmann, Rutter and Smith (1989) identify the critical role of school climate in supporting the learning and teaching process. School climate is agreed to be an internal sense of security and belonging that teachers, other staff and students feel in their schools (Arani and Abbasi, 2004). It is defined as "*combination of values, beliefs, and attitudes shared by all those who have roles to play in the school*" (Sweeney, 1988). Arani and Abbasi, (2004) indicated that it is of significance to all school stakeholders as it contributes to students results in terms of behaviour and personal development (Werang and Agung, 2017). By nurturing the values, attitudes, perceptions and beliefs held collectively by all school members. Leadership by a

principal would be responsible here for setting a unified goal and creating a stable climate for solving problems (Newmann, Rutter and Smith, 1989).

#### ***2.16.2.4 Leader-follower Interaction – “Social and Psychological Interaction”***

Leader-follower interaction can support the social learning process among followers through their perception of and cooperation with their leader, helping them decode their organisation’s practices and make work meaningful (Zohar and Tenne-Gazit, 2008). Kahn (1990) pointed that people who feel there is meaning in their own work feel significance in their life. According to the researcher, it is a “*feeling that one is receiving a return on investments of oneself in a currency of physical, cognitive, or emotional energy*’. It is important to motivate employees, using the intrinsic resource of the meaning and value of work, so as to be able to retain the qualified ones (Janik and Rothmann, 2015). Nielsen and Cleal (2011) supported this idea, identifying that working conditions that mirror meaningfulness feelings increase the transformational relationship between leaders and followers and support a positive social and psychological interaction between both parties.

Social and psychological interaction creates another kind of meaningfulness, “meaningfulness at work”, as postulated by Pratt and Ashforth (2003), supporting a person’s sense of belonging to a place. ***A positive social and psychological interaction*** is defined as a course of actions developed by the instinctive and frequent deeds and connections of people (Sahlstein and Duck, 2001, p. 372). Evers *et al.*, (2011) indicated that the people’s relations are developed over time by language and social interactions, so that as long as leaders and followers speak a common language and have positive social interaction, they should support each other. Followers’ well-being as well as their self-development needs, affect the ability of transformational leader to exhibit his or her competences (Nielsen *et al.*, 2008). Devire and Shamir (2003) even referred to the possibility that leaders might change their style to meet their followers’ preferences, to be able to predict followers’ reactions, or to align them towards mutual goals, values and motivations.

The literature has covered other factors that influence the performance of secondary school, such as the impact of principals’ transformational leadership on students or teacher’s performance. Alnawasreh, Nor and Suliman (2019), for example, empirically examined the moderating effect of transformational leadership between antecedents (future goals, peers’ support, teachers’ support



and self-efficacy), and outcome (students' academic results) in a Malaysian high school. The researchers were able to prove positive and significance relations among these factors. Similarly, Ahmad, Bakhsh and Rasool (2019) investigated the impact of transformational leaders' skills such as idealized influence, inspirational motivation, intellectual stimulation, individual consideration, and humour orientation on teachers' performance in Pakistan and found that they all positively impact teachers' performance.

It is obvious that the literature has covered many elements that have an influence on transformational leadership in different contexts (Zohar and Tenne-Gazit, 2008). The educational system is also a context, which in relation to leadership style, is also framed by the factors mentioned in Section 2.16. However, given the transactional leadership style present in the Kuwaiti educational system, as postulated by the World Bank (2015), the present research proposes that the transformational leadership style is the most suitable model of leadership that would assist schools to positively transform, based on different research conducted by Abu Al Suood and Youde's (2018) and Abdalla and Al-Homoud (2001) that have given evidence of this. In spite of such evidence, it is important to state that not all researchers are in favour of transformational leadership, as some researchers are quite critical of it (Allix, 2000; Yukl, 2006; Currie and Lockett, 2007), as the next section shows.

## **2.17 CRITIQUE OF TRANSFORMATIONAL LEADERSHIP**

The empirical (and theoretical) research into how the above issues apply in schools in developing countries is sparse and weak (Dartey-Baah, 2014). More robust, nuanced and empirical research is needed to unpack theories of educational leadership and identify better ways of managing and leading educational organisations in developing countries, such as Kuwait (Almoosa *et al.*, 2012). Therefore, research on transformational leadership in schools ought to move consideration from the description of the roles and responsibilities of principals and the examination of the effect of antecedents of their activities on the management and leadership of schools. This research must cover issues such as poor achievement rates and outcomes, weak engagement by teachers, parents and pupils, how to enhance teachers' motivation and commitment. It must cover institutional factors, such as Islamism, nepotism, centralised power networks, political connections, stratified social systems, respect for religious leaders (Abdalla and Al-Homoud, 2001).

In his assessment of conceptual weaknesses in transformational and charismatic leadership theories, Yukl (2006) notes that transformational leadership, despite its positive dimensions, has some demerits, while the fundamental influence processes for transformational leadership are still imprecise and lack systematic analysis of what they need to be and how they work. The influence processes of transformational leadership still lack explicit explanation of the effects of a leader on subordinate motivation, attitudes, and behaviour. Allix (2000) is sceptical about the empowerment effects that transformational leadership brings and asserts that it is an instrument of domination and control rather than genuine school transformation and positive change of organisational culture and structure. Lewin and Regine (2000) concur, suggesting that transformational leadership seems to benefit those at the top, while neglecting those at the bottom of the organisation. Currie and Lockett (2007) and Dvir *et al.*, (2002) share this view, suggesting that transformational leadership is sometimes a way to control teachers.

In the view of Yukl (2000), transformational leadership is conceptualised mainly as “a leader’s direct influence over individual followers, not leader influence on group or organisational processes” (Yukl, 2000, p. 287). The focus of transformational educational leadership on a single individual (the leader), not the led (group of people), detracts from the philosophy of collegiality and shared leadership, which is one of the hallmarks of a community of leaders (Sergiovanni, 2000; Harris, 2005). Table 2.1 summarises previous studies carried in relation to leadership in the Arab Gulf countries which highlights the shortage in research as explained earlier, as well as the criticism of the same.

**Table 2.1: A Summary of Some Different Studies in The Gulf Countries About Leadership**

Researchers	Year	Emphases	Methodology (Sample size, analytic tool)	Variables	Main findings	Criticism
Al Jaber	1996	Focuses on identifying dimensions of leadership requirements of Kuwaiti secondary school principals after the Iraqi invasion and subsequent liberation.	Sample: 802 respondents (teachers, administrative superintendents, high-school principals) Instrument: 30 items questionnaire addressing six leaders' dimensions	School goals School climate Staff development programs Student affairs School curricula Supervision	Results showed that teachers see higher demands for principals in educational goals than do principals themselves amongst other issues.	1- Quantitative analysis that limits qualitative exploration for rich details. 2- Lacks emphasis.
Abdalla and Al-Homoud	2001	Research analyses effective leadership in the Gulf States and the theory of leadership implicit in a cultural approach.	Sample: 101 Qatari and 78 Kuwaiti officials Instrument: Questionnaire Second Sample: 11 middle managers from Qatar and 10 from Kuwait Second Instrument: in-depth interviews	Personal traits and demographic features	The results show that Qatar and Kuwait are very close in terms of overall profiles of effective or exceptional leaders.	1- Comparative approach that lacks own case study and generalised 2- This study is focused on effective leaders' personal traits and demographics.

Researchers	Year	Emphases	Methodology (Sample size, analytic tool)	Variables	Main findings	Criticism
Al Hamden and Al Yacoub	2005	Examine the viewpoints of individuals, involved in evaluating the performance of section heads in Kuwait secondary schools, on the performance evaluation form	Sample: 159 section heads, 32 principals, 104 supervisors. Instrument: 15-item questionnaire	Performance evaluation form and its sections	Performance evaluation form designed for the section head is beneficial in terms of: Enabling self-evaluation; contributing by content to the principle of self-evaluation; Encouraging discipline at work Enabling principals to develop their performance in the following academic semester, Contributing to defining training requirement Encouraging taking training courses.	Quantitative approach that negates social construction of meaning.
Bruggencate <i>et al.</i> ,	2012	Research examines means by which principals achieve an impact on student achievement	Sample: 103 school leaders, 998 teachers and 4,336 students from Grade 5 Instrument: Three different questionnaires each addressing each sample	School leader behaviour School organization School culture Teacher work Student engagement Academic performance, Promotion rate	The results showed a small positive effect of school leadership on the mean promotion rate in schools, mediated by a development-oriented school organisation and favourable classroom practices.	Based on quantitative analysis with much focus on the influence of school leadership role on academic performance and promotion rates, and not on the leadership practices and styles.
Elanain	2014	On understanding the effect of leader-member exchange (LMX) on staff turnover intentions in the United Arab Emirates	Sample: 241 employees in 15 different organizations Instrument: structured questionnaire addressing 5 variables	Role conflict Job satisfaction Organizational commitment LMX Turnover intentions	The research revealed that LMX played a functional effect on staff turnover intentions in western and non-western contexts.	Quantitative analysis limiting qualitative exploration for rich details.

Researchers	Year	Emphases	Methodology (Sample size, analytic tool)	Variables	Main findings	Criticism
Winokur and Sperandio	2017	Study to assess teachers' perception of Head of Departments leadership behaviour and their transformational nature and impact on the transfer of teacher training in the public schools in Kuwait	Sample: 158 English high school teachers in three districts of Kuwait Instrument: MLQ survey	The five Is - transformational factors (inspirational motivation, idealized influence, idealized stimulation and individualized consideration)	The results showed that perceived transformational leadership behaviour of High Schools HODs in English department in Kuwaiti public school was positively related to teachers' perception of their own increased transfer of training to the classrooms.	Quantitative analysis was adopted using questionnaires. The study focuses mainly on public schools as the Kuwaiti educational system consists of both private and public schools. Research was also based on teachers' perceptions of leadership behaviour, not necessarily on the styles and practices.
Abu Al Suood and Youde	2018	Research to investigate the societal and organizational cultural influence impact academic leadership in Saudi Arabian higher education	Sample: 15 Deans Qualitative data using interviews	Societal culture traditional values, change, family, and tribal backgrounds	Centralized environment, strict regulations, the authority of top management, selection and promotion issues, and reputational factors impact leadership.	Focused on the cultural and societal elements excluding other external and internal factors. Also, it is based on the perception of leaders and does not consider the opinion of followers.

Source: The Researcher

To have a nuanced and holistic understanding of leadership, contextual factors should be considered (Kostova and Roth, 2002; Amenta and Ramsey, 2010), as they illuminate national variations and peculiarities in managing and leading change in education (Abdalla and Al-Homoud, 2001).

## **2.18 LITERATURE GAP**

Today's business environment is one of rapid technological change, high economic turmoil, political instability and fierce global competition (Hitt, Haynes and Serpa, 2010). Therefore, organisations must be able to adapt and transform, with leaders who can create strategic change and bring their people along with them (Antonakis and House, 2014). Because of the significance of leadership in such volatile settings, there is a rich academic and practical literature investigating the topic in different perspective. However, many gaps still need to be filled.

Bass (1985) proposed several models of leadership theory, making it one of the most examined and studied theories, but although has addressed the role of leaders, leadership theories overlap and have rarely been subjected to appropriate psychometric analysis (Antonakis *et al.*, 2014), which requires understanding of the industry in which leadership is being examined.

Although older studies examined the effect of transformational leaders in educational settings, the main focus was on university students' performance rather than that of secondary schools' students (Alnawasreh, Nor and Suliman, 2019).

Many studies looked at the impact of transformational leadership on different organizational (school) internal factors. Werang and Agung (2017) examined the impact of a transformationally-leading principal on school climate, showing a significant positive effect. Wang (2019) tested the mediating effect of school climate on the relationship between transactional leadership and students. Veeriah, Piaw, Li and Hoque (2017) tested the impact of eight dimensions of transformational leadership on school culture. It is clear that most of these studies showed the impact and influence of transformational leadership and its antecedent, practices, style, etc. on different organizational (school) internal factors, rather than the other way around, as in this research.

Malik, Javed and Hassan (2017) tested the impact of transactional leadership on organizational commitment and job satisfaction but not the effect on employee motivation and other internal and external factors. The study was of the Pakistan banking sector not in education sector, as in this research.

Modern leadership research is dominated by transformational leadership and its influence on organisations and followers (Nielsen and Cleal, 2011), but there is a gap relating to how transformational leaders emerge and why one transformational leader is more effective than another (Zhang, Wang and Pearce, 2014), so research into predictive factors for transformational leaders' effectiveness is needed (Nielsen and Cleal, 2011), especially in education, particularly in school settings. Several researchers (e.g., Zhang, Wang and Pearce, 2014; Nielsen and Cleal, 2011) investigated the antecedents of transformational leadership. The main focus was placed on dispositional and contextual viewpoints (Zhang Wang and Pearce., 2014). The dispositional perspective focuses on the personal traits that support development of transformational leaders and create the individuality among them. Many researchers have empirically established the attributes that underpin the emergence of effective transformational leadership (Bommer, Rubin and Baldwin, 2004). Little research has been conducted on the contextual factors as predictors of transformational leadership (Nielsen and Cleal, 2011). The present research aims at tackling this gap, in the context of secondary schools. It concentrates on examining the perception of the followers as well as the leaders, to crosscheck different views of the influence of leadership as well as predictive variables. The aim here was to fill another identified by Burkus (2010), who postulated that transformational leadership research had focused heavily on senior-level leaders.

Avolio, Bass and Jung (1995, cited in Nielsen and Cleal, 2011) highlighted the need to systemically test and comprehend the situation which may encourage or discourage transformational leadership. In the ideas of Kotter (1990), the transformational leaders are moral agents whose actions can help employees to attain loftier heights, so it is important to identify how transformational leadership affects staff motivation, in this case in the school context. This area that requires more empirical research (Bruggencate *et al.*, 2012; Winokur and Sperandio, 2017). Winokur and Sperandio (2017) indicated that institutional factors, whether and how internal factors, such as the organisational culture, along with the sub factors embedded in it (wasta or favouritism) (Zhang, Wang and Pearce,

2014), or organisational structure, or external factors, such as governmental and legal systems, influence how leadership is conceived, practiced and understood in organisations. Rotberg (2012) and Bruggencate *et al.*, (2012), argue that institutional and contextual factors and their influence on organisational outcomes have remained a largely understudied matter in developing countries.

There have been several studies, as exhibited in Appendix A, that shed the light on the challenges facing educational institutions in terms of leadership models, according to the areas of leadership that are the focus of each piece of research as well as knowledge gaps. The fact that there are different predictors of transformational leadership emergence and effectiveness is the main research gap that the current research hopes to fill, by analysing the internal organisational and external institutional factors that affect transformational leadership.

The application of leadership and management theories to public and private sectors is another research gap, as this has not been comprehensively studied in the GCC (The World Bank, 2015). The challenge of having different rigid structure in the public sector has not been fully highlighted by researchers (Currie and Lockett, 2007), nor has whether decision-making power and hierarchical decision-making as elements of organisational structures would hinder the progress of transformational leaders (Wright and Pandey, 2010). Despite huge research on transformational leadership in schools (Hallinger, 2003), there is also a gap in researching how transformational leadership can, directly and indirectly through contextual factors, transform learning through academic innovation. This is important as it can lead to improved student engagement and learning outcomes. Understanding more would help transform secondary schools in developing nations, such as Kuwait (Al-Sharija, 2012; Dartey-Baah, 2014; Winkour, 2014).

The research in hand seeks to contribute to this direction by exploring the impact of transformational leadership in secondary schools on academic development, school transformation, teachers' effectiveness, commitment and motivation in Kuwait. Whilst various researches have focused on the direct link between students' outcome and school heads, more recent studies have focused on this, using different methods (Northouse, 2012; Antonakis *et al.*, 2014; Syafarudin, 2016). The research investigates the national and organisational cultural factors through which transformational leadership affects schools' outcomes, an area still understudied (Mulford and Silins, 2003; Robinson, Lloyd and Rowe, 2008)



Transformational leadership is a suitable model to reform and advance educational standards and employees' skills in Kuwait, as it has a comprehensive, collegiate process that is not only ideal for transforming schools but can offer a normative approach to school leadership (Al Hamdan and Al Yacoub, 2005; Winokur, 2017). Winokur (2014) notes that transformational leaders help in shaping staff development and empowerment, including a sense of morality and ethics. These factors are critically important for Kuwait to be economically viable and to lead the GCC and to be seen as an important global player. The Researcher has therefore attempted to examine the organisational factors that would support excellent educational leadership in Kuwait. Given the apparent limitation of the studies shown in above mentioned appendices, there is a need to focus research in this direction (Bruggencate *et al.*, 2012), to better understand the nature of school leadership in Kuwait (Abdalla and Al-Homoud, 2001; Al Hamden and Al Yacoub, 2005) and develop a more nuanced, contextual understanding of how leadership critically affects school leadership and management (Elanain, 2014).

Leithwood (1994) examined the role and adoption of transformational leadership in educational administration, stating that the significance of the transformational leadership model to educational leaders is premised on the notion that leadership mainly materialises in times of change, and the dynamics of change determines the type of leadership required. The absence of ethical, good principal leadership in schools might be affect teachers' commitment and lead to degeneration in student achievement and organisational goal attainment in Kuwait (Winokur, 2014).

The epoch of school reform, change and reorganisation may continue (Winokur and Sperandio, 2017). As argued by Winokur (2014), the debate has progressed from the influence of transformational leadership on school change to the mediating and moderating impacts of transformational leadership on school change, professional standards (Murphy, 2016) and outcomes (Bruggencate *et al.*, 2012). Consequently, research into leadership is important from a practical perspective if it can prevent deterioration in educational practice and standards, so the Researcher has tried to examine how this leadership transformational impact would apply to the secondary schools in Kuwait (Bruggencate *et al.*, 2012), covering many of the gaps mentioned above as highlighted in Appendix B.

## 2.19 CONCLUSION

This chapter highlights definition of leadership as well as it explores the advent and development of the leadership concept, its styles, theories and models as well as its relationship with leading change in Kuwait's educational setting. Literature on the state of school leadership is also presented. It presents an institutional perspective to reinventing secondary education, including how various national institutions, such as, political leadership, Islamism, religion, centralised power, nepotism and others help to frame educational leadership style.

Conceptualising leadership as above will support the Researcher in developing the research Framework at a later stage as will be presented in the coming chapter. Also included in this chapter are structure, network, significance and goals of transformational leadership in the school setting, the roles of transformational leaders in leading educational systems, and aspects of transformational leadership and its components. As presented and evidenced in the literature reviewed, transformational leadership has its benefits in transforming schools through its positive impact on teachers, since this type of leadership is empowering, participative and fluid, engendering more participatory curricular development and implementation. Transformational leaders were also found to increase staff motivation, student achievement and educational outcomes.

The chapter also presented a critique of the transformational approach to leadership in the Kuwaiti context as along with the rationale for it. This chapter also highlighted the recommendations presented in the literature to reinvent the pattern of educational leadership, due to the ability of a different approach to leadership to bring about better educational standards, a higher achievement rate and improved staff motivation and commitment, which are critically important to realise the plan of Kuwait to become one of the best educational providers in the world, in terms of quality of education, and of teaching and learning. Such recommendations concerning efficiency and feasibility in the secondary schools in Kuwait will be examined in later chapters. After the exploration of the research topic as presented in the literature in the current chapter, the next chapter highlights the theoretical foundation of this research.

## **CHAPTER 3 THEORETICAL FRAMEWORK**

### **3.1 INTRODUCTION**

This chapter presents the theoretical framework for the present research. It is, therefore, concerned with the exploration of the key theoretical foundations of the research, which is transformational leadership. This determines the development of the research's framework, and decisions determining which variables to include.

Institutional factors and the leadership style of the school leaders, represented in the literature mainly as school principals, have been identified as determining educational quality, outcomes, and the satisfaction and motivation of staff. Many writers have focused on the impact of leadership style on institutional dynamics (Elanain, 2014; Rotberg, 2012) and educational leadership in particular (Leithwood and Jantzi, 2010). This understanding will support theorising about educational leadership in Kuwait and its concomitant transformation. The Researcher has developed a framework based on the literature, evaluation of educational leadership theories and organisational factors and research gaps. The next section focuses on justification of the proposed framework and how this research derives its theoretical framework (Klag and Langley, 2013) applied in the research.

### **3.2 JUSTIFICATION FOR THEORETICAL FRAMEWORK**

Al Hamden and Al Yacoub (2005) and Sergiovanni (2000) demonstrated in their research that school teachers can and do have substantial influence on learning, teacher motivation, outcomes, commitment, and school etiquette. Yet the various strategies and mechanisms through which leaders affect learning outcomes, achievement rates, and the relationship between this and contextual issues remain unclear and sometimes contentious (Evans, 2001).

Though there is research on the mediators of school transformational leadership processes and practices (as explained in following section), there is disagreement amongst scholars as to which leadership framework has the greatest potential for school transformation, as demonstrated by the review of empirical research by Hendriks and Scheerens (2013). This indicates the unclarity about types of leadership most suitable for schools in terms of its influence on different stakeholders, including teachers and students. Following this dilemma, Alqahtani, (2015) identified the

difficulty of finding the right framework to establish how educational institutions should be managed or led.

The approach in this research is to limit methodological hegemony, where one theory is continually appropriated to theorise (or conceptualise). Theoretical approaches facilitate understanding why and how educational institutions adopt different types of leadership styles or models. As this thesis maintains, this understanding is central to developing the leadership concept and enriching educational leadership, in particular, from the perspective of developing countries such as Kuwait (Winokur, 2014).

### **3.3 THEORETICAL FRAMEWORK AND CONCEPT MAPPING IMPLICATION**

Novak and Gowin (1984) initially proposed a concept map as a framework in understanding changes in children's knowledge regarding science. Today, it is used in teaching and learning to represent strategy for shaping instructional methods to achieve better understanding of a phenomenon (Novak, Leshem and Trafford, 2007). Comparable diagrammatic frameworks have developed, including Anselem Strauss's (1987) integrative diagram, Miles and Huberman's (2019) conceptual framework and Maxwell's (2005) cognitive maps. The aim here is to advance research as well as theories and approaches, to achieve better understanding of how ideas can be widened. Concept mapping is fundamental to theorising (Novak and Gowin, 1984) and sometimes referred to as mind mapping (Trochim, 1989). It involves construction of knowledge and its development with regard to related literature, premised on what researchers know and agree on in relation to a concept or issue. It facilitates the development and extension of knowledge about a concept (Novak, 1977). In this research, it enables construction of concomitant new knowledge to advance leadership style theory (Bass, 1985).

In creating a conceptual map, associated notions are mixed together to generate propositions that although distinct from one another, have a similar origin, as shown in Figure 3.1. Similar but related concepts that the research supports are taken into account. This can lead to a systematic, coherent, and rational investigation (Maxwell, 2005). For the current research's framework, the process includes structured interaction between the Researcher and prior literature (Simon, 1982) on leadership and education, in particular in Kuwait. This leads to information processing

heuristics, a validity construct that helps define the boundaries of theoretical development and interpretation (Aertssen, Ferguson and Smits-Engelsman, 2016). Validity constructs permit a logically ordered application of the theoretical investigation process, mainly when a researcher is confronted by many unclear theoretical directions (Simon, 1982). It helps a researcher map out a valid theoretical research framework.



**Figure 3.1: Concept Mapping of The Present Research**

Source: The Researcher

The theoretical framework for this research results from a review of the literature about leadership, transformational leadership, transformation of schools, institutional imperatives and influences and the Kuwaiti context. As clarified in Figure 3.1, the centre of this research is the concept of

transformational leadership, and as presented in the literature, this research highlighted the different styles of leaderships to arrive at transformational leadership as one of the styles that has been demonstrated successfully in many different studies. This research also pinpointed the different roles, practices and dimensions of transformational leadership, shedding light on it in the context of education and more specifically in Kuwait, and how such practices and dimensions may reflect on teachers and other stakeholders. Moreover, another set of elements connected with transformational leadership and discussed in this research are the contextual factors that augment or hinder the transformational leaders' roles in school. These include external and internal factors that affect the high school context and which are clearly connected in a set of relationships and impacts. The connections between these variables are mapped in Figure 3.1 above.

### **3.4 DERIVATION OF FRAMEWORK FOR TRANSFORMATIONAL LEADERSHIP IN EDUCATION**

Based on the theoretical framework and implications of concept mapping from previous studies (Novak and Gowin, 1984; Bass, 1985; Aertssen, Ferguson and Smits-Engelsman, 2016), the Researcher has attempted to explain how the framework was developed. The framework consists of secondary school leadership transformation, the concept of transformational leadership styles and roles, and the factors framing transformational leadership in schools as discussed below.

#### **3.4.1 Leadership Style in Organizations**

Leadership style underlines the methods, abilities and techniques that managers use in handling situations and in expressing leadership within an organisation. Leadership style affects organisational effectiveness and performance, by influencing the performance of employees and workgroups. A good match between leadership style and the operating realities of an organisation will influence its level of effectiveness. Leadership styles may be autocratic, where leaders control decision-making and decisions are made without input from other stakeholders and their interactions with others are based on communicating these decisions. Or they may be permissive and democratic, where leaders' give their employees some freedom in decision-making and in how they work towards a goal. There are other leadership styles which include the persuasive,

consultative, management by walk around, and chaotic (Day *et al.*, 2001; Al-Sharija, 2012; Aldaihani, 2014; Al Ali, 2015; Plattfaut *et al.*, 2015).

Numerous theoretical methods have been used to measure and develop leadership (Bass, 1985). The literature has offered several explanations for the existence of leadership and its significance in organisations, but the relevance of leadership in delineating normative or strategic purpose remains understudied. So, an exploration of the differences between normative and strategic leaderships and their roles will be helpful in reinventing secondary schools in Kuwait. This conceptualisation is linked to institutional imperatives that identify educational leadership as being normative or strategic (Winokur and Sperandio, 2017). The former is transformational, normative and ethical, while the latter is strategic.

Whilst the normative approach emphasises an ethical leadership model that supports transformation, the strategic approach demotivates as well as negatively affects outcomes and staff motivation. This contention is central to Vroom's (2000) leadership and decision-making model, which was developed to as a normative model of leadership and decision-making and which identifies and predicts the effectiveness of decision-making procedures (Winokur and Sperandio, 2017) in the context of educational leadership, which involves pluralistic decision-making and leadership. Factors central to the normative approach to educational leadership are delegation, motivation, consultation, and participation.

According to Suchman (1995) the legitimacy (of educational leadership) can be grouped into: *normative (institutional)* and *strategic (instrumental)* validity (Mele and Schepers, 2013). Considering legitimacy from the position of the normative means justifying action from an institutional frame of reference, values and beliefs, which are influenced by various factors namely, norms and assumed acceptable standards of behaviour in a social space (Frynas, 2009; Hofstede, 2011). The institutional approach to school leadership proposes that school strategies will become comparable to underlying societal values (Abdalla and Al-Homoud, 2001), for example, those of Kuwait (Kostova and Roth, 2002). Institutional theory suggests that schools' strategies and practices will become similar within a definite context, as similar educational organisations face comparable social expectations, which is known as "institutional isomorphism" (DiMaggio and Powell, 1983). Seyfried, Ansmann and Pohlenz (2019) pointed out

that Institutional Isomorphism is a phenomenon that is associated with the impacts of quality control in the education process, through teaching and learning.

As noted by Dowling and Pfeffer (1975), organisations exist within the milieu of a superordinate system (Jaško and Kossowska, 2013), which frames their legitimacy, their normalcy and/or their strategy (Kostova and Roth, 2002; Haak-Saheem, Festing and Darwish, 2017). The normative approach helps to make an educational leadership style contextually logical and appropriate; while the strategic approach delegitimises school leadership style (Kostova and Roth, 2002).

### **3.4.2 Impact of Transformational Leadership in Schools**

In educational organisations, leadership should take into consideration collaborative and collegial efforts and inputs that help in making a change from the old and the tried (Sergiovanni, 2000). A leadership style should create organisational goals and deliver on them, and direct, guide, motivate and empower others to act above self-interest (Cialdini, 2001). A leadership framework expands the leadership process by increasing leadership capital, which involves the leader, the management of schools, and those who are led, in a collaborative effort to change how things are done. Studies that focus only on the direct efforts of school leadership to improve student achievement rate and outcomes seem to report inconclusive or poor outcomes. They tend to omit the moderating and/or mediating factors in school leadership (Leithwood and Jantzi, 2000; Robinson, Lloyd and Rowe, 2008). There is much research evidence that identifies that the impact of leadership on student outcomes as well as on the achievement rate is mediated by environmental conditions, such as school culture and institutional imperatives, for example Ogbonna and Harris (2000) and Flores (2004). Researchers such as Hofstede (2011) have suggested that school culture relates to behaviour and operationalises school processes, values, beliefs and norms, so affecting both leaders and led.

So, although research on leadership by principals that has been carried out in some school cultural settings has demonstrated the principal's influence on a range of school systems, processes and outcomes (Flores, 2004), many details are missing about how heads of schools respond to their school environmental milieu as they shape organisational procedures and results. Also, it is unclear how these school leaders, through their engagement with others, including teachers, administrators and students, contribute continuously to framing organisational processes as well as outcomes. To

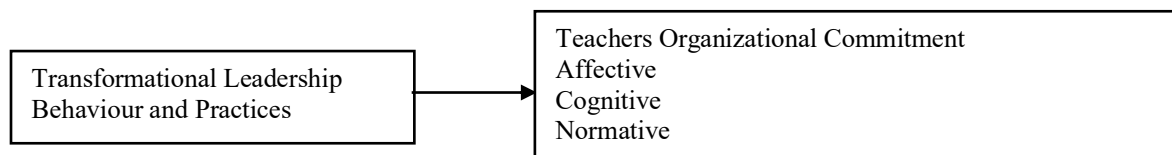


this end, school leaders or principals should not only carry out duties related to evaluating and coordinating the educational system but should also get involved through transformation of the wider school culture framed by environmental institutions. A collective, collegial model of school leadership is imperative for school outcomes and collaborative effort, empowered teachers, cooperative planning and continuous school improvement strategies and efforts. These are the hallmarks of an educational leadership culture that creates a community of learners, participation and collegiality (Sergiovanni, 2000). An important factor in this process is transformation in classroom etiquette, practices, and conditions, including instructional planning, clarification of relevant instructional objectives, decisions about curriculum design and content, learning ethics, selections of instructional approaches and others (Evans, 2001).

**Transformational leaders** have critical roles in their organisations as they participate in activities that stimulate their organisations' growth, foresee the future and fuel learning processes, matching subordinates' self-interest with the interest of the organisation, by inspiring followers to perform their best (Zhang, Wang and Pearce, 2014; Arokiasamy, 2017). Empirical analyses have established the influence of transformational leaders' behaviour on followers' positive performance, creativity, wellbeing and attitude, to boost their organisations' overall performance (Atmojo, 2012). Atmojo (2012) indicated that despite the clearly established positive impact of transformational leadership on individuals and on organisations, many academics and practitioners still seek more knowledge about its effect on performance, commitment and motivation of followers as well as exploring the driving factors and antecedents of transformational leaders' effective behaviour.

In different studies, a direct and positive correlation between transformational leadership and employees' organisational commitment was identified in diverse sectors and contexts as exhibited and clarified in Figure 3.2. For example, Shah *et al.*, (2011) and Malik, Javed and Hassan (2017) established the positive effect of a transformational leader on organisational commitment. This was in line with Thamrin (2012), whose quantitative research investigated the impact of transformational leadership on employees' job satisfaction and performance in Indonesia, finding a significant influence of transformational leadership on organisational commitment and employee performance, but not on employee satisfaction. This is contrary to the study of Elmazi (2018),

which declared the significance of the influence on job satisfaction among school teachers. Torlak and Kuzey (2019) showed a noteworthy link between employees' job satisfaction and their performance in the education sector as a result of transformational leadership, and a negative relation through the influence of transactional leaders. Selamat, Nordin and Adnan, (2013) carried out similar research in a secondary school in Malaysia. Their research framework is presented in Figure 3.2. Their inferential analysis supported that of Thamrin (2012) in relation to the existence of a positive and strong direct relationship between the transformational leadership behaviour of principals and the organisational commitment of teachers. Their findings were more in depth, as they illuminated that transformational leadership had a stronger impact on teachers' affective commitment than on continuance commitment and normative commitment. This demonstrates that transformational leadership also supports the retention of teachers, due to their emotional connection to the school they work in, as Selamat Nordin and Adnan, (2013) claimed. According to the researchers, this would also reflect positively on students' performance, as committed teachers would be able to control the classroom, give students extra activities to enhance themselves, as well as observe students' work closely.



**Figure 3.2: Conceptual Framework for School Leadership Transformation - Malaysia**

**Source: Selamat, Nordin and Adnan (2013)**

Organization performance was found to be influenced by transformational leadership as well. Andriani, Kesumawati and Kristiawan (2018) pointed out that headmaster, i.e. a school leader, can incentivise teachers, positively influencing their performance in the teaching process through collaboration between leaders and followers to enhance quality of learning. This would be through the skills of leaders who inspire teachers to become more creative in their teaching activities and stimulate their development. The notion here is that if teachers were highly motivated in their working environment, it is expected that they would provide their students with their best teaching, leading to a better quality of education, hence school performance. This confirms the positive influence of transformational leaders on schools' transformation through teachers' motivation

(Andriani, Kesumawati and Kristiawan, 2018). This notion was confirmed by these researchers as well as by Abdullah, Ling and Sufi (2018), who presented a similar positive relationship between transformational leaders and teachers' motivation. Such a relationship was also confirmed by Kappen (2010), who indicated the importance of transformational leaders in creating and founding 'self-engagement' of teachers, who would then share values and visions with their leader that will make them committed and motivated in their job.

**Transactional leadership** focus on the relationship between the leader and follower rather than on the ideals and belief of subordinates (Burns, 1978). In transactional situations, leaders specify what they want from subordinates and the reward they will get in exchange for doing what is expected of them. A transactional leader identifies the employee's expectations and needs and clarifies how these expectations will be met in exchange for the performance of the subordinate's duties (Bass, 1985). Transactional leadership may employ positive or negative rewards for employees. Incentives may include allowances, promotion and/or rewards (Bass and Riggio, 2006). The effectiveness of transactional leadership is based on whether a leader controls the penalties and rewards and whether employees are inspired and motivated by the promise of such rewards.

Most educational leadership studies address transactional leadership and test its role and impact on a school setting (Leithwood *et al.*, 2004; Afshari *et al.*, 2008; Burke, 2008; Graetz *et al.*, 2015; Syafarudin, 2016). The World Bank (2015) indicated that the current transactional leadership in Kuwait secondary schools, for example, uses a variety of instruments and processes involving myths, practices, belief systems and relationships in schools, enabling relatively stable forms of human interaction, activity and behaviour relating to managing relationships and expectations. In this situation, educational leaders individually and collectively control and exploit others and engage in transactional behaviours in different ways. Such leadership style apprehends appropriate teachers' voice, input and creative strength, thereby controlling their actions, behaviour and minds fundamentally through "legitimate" processes and established organisational code of conduct in the educational system (The World Bank, 2015). These actions both naturalise and legitimise the school leadership style (Meyer, 1977). Such control of teachers requires changing for

transformation and renewal since, as stated by Kaufman (2011), these issues are triggered and fostered by institutional matters.

On a similar note and looking at schools' transformation in Western cultures such as Israel, the presence of transactional leadership is apparent. For example, Barth and Benoliel (2019) gathered data from 1,859 teachers from ultra-Orthodox schools, from state-secular schools, and from state-religious schools, which contributed to half the sample. The findings indicated that religion and national culture both supported transactional and participative styles of leadership but not transformational ones.

### **3.4.3 Contextual Factors Framing Transformational Leadership in Schools**

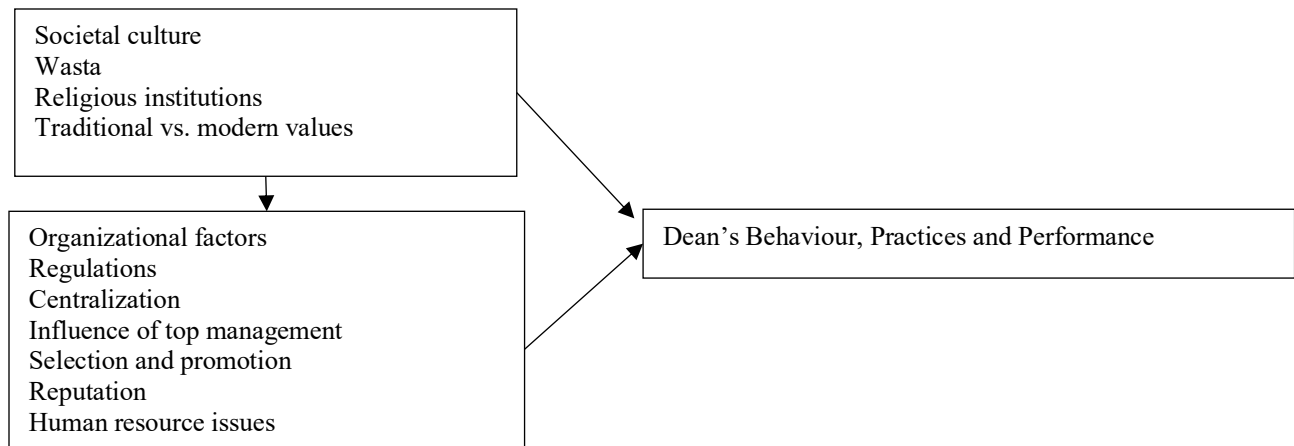
Although academics established the vital role leaders play in managing and changing their organisations, what constitutes an effective transformational leader is yet to be understood (Alabi and Alabi, 2014). Kuhnert and Lewis (1987) suggest that leadership skills are not exhibited unless triggered by situations, so each leader may react differently. Effective leaders build an environment where all involved parties can form and uphold a vision, mission or a purpose (Kegan, 1994). However, there is a need to understand what contextual factors predict and support the creation and development of transformational leaders and underpins their effectiveness, especially in school contexts. It is understood that both internal (organisational) and external (institutional) factors frame Kuwait's educational situation (Haak-Saheem, Festing and Darwish, 2017) and affect school leadership style, action and behaviour, which can lead to the need for school transformation (Hallinger and Heck 1996; Marzano, Walters and McNulty, 2005; Winokur, 2014; The World Bank, 2015; Haak-Saheem, Festing and Darwish, 2017; Winokur and Sperandio, 2017).

#### ***3.4.3.1 External Institutional Factors and Transformational School Leadership***

Middlehurst (1995) offers an overview of contemporary thinking on quality and leadership in the context of institutional effectiveness, investigating different explanations of leadership and quality and examining their contribution to managing change and to achievement of a culture of school quality improvement. However, there is little research on these topics in specific national environments in developing countries, such as Kuwait. This is the focus of the present research. It

is expected that it will facilitate a broader, subtle and distinctive view of leadership in secondary schools in Kuwait, from an institutional angle.

Institutions are a formal and informal framework that moderates cultural, economic, political and social exchanges (Amenta and Ramsey, 2010). Institutional factors, such as the national culture, nepotism, spiritual beliefs and religion, competition and regularity control among others, are contextual external institutional factors in Kuwait (Haak-Saheem, Festing and Darwish, 2017) that are closely linked together, as they underlie the educational system of Kuwait and structure teachers' subordination, control, centralised power, and unequal relations in secondary schools. This indirectly and directly affects staff motivation and commitment (Arokiasamy, 2017; Shah *et al.*, 2011) and students' achievement (Sultana, Darun and Yao, 2015; Haak-Saheem Festing and Darwish, 2017) but little is known about whether any of these factors' influence transformational leaders' effectiveness in performing their roles of motivating their followers and encouraging high performance in Kuwaiti secondary schools. Qualitative research in Saudi Arabia into the relationship between national culture and leadership in education by Abu Alsuoood and Youde (2018) (see framework in Figure 3.3) investigated the impact of national culture and organisational culture on leaders in higher education, showing that leaders in universities were struggling to manage the conflict between the nation's culture and its rigid tribal background and traditional norms and their desire to transform their universities. Nepotism and favouritism affected the selection and promotion of staff in the university, specifically for the post of dean, with personal relations with top management affecting selecting and promotional criteria for the dean position, similar to the "Wasta" that mirrors societal values, specifically, tribal influences. The researchers concluded that transformational leaders' practices and effectiveness were restricted and that this negatively affected university performance. They also found that Islamic values were dominant in universities, but with two viewpoints: conservative and liberal viewpoints. Each side had its supporters and resulting power, causing conflicts and politicization, in turns affecting leadership practices.



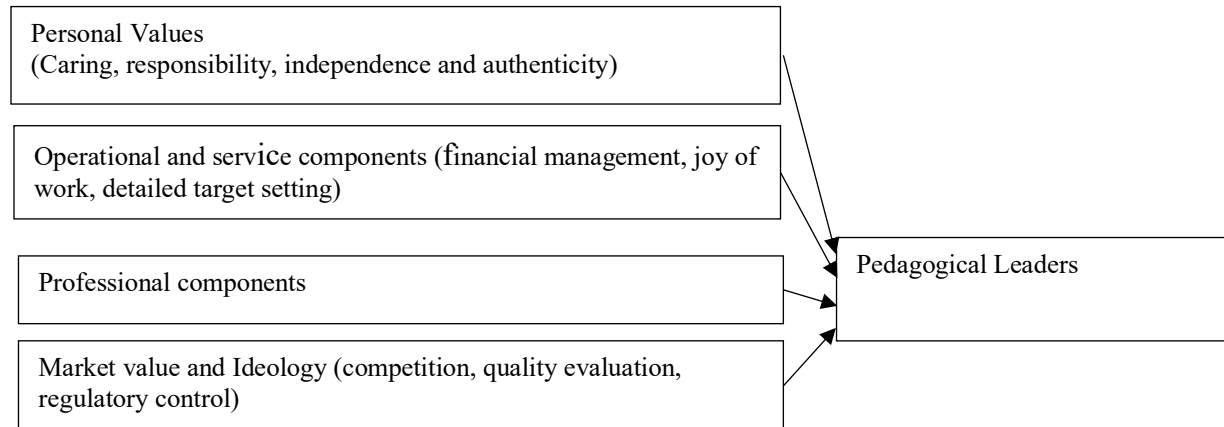
**Figure 3.3: Factors Affecting Deans' Behaviour and Practices in Saudi Arabia**

Source: Abu Alsuood and Youde, 2018

Engels *et al.* (2008) interviews of primary schools' heads showed that although schools are self-governing, national regulatory entities expect obedience and conformance to rules, resulting in much red-tape and implying that school leaders are controlled by numerous reviewing bodies who regulate the authority and independence of school heads. The researchers showed that although the heads believed that their successes and failures should be credited mostly to their own aptitudes, competences and determinations, lack of supportive policies internally and externally could have a negative impact. The findings of Abu Alsuood and Youde (2018) also underpinned this result, as seven of the interviewed university deans perceived regulations as hindrances affecting the change process and limiting their abilities to achieve their goals. A deterrent factor in the national culture is patriarchy, which prevails in the Arab culture (Arar *et al.*, 2013). The researchers postulated that this culture type confirms males' dominance over females in every sector and industry in the country. Education is no different. Arar *et al.* (2013) pointed out that women were not encouraged to manage or lead a school in Arab countries. Tribal and familial connections also dominate Arab national cultures. This unfortunately leads to the negligence of calibres' professional skills and abilities (Arar and Nasra, 2019).

Lárusdóttir (2014) research in Iceland (see framework in Figure 3.4), implied that school principals see that the scope of their work had greatly increased, with new competences required, especially in information technology and financial planning, and that the leaders were also expected to set goals that should be communicated at all levels, including to educational regulatory bodies. Most interviewees suggested that new roles, required due to competition, restricted their academic

leadership in matters that involved students and the teaching and learning process, and due to worldwide competition and the interference of public entities in their schools, they no longer enjoyed independence in managing their school's operations, which undermined their leadership.



**Figure 3.4: Research Framework on Factors Affecting Pedagogical Leaders - Iceland**

Source: Lárusdóttir (2014)

### ***3.4.3.2 Internal School/Organisational Factors and Transformational School Leadership***

A successful transformation necessitates an organisational context that efficiently supports the process (Snoek and Volman, 2014), but there has been little research into the role of internal organisational (i.e., school) factors on the role of principals and other school leaders, specifically in Kuwait. Interestingly, there are studies of the opposite phenomenon i.e., leaders influencing the internal environment of an organisation (Engels *et al.*, 2008), with a school culture that is typified by participative decision-making, by cooperative relationships, with a sharing of tasks, openness to change, and satisfied teachers supporting the leadership of school principals and better performance. Internal factors that would be considered predictors of transformational leaders' effectiveness include organisational culture, structure and climate, and psychological and social interactions between leaders and members of the organisation.

As culture is integral in framing organisational outlook, performance and implementation of educational programme (Hofstede, 2011), it is essential to consider it as a factor that affects leader and follower behaviour and is affected by them. Given the transactional, strategic nature of school leadership as exhibited in most studies, this thesis suggests transformational leadership, as one of

the normative leadership theories, as the style that encourages school members' participation in determining and achieving the schools' visions, mission and values (Al-Sharija, 2012), unlike transactional leadership. As opposed to the transactional strategic approach to school leadership, the transformational model of school leadership reflects normative school culture, structures and systems and takes into consideration the voices of key stakeholders (Bush and Glover, 2016). The transformational approach is holistic and more participatory and stakeholder-oriented in that it provides a normative approach to school leadership premised on the process and procedures by which leaders seek to influence school outcomes rather than on the nature or direction of those outcomes. Although this approach to school leadership has been criticised as engendering despotic leadership, due to its utilization of charismatic and heroic abilities (Allix 2000), it is considered in the literature as facilitating engagement, motivation, commitment and participation (Selamat, Nordin and Adnan, 2013). Some empirical studies have supported this. The research by Abu Alsuood and Youde (2018), for example, indicated that societal culture could negate a supportive university culture, negatively affecting the leadership of deans, with the nation's culture forming a centralized environment with rigorous regulations and supporting top management power. The Saudi Arabia tribal and family culture also weakened selection and promotion of employees based on their calibre, as well as creating reputational sensitivity. All these organisational cultural factors weakened leaders' ability to transform education.

Culture and leadership are conjoined concepts (Raharjo, 2012). Several researchers, such as Raharjo (2012), have presented the direct influence of transformational leaders on augmenting schools' culture, which in return augments the relationship between principals and teachers and between teachers themselves. This creates an affective commitment of teachers, and in return ensures the achievement of schools' goals (Veeriah, Chua and Siaw, 2017). Developing a strong welcoming culture would in return enhance principals' and other schools' leaders' transformational leadership skills and roles (Veeriah, Piaw, Li and Hoque, (2017).

Saranson (1996) stated that when considering students and teachers positive outcomes and school improvement, a school culture should be considered and taken first, as it is the base for them all. According to Angus *et al.* (2009) school performance improvements will happen only when positive and professional internal cultures are developed, as they replicate a positive school



climate. Healthy school cultures produce highly motivated teachers who have greater success by influencing the quality of their students' outcomes and, hence, school performance and change.

Newmann, Rutter and Smith (1989) argue that in an educational environment, no improvement in teaching process is beneficial if it is not supported by a positive school climate. Their recommendations were for practices that build a supportive climate, with healthy interactions between leaders, staff, supervisors and students. According to Angus *et al.* (2009), if a school supports and produces a healthy school climate, this will influence positively leaders' and followers' interactions and a school transformation that supports and encourages teachers' motivation and engagement and, hence, the quality of students' outcome. Freiberg and Stein (1999) defined the school climate as the heart of the school, in terms of being an important factor that affects the students and teacher's loyalty to and respect for their school. The significance of school climate was emphasized in much research, for example, Wang *et al.* (1997) who showed that school climate positively impacts school's performance. Snoek and Volman's (2014) research into teachers' leadership skills identified that if the school's climate does not support use of the leadership competences that the teachers have developed, those teachers will not be able to transform their schools, causing disappointment and demotivation. This in turn affects the sense of meaningfulness of work of both leaders and followers. The research of Zohar and Tenne-Gazit (2008) on soldiers in military boot camps focused on interactions between leaders and the group and despite being carried in a different context than schools, identifies the role of psychological interactions, friendship networks and proper communications among leaders and followers.

Evers *et al.* (2011) research into the relationship between organizational factors and Dutch teachers' development and expertise in secondary education showed that strong social networks and social psychological relationships among the teachers, established due to organizational factors including structure, strengthened their roles and expertise and provided support to all participating members in the school. The structure of the organisation is central to the effective performance of its leaders and employees. Their integrated framework is shown in Figure 3.5.

Engels *et al.* (2008) focus on school structure - size, number of sites and contextual student matters, - as factors affecting the efficacy of principals, while others tackle it from a networking and hierarchical communication perspective. Structure is a vital factor in the network of organisational

relations and in helping leaders attain school vision, purpose and effectiveness. The participation of principals is required to shape, transmit and foster the school's purpose and objectives, and this in turn has an indirect influence on a school's outcomes and vision (Sarason, Sarason, and Pierce, 1990; Hargreaves, 1995; Hallinger and Heck, 1996; Robinson, Lloyd and Rowe, 2008).

The Kuwaiti school policy climate and leadership suggest lack of support for the transformational leadership needed to change existing curricula, pedagogy and the values system and overcome the limitations of existing transactional leadership (Smith and Bell, 2011; Bush and Glover, 2016). In Kuwait, the centralised, directed and controlled educational structure greatly reduces the possibility of achieving genuinely transformational education leadership (Bottery, 2001). Leithwood, Tomlinson and Genge (1996) have identified a normative model for school leadership that creates participation and increased school effectiveness, democratic principles, site-based management and legitimate stakeholder relationship. Stakeholders have a right to be treated as an end, not a means, and for their needs to be a normative focus, an approach negated in a centralised, authoritarian culture (Wijnberg, 2000). Sergiovanni (1984) also identified the significance of a participative, normative approach to school leadership. Central to this conceptual model is legitimacy of action, a normative approach rather than strategic (Blowfield and Murray, 2011).

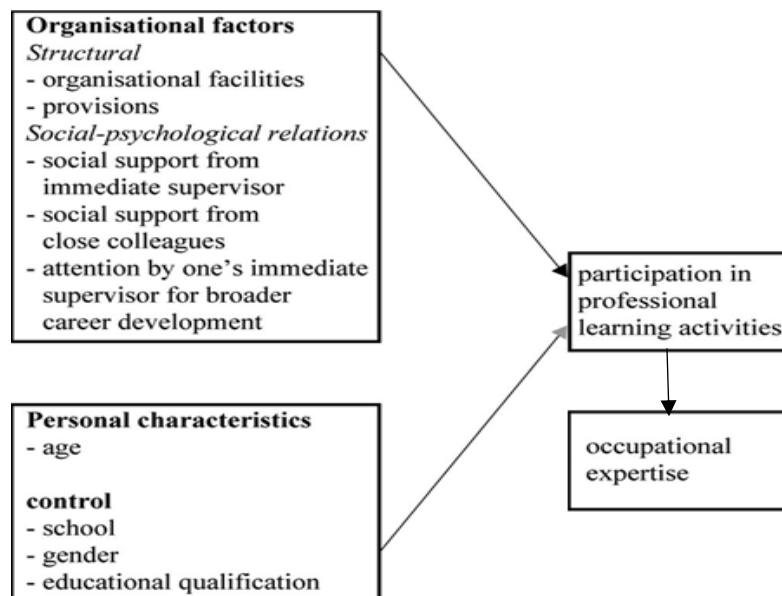


Figure 3.5: Research Framework for Factors Affecting Pedagogical Leaders - Netherlands

Source: Evers *et al.* (2011)

The literature reviewed above was found to have gaps that are addressed in this research and that are covered in the framework described below. Such gaps include not empirically examining the impact of transformational leadership on high school transformation in Kuwait, and also focusing on one school sector that is either public schools or private school and not both of them at once. Moreover, the reviewed literature does not include the antecedents of transformational leadership nor their effects at the same time. What is more, some research focused only on the perceptions of teachers without including those of the leaders as well, or vice versa.

Although this research investigates the internal factors that might affect transformational leaders' roles and practices inside the school, it does not cover all relevant internal (nor external) factors, due to time constraints.

### **3.5 PROPOSED FRAMEWORK**

One of the issues raised by post-modernism is the idea of simplification of phenomena of concepts, given the inclination towards monolithic or single theoretical discourse (Spence, Husillo and Corraera-Ruiz, 2010). In operationalising this in the present research, various institutional (contextual and/or national) issues affecting secondary school education as well as educational leadership in Kuwait are taken into account, to develop the framework of this research to facilitate better understanding of institutional issues, based on different previous studies. The literature review in Chapter Two identifies the roles and practices of transformational leaders in improving and reforming schools through motivating teachers. It also demonstrates the antecedents that augment and facilitate the roles of this type of leader. Moreover, the process and system of managing the schools give support to certain elements that undermine the development of schools' transformational leaders.

Figure 3.6 below has therefore been developed using ideas derived from the research frameworks of previous researchers. It highlights the proposed relations between various external (national culture, regulatory control and competition) and internal (school structure, school culture, school climate and social and psychological interaction) influences on the one hand and transformational leadership on the other, and between transformational leadership and school transformation. Building on Abu Al Suood and Youde's (2018) study, the framework presented below attempts to investigate the impact of different external factors on transformational leaders, as shown earlier in

figure 3.3. The latter researchers examined the influence of Saudi Arabia's culture on university's leaders as exemplified by their deans and found that the deans' practices were restricted by the features of their country's culture, affecting their behaviour and performance. The researchers also found that internal university factors, such as centralization, had a strong impact on deans' practices. From the literature review in Chapter Two, it can be clearly seen that this is supported by the argument of Fernando and Chowdhury (2010) and Naor Linderman and Schroeder (2010), that people's ethical issues are affected greatly by a nation's culture, which in turn influences organisational culture. Religion and nepotism are fundamental elements of the culture in some developing countries, such as Kuwait. Religion may hinder the main goal of transformational leaders of supporting their followers such as teachers and students, and the development of their competences and skills. These followers would find it difficult to develop these competences and skills if their culture and beliefs differ from those of the nation in which they live. In a culture where most businesses are family-owned, such as in Kuwait recruitment processes are affected as some of the candidate's qualifications are automatically disregarded and Wasta (the Arabic term referring to nepotism) supersedes the rightful procedure (Padgett and Morris, 2005). This results in unproductive behaviours, in employees' intention to leave, and this in turn can affect whether transformational leaders succeed in their role or not. Based on such findings, this research aims to investigate the impact of national culture and school culture on transformation leaders' roles and practices. Through combining these factors that were tested separately in a different research and putting them in one framework will help the Researcher to understand the influence of each factor and add value to the present research. Engels *et al.* (2008) study also indicated that public regulatory bodies control schools and this in turn affects the behaviour of the school leaders, who are monitored by regulators and therefore are afraid of deviating from external rules and the requirements of governing entities. As discussed in Chapter Two, this is in line with the arguments of Chan and Cheung (2011) and Engels *et al.* (2008), indicating that governments use regulatory control to put pressure on companies' operations to force them to follow their regulations. This is common in many developing countries like Kuwait. Based on such findings, this research intends to examine the relationship between the above-mentioned elements and transformational leaders' practices and roles. The relationship between transformational leadership and regulatory control was also studied by Lárusdóttir (2014) (see Figure 3.4), and her conceptualization was also

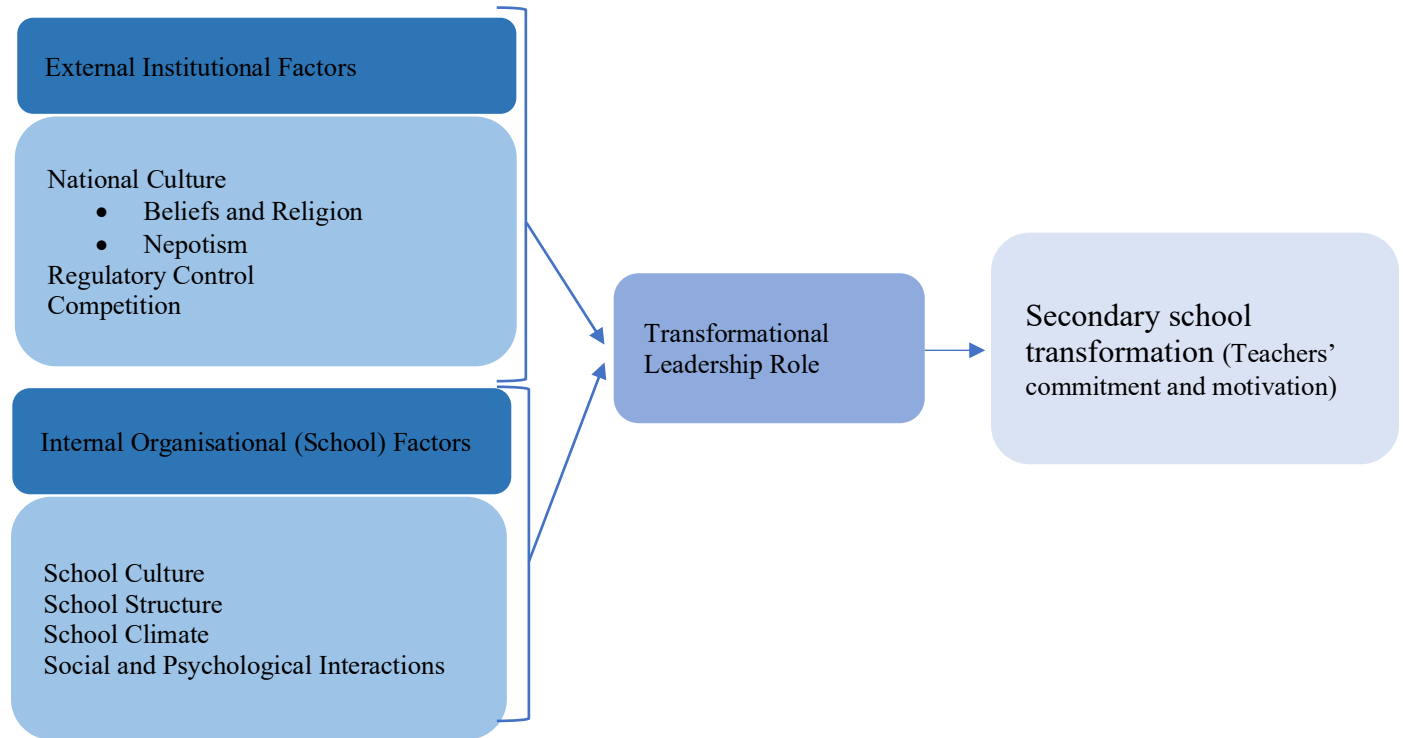
incorporated in the present study, by adding the latter's findings concerning the relationship between market competition and transformational leaders' roles and practices. In relation to this, Bazigos, Gagnon and Schaninger (2016) support the argument of Lárusdóttir, by suggesting that competitiveness in the education industry, which has been stimulated by globalization, is a vital element that affects the performance of leaders in schools and cannot be controlled by them. This investigates the relationship between the above-mentioned elements and transformational leaders' practices and roles.

The analysis of the relationship between the transformational leadership style and culture was added to the research framework, based on the understanding of the significance of the impact of organizational culture on employees' behaviours, following the findings of Abu Al Suood and Youde's (2018) that the values of a country's culture are reflected in the culture of organizations in Saudi Arabia. The findings of Engels *et al.* (2008) also underpinned this result, as lack of supportive policies internally and externally could have a negative impact on the organisation.

The Researcher included social and psychological interaction, and organisational structure in the internal factors, based on the study of Evers *et al.* (2011) in Figure 3.5. Moreover, according to the study of Angus *et al.* (2009), a healthy school climate is very important as it affects and stimulates the relationship between leaders and teachers and positively influences school transformation and hence school performance. The Research also takes into account the research of Selamat, Nordin and Adnan (2013) (Figure 3.2), that identifies the relationship between transformational leadership and teachers' commitment as a key determinant of schools' transformation and development. The relationship between transformational leadership and teacher's motivation was also studied by Andriani, Kesumawati, and Kristiawan (2018), who identified teachers' motivation as a vital factor for students' quality of education and school performance. They postulated that leaders, such as head teachers, are responsible for the direction schools are heading towards, and so are responsible for its performance. These head teachers put their energies and efforts into motivating their followers to achieve their goals. This relationship between transformational leadership and teachers' motivation is a central the focus of the present research framework.

Although each of the above-mentioned factors have been researched separately in the above studies, in this research, the combined influence of all of the factors on leaders' practices and roles

is researched. Taken together, they can either boost leaders' practices to the benefit of the organization or undermine the same, so all were combined in one framework (Figure 3.6).



**Figure 3.6: Initially Proposed Framework**

**Source: The Researcher**

Conceiving school leadership in the manner articulated above can help build a structured, coherent argument and enhance understanding of how to improve the quality of education in Kuwait from an institutional perspective as well as to motivate staff and enhance student achievement rates and outcomes.

The details of this research, particularly the questions asked in the interviews, are based firmly on the issues raised by the researchers discussed in this chapter and derived directly from the framework Figure 3.6. That framework has been modified as to mirror the perceptions of the participants in the current research as given later on, in Chapter Five, Sections 5.3. Figure 5.5 represents the modifications that have been made developing a new framework.

### 3.6 CONCLUSION

This chapter has presented the framework developed for this research. It highlighted the main literature on leadership and on leadership in schools, the Kuwaiti context, institutional imperatives and transformational leadership theory that were used to develop the theoretical framework to explain the presence or absence of transformational leadership in Kuwaiti schools and its impact. The chapter initially provides a justification for the theoretical framework explaining the significance of leaders in educational institutions and presenting the examined variables. The chapter also identified issues that shape the conceptual map, and the relationship of these issues with the theoretical framework.

The framework focuses particularly on institutional factors external to schools and the education system, - national culture, beliefs and religion, nepotism, regulatory control and competition, and internal to schools - school culture, structure and climate, and social and psychological interactions. These determine the extent to which the transformational leadership style can be used, and thence the extent of transformation in schools.

The chapter then presented the different previously examined transformational leadership frameworks based on the literature, evaluation of educational leadership theories and organisational factors and research gaps. It discussed the sources of the variables that will be examined in following chapters, how they were derived and the sources of the same. It highlighted different internal and external factors that were, at the end of this chapter, incorporated to finally form the proposed framework.

In the following chapter, Chapter Four, the research methodology is explained, highlighting the Researcher's approach to answering the research questions and to achieving the research objectives. The chapter also describes the strategies used in collecting data; the data analysis strategies, the ethics of the research and other methodological considerations.

## **CHAPTER 4 METHODOLOGY**

### **4.1 INTRODUCTION**

This chapter focuses on research methodology, including research method, research purpose and direction and research paradigm. The research paradigm is modelled on the ‘‘Research Onion Framework’’ (Saunders, Phillip and Thornhill, 2012), covering philosophy, approach, strategy, choice, time horizon, and data presentation and collection procedure. In addition to that, this chapter will be covering the data analysis process, and the ethical considerations that should be followed. Finally, the research limitation and chapter summary will be highlighted at the end of this chapter.

Research is usually based on relevance and methodology, which facilitates the development of an argument that supports research findings and conclusion (Bryman and Bell, 2007; Saunders Phillip and Thornhill, 2012; Robson and McCartan, 2016). According to Silverman (2006) research methodology is a structure, a strategy or a plan of inquiry developed to facilitate answering research questions. In the present research the methodology will be used to answer research questions presented in Chapter 1, Section 1.8 which all will help achieving the overall aim (Chapter 1 Section 1.6). The methodology can also be defined as a process to enable ordered operationalisation of research objectives (Saunders Phillip and Thornhill, 2012), which typically will drive a researcher to ask what kind of information or data is to be collected, what technique can be used to collect data, what approach can be used to analyse data and what are the possible theoretical or methodological implications of such research or regarding theory, practice and policy. These issues have financial and data collection and access implications, especially in developing countries, such as Kuwait, with a high incidence of data access problems (Elmogla, 2009).

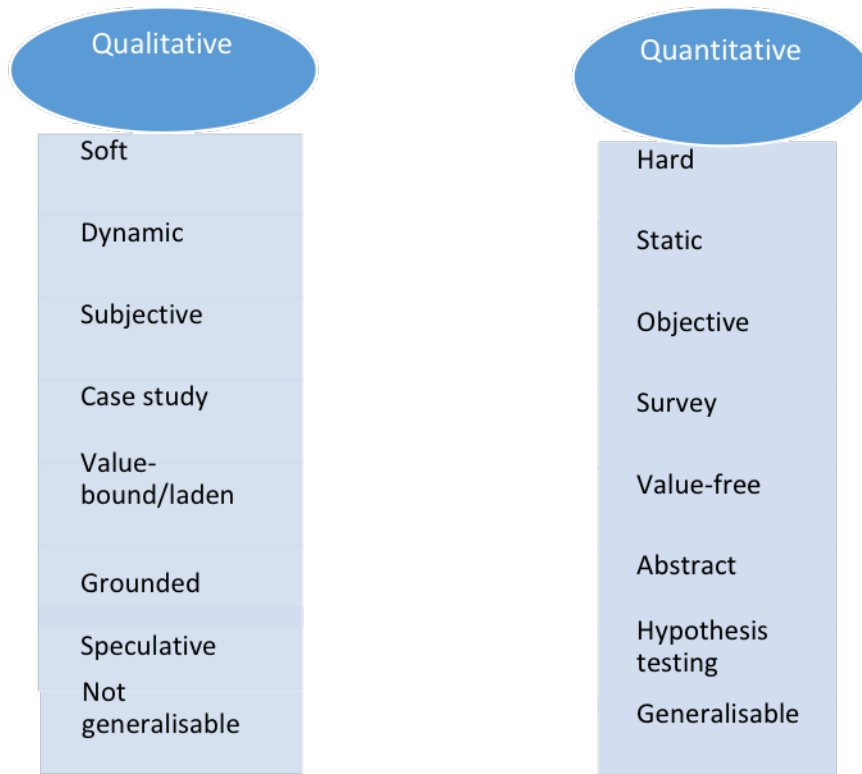
### **4.2 RESEARCH METHOD**

There are two main means in which research can be conducted: quantitatively and qualitatively (Saunders, Phillip and Thornhill, 2012), the former broadly uses numbers or numerals to present and analyse data, while the latter broadly utilises words in its operationalisation of research to make a research-informed judgement (Berg and Lune, 2012). Some research combines both



methods in order to avoid any weaknesses exhibited by either one method (Bryman and Bell, 2007). The differences between quantitative and qualitative methods are presented graphically in Figure 4.1.

This research intends to understand the types of leadership styles existing in Kuwait’s high school system as well as to inspect the perception and opinions of both leaders and followers about the elements that could affect the role and practices of a transformational leadership in the schools. To dig deeper in the research problem and get a more detailed picture of the experience of principals, vice-principals, senior teachers, teachers and administrators, a qualitative method is the preferred option (Silverman, 2006; Robson and McCartan, 2016). Hence, this research applies a qualitative method, using a small sample of respondent, through interviewing them, observing and interpreting their behaviour and answers.



**Figure 4.1: Differences Between Qualitative and Quantitative Research Methods**

Source: Saunders, Phillip and Thornhill (2012)

### 4.3 RESEARCH PURPOSE AND DIRECTION

The purpose of the thesis is to critically investigate the impact of transformational leadership on transforming secondary schools and develop a transformational school leadership framework supported by implementation guidance for academics and practitioners. In operationalising this aim, there are three key purposes for undertaking research as noted by Bryman and Bell (2007) - to understand *explanatory*, *descriptive* and/or *causal* factors (Sreejesh, Mohapatra and Anusree, 2014). These factors are considered when interviews are used, as in the current research. The views of key stakeholders, who are presently involved in the sector; are sought and analysed via interviews (Bryman and Bell, 2007).

In descriptive research, situations or phenomena are presented as they appear (Knupfer and McLellan, 1996). The information regarding the situation is gathered and interpreted in a way as to describe the situation and is presented most of the time visually through tables, charts, figures and statistics. The use of descriptive means underpins the grounds that have been established through other research approaches which are the explanatory and exploratory approaches (Kumar, 2012).

Regarding explanatory research, it focuses on identifying and understanding causes and effects and relationships between factors and/or connections amongst them, explaining their existence and association, hence called explanatory research (Sreejesh, Mohapatra and Anusree, 2014). Hence, it attempts to examine the relationships between different variables; especially when the research is carried out with the objective of exploring a field of study that has so far provided little knowledge or with the objective of inspecting the likely outcomes of undertaking a specific piece of research (Kumar, 2012).

However, research that adopts the exploratory research approach focus on getting information or ideas in situations where there is very little or no insight or information (Sreejesh, Mohapatra, and Anusree, 2014). The exploratory approach is used by researchers to find ways of conceiving or understanding phenomena in a new light, to extend public knowledge of such issues. This type of research approach could be compared with an explorer's voyage, where discovery is made as a particular voyage progresses (Saunders, Phillip and Thornhill, 2012). A major advantage of this is that it allows flexibility and adaptability as well as facilitating adjustment of the research process

and techniques as the research progresses. The flexibility of exploratory research does not imply that the research direction is not maintained; rather, it entails that the research direction becomes more specific as the research progresses (Adams and Schvaneveldt, 1991). Exploratory research also lends itself to qualitative, interpretivist investigations (Saunders, Phillip and Thornhill, 2012).

Research of this kind can also be undertaken in situations where there is a need to enhance prior understanding of a concept, a situation, or a phenomenon, such as exploring leadership and school transformation. Such reasons are present in the current research; hence it is justifiable to state that this research adopts the exploratory approach as to create public knowledge of the relationship between transformational leadership and school transformation (Sreejesh, Mohapatra and Anusree, 2014). This approach is also used due to the following reasons that are fundamental to exploratory research:

- Carrying out interviews.
- Seeking expert views regarding a concept or phenomenon (and situation).
- Searching appropriate, related literature about a concept or situation.

#### **4.4 RESEARCH PARADIGM**

A research paradigm is a set of common values and beliefs collectively shared amongst researchers or scientists about how a particular set or type of problems should be understood and dealt with (Kuhn, 1962). Accordingly, research paradigm is ‘the basic belief system or world view that guides a piece of research’ (Saunders, Phillip and Thornhill, 2012, p. 106), enabling decisions to be made on research design suitability in relation to the research’s main aim and objectives. It is a method of understanding a research process from the perspective of the researcher, by aligning it with existing research methods in the field studied. Figure 4.2 presents the paradigm characteristics suggested by Guba (1990):

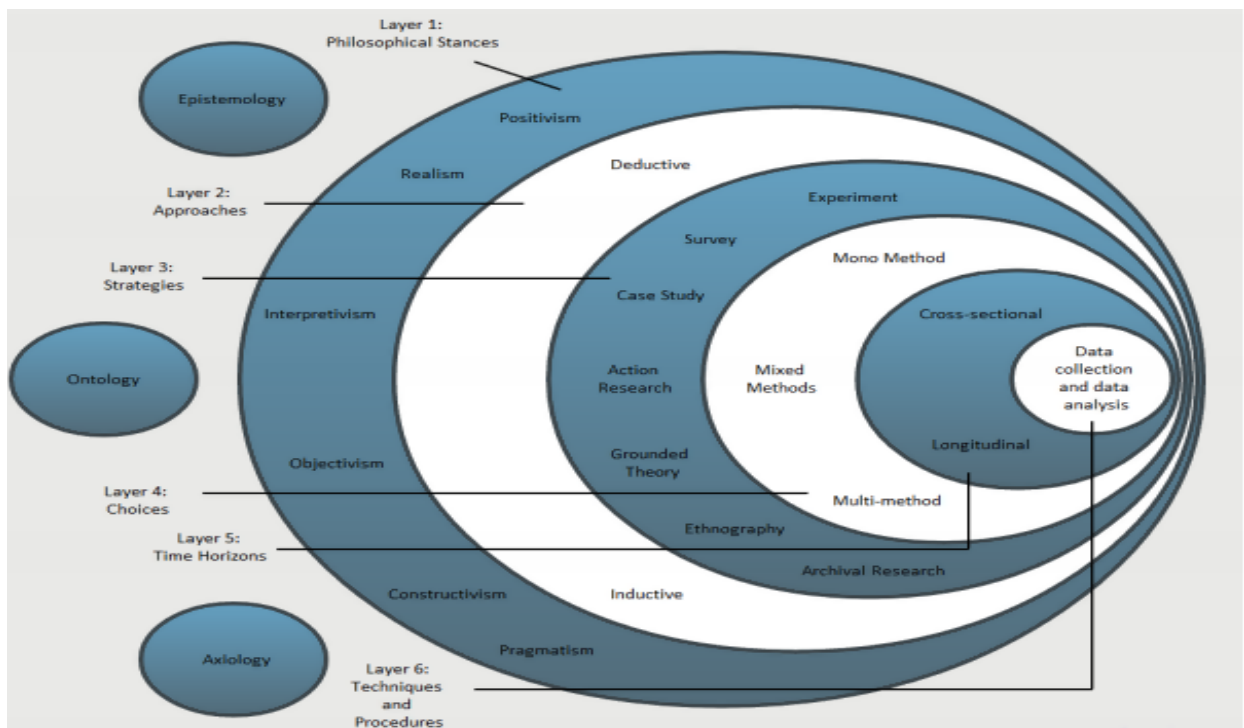
- Ontology – What is reality?
- Epistemology – How do you know a concept or something?
- Methodology – How can one go about finding it out?



**Figure 4.2: Characteristics of Research Paradigm and Their Relationship in Determining the Research Paradigm**

Source: Adopted from Saunders, Phillip and Thornhill (2012)

This research is also modelled on Saunders, Phillip and Thornhill (2012) Research Onion Framework (ROF) which has six aspects including *philosophy*, *approach*, *strategy*, *procedure*, *choice* and *time horizon*. Figure 4.3 further explains these aspects. How each of them fits in this research’s research design is presented later in Section 4.4.



**Figure 4.3: Research Onion Framework**

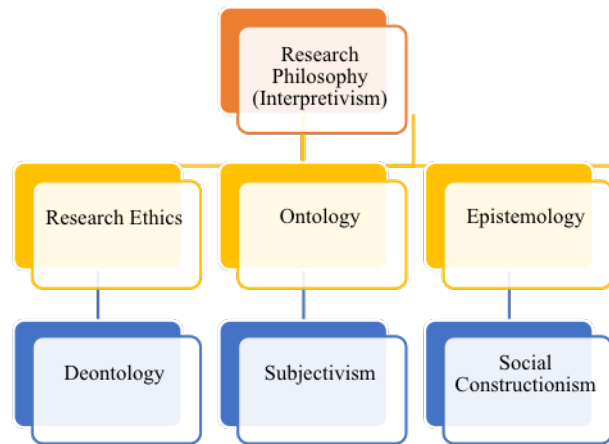
Source: Saunders, Phillip and Thornhill (2012)

### 4.4.1 Research Philosophy

This research uses an interpretive paradigm in order to help the Researcher understand the concept in question from the subjective experience of the respondents, who are the principals, vice principals, senior teachers, teachers and administrators. Interpretive paradigm is used in this research because it allows researchers use meaning instead of measurement and this is through the

interpretation and observation of participants being interviewed (Silverman, 2006). As opposed to comparable philosophies, such as positivism, realism, phenomenology, and pragmatism (Saunders, Phillip and Thornhill, 2012), interpretivism supports qualitative research in terms of data analysis for pursuit of knowledge (philosophy), which involves ontology and epistemology (Silverman, 2006). Interpretivism essentially maintains that issue of reality is relative and multiple (Gill, 2014). This is because understanding the world depends on the perception and experiences of researchers and (where appropriate) those whom they are researching, hence interpreting every analysis according to what it means to everyone (Thomas, 2009). It also promotes the social construction of reality rather than its objective determination (Silverman, 2006), avoiding the fixed determination of reality proposed by positivist research (Saunders, Phillip and Thornhill, 2012).

The main grounds of philosophical and the methodological approaches of this research philosophy is premised on placing people, that is stakeholders in the Kuwaiti context, in their specific, national, social settings to understand how transformational leadership can engender change of organisational culture in the secondary school in terms of leadership by principals and its impacts on outcomes, the commitment of staff and the achievement of students. Interpretivism is based on rationality, which assumes that reality is not objectively determined, but socially constructed. This approach can enable an interpretation of the contextual factors that underpin leadership style in Kuwait's secondary schools (Day, 2000; Abdalla and Al-Homoud, 2001) and the consequent need for transformational leadership. Advocates of the transformational approach to educational leadership (Sergiovanni, 1992; Leithwood, 1994; Silins, 1994; Leithwood, Tomlinson and Genge, 1996; Leithwood and Jantzi, 2000; Robinson, Lloyd and Rowe, 2008) contend that it contributes to different organisational outcomes, such as staff efficacy, commitment, satisfaction, and motivation, and enables the development of new approaches to learning and education in general (Hallinger, 2003).



**Figure 4.4: Research Philosophy Framework**

**Source: The Researcher**

Interpretivism anchors its philosophy in constructing a picture of social world based on interpreting data; this is referred to as social constructionism. Such a view is central to subjectivist ontology (Berg and Lune, 2012). The methodological procedure of the interpretivist approach informs theory building, whereas the objectivist approach is preoccupied with theory testing, typically positivist in nature. Interpretivists consider that a researcher and actualities in the social world are inseparable (Silverman, 2006). The research philosophy is shown in Figure 4.4.

#### **4.4.2 Research Approach**

There are two main aspects of research approach (Saunders, Phillip and Thornhill, 2012): deductive and inductive. The deductive approach maintains that research should move from the general to the particular; while inductive approach states that the movement is from the particular to the general (Robson and McCartan, 2016). Although Bryman and Bell (2007) assert that mixing deductive and inductive approaches is a good approach, a piece of research should be consistent with the overall aim of its particular inquiry.

Rather than initiating the research with a theoretical comprehension of situation or event being studied, in inductive research the researcher would be spending time on analysing data collected, after which the understanding of that phenomena would emerge. Any theoretical framework that would be discussed or provided at an earlier stage would merely prepare the ground for the understanding of the entire situation (Kuada, 2012). Though a researcher typically has a direction as well as definite research questions to be answered and objectives to be realized, the inductive

approach allows refining such direction and research by developing theories that can support grounding such inquiry in a particular research or conceptual field (Berg and Lune, 2012). The theoretical framework of this research is focused on the role and practices of leadership in secondary schools such foundation will be used as a base for the development of a new proposed framework.

According to Kumar (2012), qualitative research primarily uses inductive reasoning. Since the research in hand subscribes to understanding the school social world from the perspective of its staff, leaders and followers, and the reasons behind their beliefs, it employs an inductive method of reasoning. This is due also to basing the outcomes and conclusions of the study on what will be observed and interpreted, not on logical argument nor on necessarily having these findings being supported empirically (Kuada, 2012).

#### **4.4.3 Research Strategy**

Since using an exploratory study as a research strategy allows researchers to explore and apprehend diverse complicated topics, this research relies on the same approach. This strategy is used hereinafter because the present research necessitates a full and thorough investigation to understand the types of leaderships in secondary schools in Kuwait as well as the perception of the staff about the different influencing factors affecting the development and the impact of transformational leadership. This makes an exploratory study a vigorous research tool for this research especially that this strategy's role in research is noticeable and considered eminent with issues regarding education (Gulsecen and Kubat, 2006).

With the above strategy that allows more detailed exploration, face to face semi-structured interviews with open ended questions were used as the main data collection tool in this research. By using this type of question, more information would be given by interviewees, including their own emotions, understanding and attitudes towards the subject they are being asked about in details.

This data source is used to survey the opinions of stakeholders' (principals, vice principals, senior teachers, administrators and teachers) about the relationship between transformational leadership and leading change in secondary schools in Kuwait (Bass, 1985; Leithwood, 1994; Kotter, 1996). Using a survey questionnaire was not found convenient for the present research as it would have

hindered the observation part needed for the current research and would not have allowed the Researcher to notice the participants' feelings. This is in spite of the fact that the survey strategy is a common data collection approach that usually asks questions like who, what, how much and how many as well as it enabling the gathering of large amounts of data for big research populations (Saunders, Phillip and Thornhill, 2012).

#### **4.4.4 Research Procedures and Techniques**

The credibility and validity of research project mainly depends on the procedure (or technique) employed in gathering data, using primary or secondary sources (Saunders, Phillip and Thornhill, 2012). This research uses interviews, which constitute the primary sources. These sources are triangulated with secondary sources, such as articles in journals, media pieces, books and other published sources. Data is collected based on precise research questions that the research intends to answer, including the overall aim of the research. Before collecting data, a pilot study was undertaken to test the feasibility and validity of the data collection approach and method.

##### ***4.4.4.1 Timeline and Data Collection Procedure***

The data was collected during a period of three months; as soon as ethical approval was granted, a copy of the letter is in Appendix E. The pilot study came before the actual data collection. This ensured that the data collected was relevant as well as based on the research overall aim and objectives (Hazzi and Maldaon, 2015). The interview questions used in collecting data in this research concentrate on exploring and assessing the available as well as desired leadership competencies in the school setting, from the point of view of principals, vice principals, senior teachers, teachers, and administrators. Therefore, these behaviourally based as well as competency-based interview questions were adapted from different previously developed interview questions and modified to be suitable for both the setting and interviewees.

Because of the level of education of participants as well as their fluency in the English language, the interviews were also conducted in English. The average time used to carry out and finalize each interview was forty-five minutes. During this period, thirteen main questions were asked. Questions were modified to suite the category of the respondent i.e., whether they were leaders (for principals, vice principals, senior teachers, and admins) or followers (as for teachers).



#### **4.4.4.2 Pilot Study**

A pilot study is usually carried out to check the practical aspects of data collection. It is used as a small version of the sample that is similar in characteristics but not the same targeted sample that has been used in the actual data collection. This, according to Van Teijlingen and Hundley (2001), gives a researcher a trial run. A pilot study helps to determine any constraints to data gathering and ensures that the data collection process is effective, and yields results (Saunders Phillip and Thornhill, 2012). Silverman (2006) also postulated that pilot studies facilitate the refinement of issues and of interview questions, which in the present research have been adapted from different common leadership interview questions. A good understanding and knowledge of a concept, such as leadership, under exploration through potential interviewees or participants, helps in getting to the heart of such issue (Robson and McCartan, 2016). There is a dialectical relationship between such process and validity and the quality of data to be collected. Based on this it is worth mentioning that two of the questions were deleted due to bias in the answers of the respondent as well as the time they took. One of these questions asked respondents to categorise their leadership position, namely, *“How do you evaluate yourself as a leader? What experience do you have in this field and elsewhere that would help you in your role as a school leader?”*

#### **4.4.4.3 Interview Development and Administration**

Interviews provide valuable insights through their dialogical and bi-directional communication process (Patton, 2002). Face-to-Face semi-structured interviews with open-ended questions were used in this research. Such a two-way communication procedure facilitates understanding of issues, as interviewees react to them. Interview questions that are open-ended allow participants (interviewees) to suggest directions for the interview, helping diminish the effects of any interviewer ideology or bias (Patton, 2002). This type of question was used so as not to lead to directing the participants towards specific answers; it also facilitates the focus on the interviewee's own experiences, building rapport with them via discussion (King and Horrocks, 2010). Open-ended questions assist researchers to have in depth exploration of the topic, understand the processes as well as to recognise possible grounds of detected relationships. In interviews with open ended questions, flexibility is permitted, taking into account the body language and emotions

associated with concept being explored (Robson, 2012). The researcher might then adjust or preclude specific issues or themes (topics) from the list of questions during the interview.

The interviews were developed and designed as a semi-structured interview which is a blend of in-depth and of structured interviews (Saunders, Lewis and Thornhill 2009). Semi-structured interviews allow the researcher to use a list of prearranged questions that address different themes, yet still allows the participants to be free while responding to such questions.

Rubin and Rubin (2005) developed an interview questions model that is called “responsive interviewing”. This model guides researchers towards maintaining flexibility in the questions asked and the responses of participants so as to allow for the emergence of new knowledge and create a deep understanding for the topic under study (Rubin and Rubin, 2005). The guide, which these researchers develop, designs the questions to be structured in a way that contains open-ended main questions, follow-up questions and inquiries. The open-ended main questions are thoroughly designed to reflect the research problem and research questions. Hence, the researcher would be developing a set of interview questions that addresses the research question after exploring related articles and publications to get some ideas about the proper practices that should be paid attention to in the interviewing. After asking the main open-ended questions in the semi-structured interviews, the interviewer would be asking a follow-up questions as to investigate the specific themes in mind, then further probing comes afterwards, to enhance the researcher’s understanding of the interviewees’ answers (Rubin and Rubin, 2005).

#### ***4.4.4.4 Target Population and Sampling Size***

The research population refers to the total number of cases or issues from which a sample can be taken. They include human beings, organizations and phenomena (Silverman, 2006). The target population covers all Kuwait’s six governorates: Farwaniyah, Hawalli, Asimah (Capital), Jahra, Ahmadi and Mubarak Al Kabeer. Robson and McCartan (2016) defined the target population as individuals (employees) in an organization with some common defining characteristics that a researcher can identify who could facilitate realizing research aim. This research identified a subset of the target population, to streamline research direction and data (Silverman, 2006), which includes various stakeholders such as teachers, senior teachers, administrators, vice-principals and

principals, in all the above governorates. A sample, that is a group of people from this population, will be selected to collect data from. The term ‘sample’ refers to the selected elements (people or objects) chosen for participation in a study. It can be described as a subset of a population selected for a particular study. The sample should clearly represent the characteristics of intended group (Saunders Phillip and Thornhill, 2012). Since it is not feasible for a researcher to contact all the individuals in a population for the purpose of data collection, the best option is to select a representative group of individuals and approach them to collect data. The sample frame is a list of all the elements in the population from which the sample is drawn. The sample size is the total number of individuals selected for the study. Every individual in a sample is called a sampling unit or sampling element (Saunders Phillip and Thornhill, 2012). For the purpose of this research, the population includes various stakeholders such as teachers, senior teachers, administrators, vice-principals and principals, in all Kuwait’s six governorates. This process enabled the Researcher to identify the sample unit or frame/size. The sample size is twenty-five interviewees, consisting of sixteen leaders (Six principals, five ‘vice-principals, three senior teachers, and two administrators) and nine followers (teachers) in five private and three public schools in Kuwait. The selection of the interviewees was based on the judgmental (purposive) and snowballing sampling technique, which are presented later on, in Sub-Section 4.4.4.5 and 4.6.3. The distribution of the number of interviewees per category is explained in Sub-Section 4.6.4.

#### ***4.4.4.5 Sampling Frame***

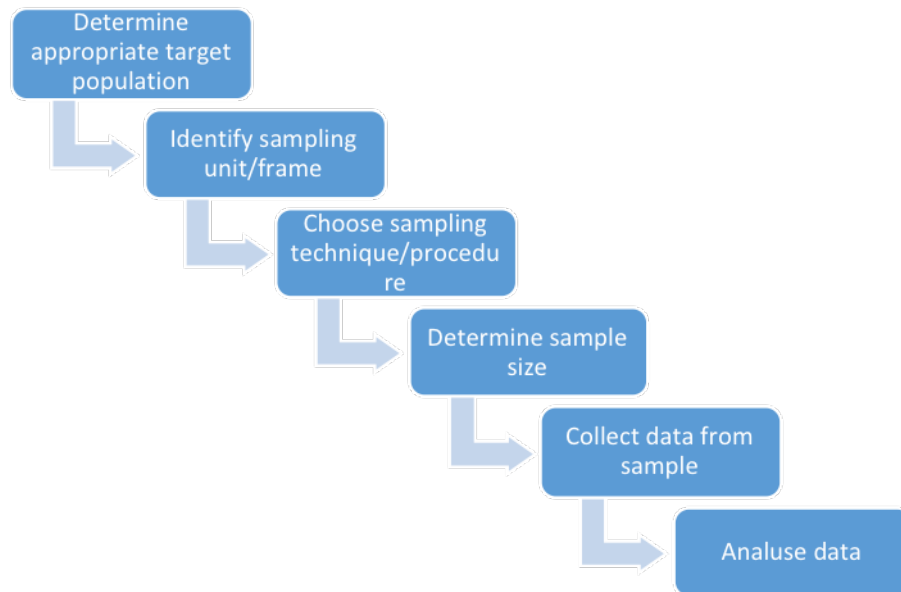
The sample frame and size are based on “purposive sampling” (Saunders Phillip and Thornhill, 2012). This is premised on gaining in-depth knowledge, to establish commonality of knowledge (Guest, Bunce and Johnson, 2006). As indicated by Robson and McCartan (2016), the principle of purposive sampling is based on the idea that a researcher has a clear, sufficient understanding of the unit or sample size to be used, and so decides the sample size according to whether it meets eligibility criteria. In operationalising this process in this research, this implies relying on the experience and knowledge of the Researcher, who is Kuwaiti, to determine the sample size/frame and population to be targeted.

Purposive or judgmental sampling encourages selecting cases that will make it possible to achieve the overall aim of the research. This process can engender “information rich” sampling, which

could aid “data saturation”, as it ensures that data collated is adequate for nuanced and logical findings (Guest, Bunce and Johnson, 2006).

Therefore, selecting principals and vice principals as leaders from different genders (males and females) was significant in understanding the perception of both the difficulties and advantages they are subjected to, as perceived from different angles. Similarly, having a lower position level such senior teachers and administrators as part of the leaders’ categories would have added value in the perception of leadership hardships and styles in the school setting. Each of these categories have a lower employment level beneath them which facilitate the understanding of followership.

This research adopted the sampling framework presented graphically in Figure 4.5.



**Figure 4.5: Sampling Procedure Framework**

**Source: Churchill and Iacobucci (2002)**

### **4.4.5 Research Choice**

Based on the research paradigm, a mono research method, that is qualitative, was implemented here, using data from interviews (Saunders, Phillip and Thornhill, 2012). This process is central to research ethics and validity, as it accords believability to findings (Saunders, Phillip and Thornhill, 2012). According to these researchers, this also supports the understanding of participants’ perceptions by interpreting their responses and expressions and reactions towards the questions asked.

#### 4.4.6 Time Horizon

The cross-sectional (or prevalence) approach was applied, focusing on what was happening at a given time, not over time, to identify social realities (educational realities in this context) at a given time and place (Berg and Lune, 2012). Cross-sectional studies “*often employ the survey strategy... They may be seeking to describe the incidence of a phenomenon ... or to explain how factors are related in different settings*” (Saunders Phillip and Thornhill, 2012, p. 155). A research approach aimed at revealing or unveiling how stakeholders in the Kuwaiti educational setting perceive transformational leadership, as a possible change agent at a specific period, should create reasoned debate on how to transform secondary education in Kuwait.

### 4.5 DATA PRESENTATION

Although it was the aim of the Researcher to have a balance in the number of interviewees in each participant categories and sub-categories it was difficult due to the time constraint of school and class hours as well as the availability of desired respondents. Based on such limitations, data was gathered through thirteen interview questions. These were asked of twenty-five interviewees consisting of sixteen leaders (Six principals, five ‘vice-principals, three senior teachers, and two administrators) and nine followers (teachers) in five private and three public schools in Kuwait. This generated rich data for analysis and strengthened the research findings and results (Bryman and Bell, 2007; Saunders, Phillip and Thornhill, 2012). The data presentation procedure applied is articulated below, to provide insight into what framed the data presentation and analysis process of this thesis. The thesis applies the data presentation framework proposed by Miles and Huberman (2019) to exhibit the data obtained from interviews, allowing the researcher to achieve the overall aim of the research (Miles and Huberman, 2019; Sekaran, 2003). This data presentation tool has a three-step analysis schema:

- Summarising/condensing data;
- Displaying data and;
- Drawing conclusions from both data condensing and display.

Given this research’s commitment to reliable and valid data, the researcher selected, processed, simplified and transformed the data gathered in order to extract meanings from the views and

opinions of the respondents (Sekaran, 2003). Data was presented as table presentations, graphical illustrations and narrative texts. Data analysis is the focus of Chapter Five.

It is pertinent to once more present the research questions of this thesis, to set the stage for data presentation proper. These questions are restated for clarification.

1. What is the most common leadership style in secondary schools identified in the literature?
2. How does transformational leadership impact the transformation of secondary schools?
3. What is the most common leadership style in Kuwait's secondary schools?
4. What factors affect transformational leadership role and practices in secondary schools?
5. What is the impact of the proposed transformational leadership framework on secondary school's transformation?

Kuwait Vision 2035 entails and supports enhancing Kuwait's education system so as to diversify its economy through building and to capitalize on its the human capital that it produces. By being able to do so, the country hopes to reinvigorate the global perceptions of the country and make it one of the commercial centres of the Gulf countries by 2035 (Saleh, 2019). This thesis maintains that to achieve Kuwait's Vision 2035 for school leadership and outcomes (The World Bank, 2015; Winokur and Sperandio, 2017), the above issues must be addressed. This is true due to the fact that authorities are investigating reasons for the deterioration in the standards of education and are looking to restructuring of the typical ordinary curriculum applied in most of its schools as well as of the system, leading to the production of highly educated, skilful and innovative workforce (Saleh, 2019). This is all premised on the supposition that diversifying, innovating and reinventing Kuwait's economy, to depend less on oil revenue, can be achieved via a transformed educational system (Winokur, 2014).

## **4.6 DATA COLLECTION METHOD AND SOURCES**

This thesis uses two sources of data collection, primary and secondary in collecting data – interviews. The primary data research source is semi-structured interviews with leaders (principles, vice-principal, senior teachers and administrators) and followers (teachers). The secondary data published research sources are the literature review, newspaper articles and country's statistical reports.

The Researcher arrived at this approach after considering its relevance and succinctness in helping answer the research questions as well as in facilitating realising the overall aim of the research. Specifically, an open-ended questions interview was used. Whereas other types of interviews (non-standard, standard interview, structured, and unstructured interviews) are used in similar research, the Researcher deemed this format more appropriate. Table 4.1 presents an illustration of interview method applied and explains the rationality for using it for the research in hand.

Characteristics	Circumstances
Limited interruption and non-leading questions	When open-ended investigation is applied
Less collaborative format and control by interviewer	To clarify less explicit and complex issues
Two people: interviewer and interviewee	When personal views are sought
Shared opinions between participants	To establish comparable viewpoints about school leadership and transformation
Uses non-probability sampling	When interviewees' views differ but related about school and leadership style in Kuwait

**Table 4.1: Rationality of Interview Method Applied**

**Source: The Researcher**

Interviews may in general be undertaken by telephone, teleconferencing, emails, and video-conferencing or face-to-face. All interviews in this research were done face-to-face, at interviewees' workplaces.

#### **4.6.1 Interview Outline**

To deal with the research questions captured and explored in Chapter Five (analysis of data), interviews are the best strategy for building on thematic textual analysis. This argument is consistent with the methodological preference and philosophical assumptions clarified earlier in this chapter. Other strategies including questionnaire survey and ethnographic research would not be realistic or effective in the case that this thesis addresses (Ivanova, 2017). This is for two reasons; first, given the qualitative nature of this research, other approaches including questionnaire and ethnography were thought inappropriate; second, it was easier to engage key stakeholders that were involved in this research through interviews than via other means. For example, getting key stakeholders to fill out a questionnaire was difficult, while interviewing facilitates taking into account body language and related important issues in a research situation such as the interface between school leadership and transformational leadership. Also,

interviewing participants at work helped enhance the ecological validity of the findings/results (Ivanova, 2017).

#### **4.6.2 Refinement of Interview Instrument**

After pilot research, it was discovered that there was a need to interview both private and public secondary schools, to enhance the believability and validity of results and findings; this is not for the purpose of comparison between the sectors. However, it was perceived essential to cover the entire education industry in Kuwait with all its sectors to be able to understand the main cause in both sectors for the bad quality of graduates, whether from private or public sector. To that end, key stakeholders in these sectors – private and public schools – were involved in the interview process. Although changes were made to the pilot instrument, these changes were not essentially framed by participants' responses, but by going back and forth between theory and data. When participants were asked if they have “any comments” responses also helped strengthen the Researcher's initial suppositions that were grounded in the literature (Silverman, 2006). After finalising the interview instrument (brief), the Researcher decided to pilot the research, which helped to fine-tune the brief (Creswell, 2009). This yielded four key benefits:

1. It aided in identifying whether the participating schools were fit for purpose.
2. It helped in verifying whether the research format was practical.
3. It facilitated ascertaining the validity of the instrument and.
4. It enabled re-structuring (or re-wording) of the final data collection instrument.

The aim of applying the above process was to pre-test and pilot research before undertaking the main data collection. This is supported by Bryman and Bell (2007), who suggest comparable approaches in checking the clarity and relevance of questions in an interview brief to ensure the reliability of the instruments. This process also helped in foregrounding reflexivity including precluding subjectivity (Attia and Edge, 2017). These changes were instrumental in facilitating data analysis, in avoiding vagueness and uncertainty about results and in linking the data with the theories underpinning the research (Saunders Phillip and Thornhill, 2012), based on the responses of the interviewees.



### **4.6.3 Selection of Interviewees**

Sample size is not essentially an issue in qualitative research (Patton, 2012). The main point is data saturation. This process was guided by *snowballing* and *judgmental (Purposive) technique* (Guest, Bunce and Johnson, 2006).

The objective was to include participants (teachers, principals, vice principals, senior teachers and administrators) from a variety of positions and experiences. Initial contact with prospective participants was through letters, telephone calls and emails, based on the judgmental and snowballing technique (Silverman, 2006). The snowball sampling technique was chosen to facilitate locating and recruiting participants that are difficult to approach. In the case of secondary schools, due to the timing of academic staff teaching schedules, after approaching initial participants, the Researcher asked initial respondents to identify other potential participants for the study, until a sufficient number of school staff were recruited as subjects of the research. Although this sampling technique could create bias (Robson, 2012), through initial subjects recommending those who might have similar beliefs and traits, the Researcher also used her judgment in selecting the recommending participants.

The snowballing method is useful when it is difficult to obtain information regarding the population or the population is unknown (Silverman, 2006). In this research study, the Researcher wrote to the schools' secretaries, who were identified through personal contacts. The school secretaries could then provide contact details of further potential respondents in the schools.

This was followed by a request to grant interviews (Bryman and Bell, 2007). The Researcher completed the interviews after some cancellations of appointments. Using the Researcher's judgment, interviewees and discussants were then selected because of their insights into how school leadership affects commitment, motivation and self-fulfilment of members of staff as well as on the basis that they were participants in curricular design and modification. They also had appreciable experience of working in Kuwaiti secondary schools.

### **4.6.4 Interviewees' Profile and Experience**

By following the above selection process for data gathering, twenty-five interviews were conducted as shown in Table 4.2. Six principals of both private and public schools were involved;

nine teachers were interviewed; and two administrators were also involved. However, after realising that data saturation had not yet been achieved, the Researcher arranged more interviews. This time the interviews involved three senior teachers and five vice principals.

**Table 4.2: Interviewees’ Profiles, Experience and Roles Perceived in School**

Interviewees’ positions	Numbers interviewed	Specialties	Role Perceived
Principals	6	Head of schools	Leaders
Vice-principals	5	Deputising principal	Leaders
Senior teachers	3	Departmental heads and teaching	Leaders
Teacher	9	Teaching	Followers
Administrators	2	Administration (students affair and registration)	Leaders
Total number of participants: 25			

Source: The Researcher

#### 4.6.5 Interview Process, Setting and location

Based on the interview brief requirements and rationale, all interviews were conducted in participants’ offices, apart from those carried out in the respondent’s home because of the respondent’s work schedule. This enhanced the ecological validity of data collated (Ivanova, 2017). The Researcher travelled to the cities of interview respondents. Interviews lasted between 40 to 90 minutes, depending on participants’ responses to questions, their perceptions and the flow of discussions. Interviews were recorded and transcribed word-for-word (verbatim) (see appendices). Participants were reminded that their confidentiality was assured. Interviewees were literate and had good understanding of school leadership as well as how it can be transformed to create a more inclusive, participatory, and democratised school leadership culture. These interviewees had worked in their schools for a significant number of years, allowing them to form a good idea about the situation in education in Kuwait and in their schools and to develop opinions about the questions they will be asked during the interview. Table 4.3 presents the twenty-five interviewees’ positions in schools’ sixteen leaders (six principals, five vice-principals, three senior teachers, and two ‘administrators) and nine followers (teachers), with their code names, their gender, and number of years of experience in the school. This is in addition to the identification of school locations to indicate which participant was interviewed in which school and notice the similarity or difference in opinions of participants of the same setting. It also shows the schools’ sectors and structures of education level.

Serial Number	Code Names	Positions	Gender	Experience	School Sector	School Structure
First school interviews					Private	K-12 Informal
1	Interviewee 1	Teacher	M	10		
2	Interviewee 2	Principal	F	13		
3	Interviewee 3	Vice Principle	M	4		
Second school interviews					Private	K-12 Informal
4	Interviewee 4	Principal	F	12		
5	Interviewee 5	Teacher	M	9		
6	Interviewee 6	Senior Teacher	M	8		
Third school interviews					Private	K-12 Informal
7	Interviewee 7	Teacher	M	11		
8	Interviewee 8	Senior Teacher	M	13		
9	Interviewee 9	Principal	M	17		
Fourth school interviews					Public	High School Formal
10	Interviewee 10	Teacher	M	6		
11	Interviewee 11	Vice-principal	M	6		
12	Interviewee 12	Principal	M	16		
Fifth school interviews					Public	High School
13	Interviewee 13	Teacher	F	13		
14	Interviewee 14	Administrator	F	11		
15	Interviewee 15	Vice-principal	M	12		
Sixth school interviews					Private	K-12
16	Interviewee 16	Principal	M	16		
17	Interviewee 17	Administrator	M	13		
18	Interviewee 18	Teacher	M	7		
Seventh school interview					Public	High School
19	Interviewee 19	Vice Principle		9		
Eighth school interviews					Private	K-12
20	Interviewee 20	Principal	M	5		
21	Interviewee 21	Teacher	M	4		
22	Interviewee 22	Senior Teacher	M	11		
23	Interviewee 23	Teacher	M	7		
24	Interviewee 24	Vice principal	M	10		
25	Interviewee 25	Teacher	F	9		
Interview location guides: Interview location 1: Al Asimah (Capital)      Interview location 5: Jahra Interview location 2: Al Asimah (Capital)      Interview location 6: Ahmadi Interview location 3: Hawalli.                      Interview location 7: Farwaniyah Interview location 4: Mubarak Al Kabeer      Interview location 8: Hawalli						

**Table 4.3: Interviewees in Schools**

**Source: The Researcher**

Interviewees' anonymity was also assured for ethical reasons (Robson, 2012). This was instrumental in determining vital knowledge on issues of school culture, leadership, staff commitment, self-satisfaction, and motivation in the Kuwaiti context (Silverman, 2006) and to avoid research bias (Robson, 2012). Data was coded by meticulously and iteratively going line by line over the interview transcript, to avoid missing any vital information (Saunders, Phillip, and Thornhill, 2012). This process was done manually. Consequently, typical, and atypical repetitive

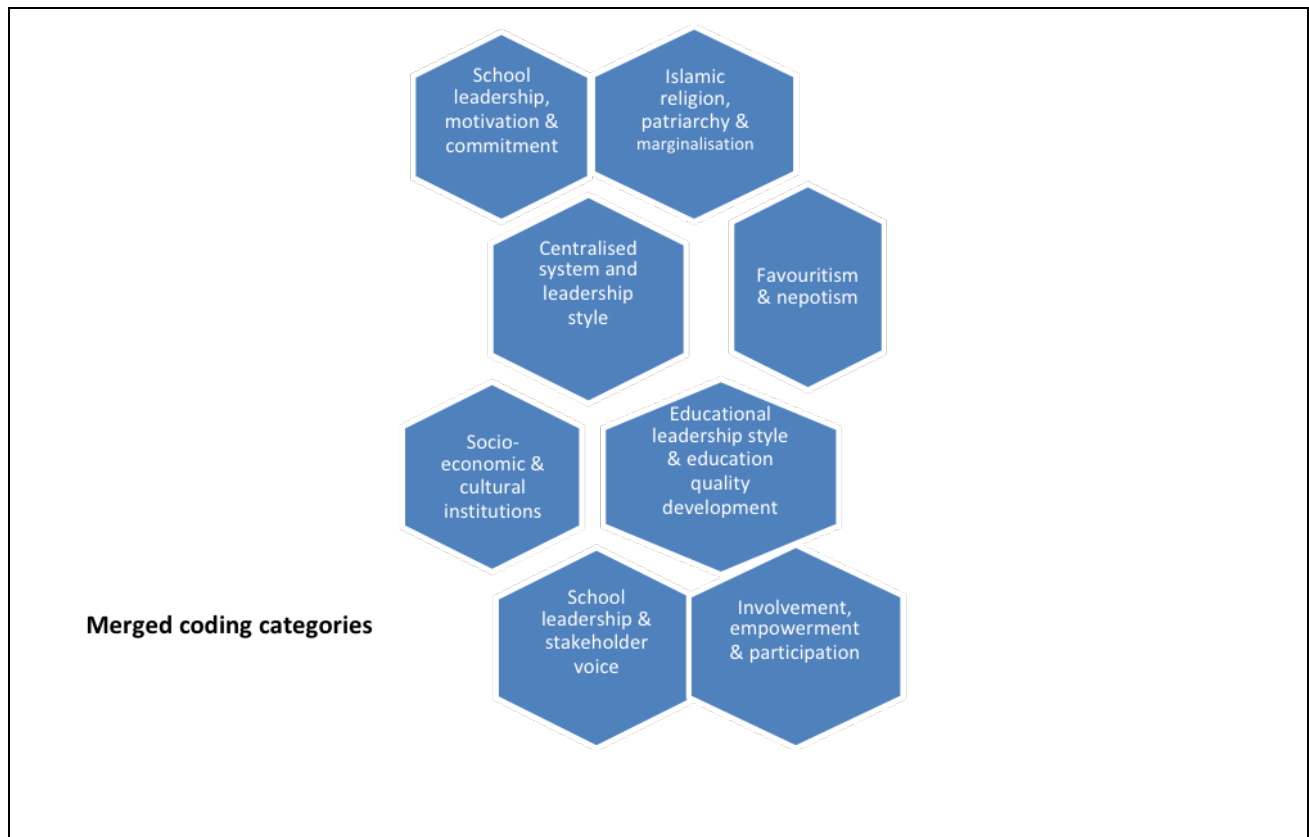
information was identified and pulled together into main codes, to gain rich, nuanced understating of emergent areas relating to leadership style and school transformation. Through merging codes with analogous underlying concepts, eight main themes were identified (see Figures 4.6 and 4.7 for more detail).



**Figure 4.6: First Coding Categories**

**Source: The Researcher**

Figure 4.6 above depicts the ten key codes that were pulled together to generate eight main themes as shown in Figure 4.7, which are analysed in Chapter Five.



**Figure 4.7: Merged Coding Categories**

**Source: The Researcher**

Analysis was undertaken by thematic textual analysis (TTA), which helps identify intertextual relationships of the data set (text corpuses). Central to TTA is the search for themes in text corpuses (see Section 4.7 for more details). These themes suggest patterned meaning/responses in data (Saunders, Phillip and Thornhill, 2012).

The research questions presented in Section 1.8 and 4.5 can be explored by focusing on the eight main themes clarified above in Figure 4.7. The preponderance of underlying themes in a dataset ought to be the focus of a Researcher, in order to interpret, analyse and discuss the main issues in a piece of research (Silverman, 2006). As the present study uses TTA for data analysis, interpretation, and discussion, it is appropriate to focus on patterned, consistent and underlying issues that are intertextual (Kristeva, 1980) so as to ensure that data analysis is coherent and logical and that it considers salient themes (Hartman and Hartman, 2003). This is the essence of TTA (Braun and Clarke, 2006). TTA aids in understanding the intertextual relationships in a dataset for evaluation, comparison and validity. Fundamental to TTA is the search for comparable themes in

dataset. According to Shashua and Wolf (2004), the former process can be referred to as “single kernel” identifiable thematic pattern that runs across the data requiring examination and analysis.

Table 4.4 portrays the relationship among the themes.

Themes	Emphases/foci
Educational leadership and education quality development	This covers opinions about education quality, with an emphasis on the nexus between educational leadership and curricular development that shape school culture
Lack of stakeholder involvement, participation and empowerment	This theme focuses on how style of leadership can affect stakeholder involvement, participation and empowerment
School leadership, motivation and commitment	How school leadership style and pattern affect motivation, engagement and commitment and self-satisfaction
Centralised system and leadership style	These themes are focused on examining the interface between a centralised (educational) system, as an external regulatory factor, and leadership style. The centralization theme also highlights the school structure.
Dealing with the effects of Islamic religion, patriarchy and marginalisation	These themes explore the influence of some of the external factors, such as religion and beliefs (i.e. patriarchy and marginalisation) in schools
Confronting pressures of socio-economic and cultural institutions	Socio-economic issues are some of the factors shaping school leadership which this theme explores
Tackling favouritism and nepotism	This theme takes into consideration how favouritism and nepotism as part of the national culture can hinder school transformation while how avoiding them could lead to it
Understanding school leadership and stakeholder voice	These themes explore the relationship between school leadership and the voice of stakeholders, being teachers, parents, students, and anyone has an interest in the education process

**Table 4.4: Main Themes –Merged Coding Categories**

Source: The Researcher

#### 4.6.6 Limitations of Interview Procedure

One merit of interviewing is that it helps in exploring deeper and more nuanced understanding of phenomena, as compared to questionnaire surveys and similar procedures (Robson, 2012), which tend to be suitable for large samples (Silverman, 2006). However, interviews can lead to bias, poor recall of events and/or inaccurate representation and judgement. Owing to the intrusiveness of interviews, an interviewee might adjust his or her responses, it has also been suggested by Saunders, Phillip and Thornhill (2012) that an interviewee’s background, race, ideology, religion, age and gender and other characteristics could pose limitations. Despite these limitations, interviews are considered as good instruments for data collection and do help in gaining deep insights into organisational life, processes, and structures (Saunders, Phillip and Thornhill, 2012). Though it is impossible to preclude the limitations, the Researcher tried to guard against them by sensible and meticulous design of the interview brief. The exploratory nature of the research and

the Researcher’s knowledge of the Kuwaiti context, in particular, with regard to education and political, socio-cultural and religious underpinnings of school leadership and practice (Winokur, 2014), helped to deal with the limitations of the interview technique, Table 4.5 summarises the details of the data collection instrument.

<b>Justification of method</b>	To gain thorough insights into motives for school transformation and the need for transformation based on leadership styles and behaviour
<b>Participants</b>	Members of staff
<b>Sampling Criteria</b>	Substantial level of knowledge about leadership Appreciable access to school administrative system Knowledge of Kuwaiti culture Good understanding of curricular design and the need for staff input Leadership and participation, involvement and engagement Staff motivation and leadership style
<b>Analysis Carried Out</b>	Thematic Textual Analysis (TTA)
<b>Expected Results/Findings</b>	Answers to the research questions, which are: What is the most common leadership style in secondary schools identified in the literature? How does transformational leadership impact the transformation of secondary schools? What is the most common leadership style in Kuwait’s secondary schools? What factors affect transformational leadership role and practices in secondary schools? What is the impact of the proposed transformational leadership framework on secondary school’s transformation?

**Table 4.5: The Interviews - Summary of Details**

Source: The Researcher

## 4.7 DATA ANALYSIS PROCESS

As a qualitative research, words will be used to analyse and interpret data. In social constructionist research, the use of words to present and interpret data is central to revealing intricacies in human relations and engagement processes, which a quantitative approach shies away from (Silverman, 2006). Qualitative research facilitates revealing the complex nature of human relations, such as the mode of engagement between principals and teachers in Kuwait’s schools in relation to leadership style and its effects (Bass, 1985; Bennis, 2010). It also comprises qualitative filtering of interview data sequentially, classifying it into categories, framing it into stories and compressing into a report.

Thematic textual analysis (TTA) is used to analyse data. TTA is a process of identifying, examining and reporting themes (patterns) in a text corpus or data set (Waller, Farquharson and Dempsey, 2016). According to Bartesaghi (2016, this process is similar to “thematic thinking” and involves the relation of things (phenomena) that are externally correlated through

identification of co-occurrence in space and time. It is related to what has been identified as intertextuality (Bartesaghi, 2016). Fundamental to TTA is the search for patterns or themes in text corpuses (Braun and Clarke, 2006). Themes are commonly understood as consistent meaning found in a text corpus, which helps a piece of research to recognise interrelated ideas and how and why they come together in generating overall meanings or thoughts.

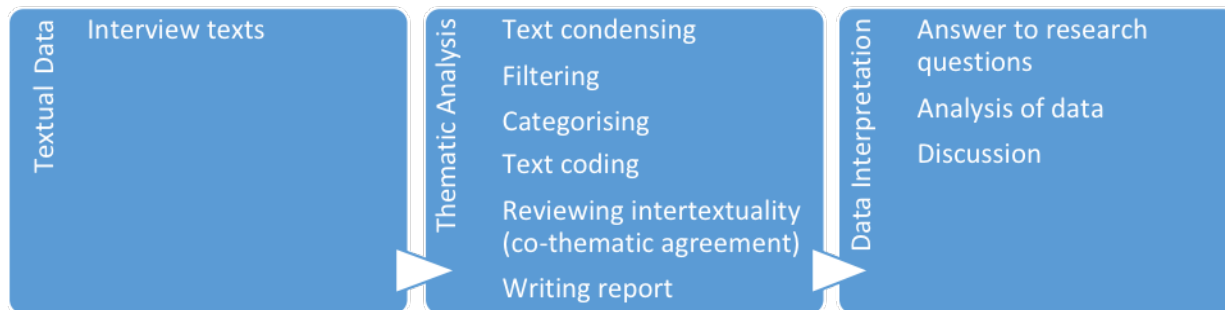
The choice of not using a computerised software for data analysis, such as Nvivo and ATLAS, is based on the concerns specified by John and Johnson (2000), which include the high predestination and inflexible features of the computerized processes and the favouring of coding and recovering procedures using the software. Moreover, since the present research aims at having in-depth analysis and provision of meaning, it was preferred to avoid the software that would focus mainly on “volume and breadth” (John and Johnson, 2000).

Braun and Clarke (2006) postulated key objectives of TTA; these are to:

- Familiarise the researcher with data gathered;
- Name things or phenomena;
- Generate initial code to analyse data;
- Search for themes (patterned thoughts);
- Review themes;
- Define and/or interpret themes.

The above is consistent with the perspective of Saunders, Phillip and Thornhill’s (2012) on presenting data qualitatively, which includes categorising, summarising, meaning; grouping meanings and structuring through the process of narratives. The process is central for the researcher to avoid “data doctoring” and/or thematic manipulation (Cowton, 1998). Figure 4.8 illustrates data process sequence to be adopted.





**Figure 4. 8: Data Process Sequence**

**Source: The Researcher**

A text is an original word or a note that is either printed or written, as opposed to a translated, summarised, revised, abridged or paraphrased transcript (Hindle, 2007). Text is a textual representation of or written “truth” of social actualities or context (Wodak, 2011). A text is a site and/or platform for knowledge of realities in the real world; it represents human experiences including the cultural, educational, organisational, political, social, and systemic. Texts are structural and semantic sites that can help in structuring and understanding educational issues in Kuwait as well as how leadership can be instrumental in transforming such social space (Fairclough, 2003). Text preparation and analysis generate two contexts: production and analysis.

Table 4.6 offers distinctions between these two forms of contexts.

<b>Context of Production</b>	<b>Context of Analysis</b>
(Researcher produces text in different time and place)	(Researcher analyses text in different time and place)
<b>Elements</b>	
Researcher’s view	Analyst’s view
Physical production	Physical analysis
Language	Language
Historical, political and social context	Historical, political and social context
Genre of production	Method of production

**Table 4.6: Distinction Between Production and Analysis Contexts of Text Preparation**

**Source: The Researcher**

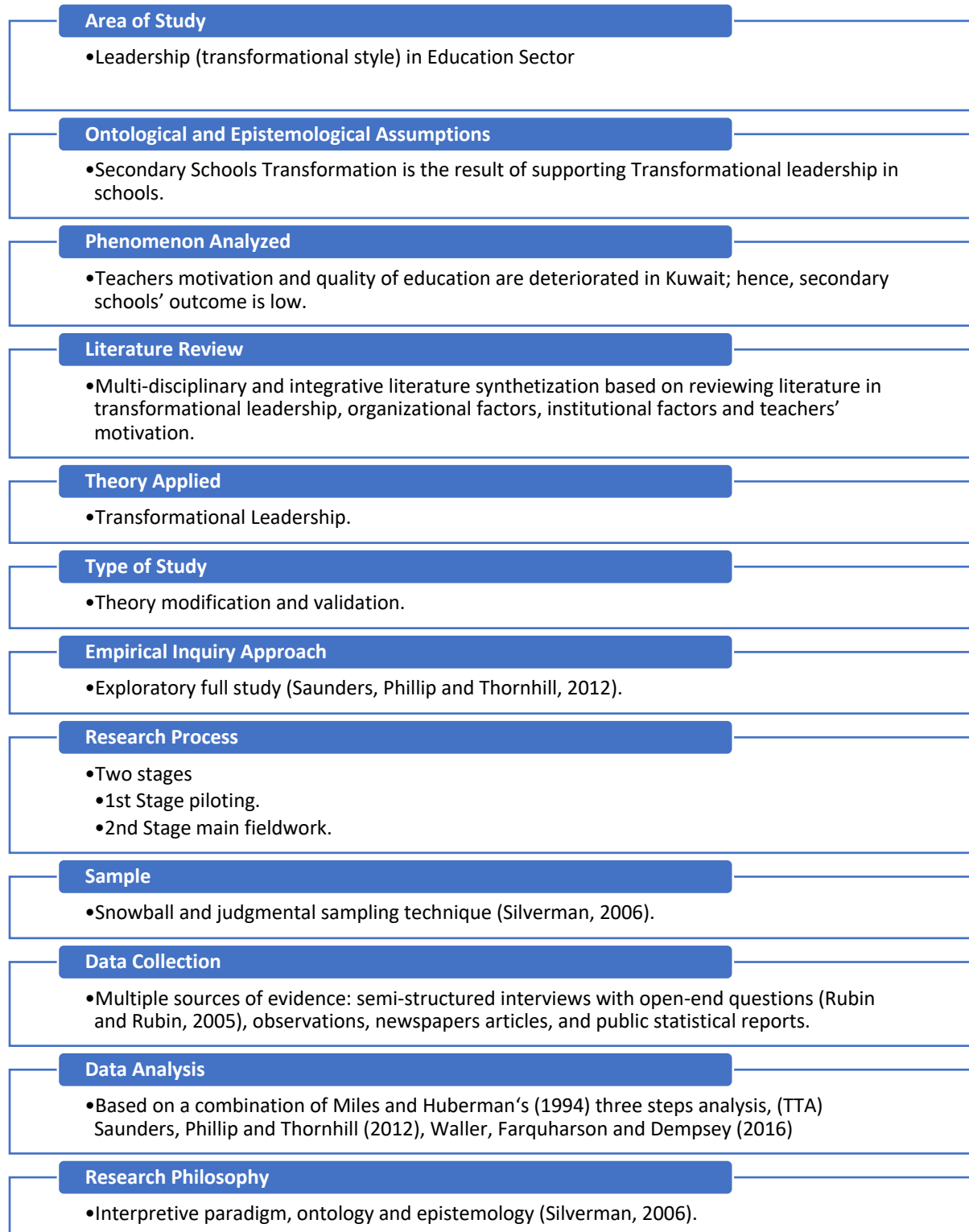
### **4.7.1 Data Analysis Process Justification**

One criticism of TTA is that it constitutes a site for potential ideological negotiation framed in narratives (Braun and Clarke, 2006), when contrasted with other traditional analysis frameworks including content analysis. This research applied a structured, controlled interaction process between the interpreter (Researcher) and the data to be gathered, resulting in “information processing heuristics”. Information processing heuristics are identified by Cronbach and Meehl

(Soane *et al.*, 2015) as “validity construct”. This process facilitates identifying and outlining the research problem space and interpretation taking into account the overall research aims or thesis statement being pursued. Mapping out information heuristics or validity constructs engenders nomological validity, which ensures that the stated methodological framework for realising research objectives agrees with other aspects of research including the overall aim, research paradigm and literature review. Based on all of this, along with the Researcher’s desire to understand the views and experiences of the interviewees as identified in the responses that were documented in the transcripts, thematic textual analysis is utilized in this research. As a conclusion, the following Figure 4.9 summarises the Research methodology and its parts.

#### **4.8 AXIOLOGY AND ETHICAL CONSIDERATION**

Axiology is considered as values in research (Biddle and Schafft, 2015). It is one of the branches of philosophy, which investigates human or researcher’s judgments about values. Even though axiological inquiry may comprise values we hold in the areas of ethics and aesthetics, it is also a process of social analysis. The role that values plays in the process of research is of immense importance in regard to credible, result-oriented research. Therefore, researchers prove their axiological ability by being able to reflect their values as a blueprint for making research judgements by indicating how they conduct a research. In the context of this research, it entails personal preferences of the researcher about the “value-bound” and “value-free” dichotomy. The present Researcher prefers the former, i.e., “value-bound”. This means that the Researcher’s personal values will be considered, hence, this is a subjectivist social constructionism and interpretivism. Some of the values the Researcher possesses as a national of Kuwait will be considered in the research.



**Figure 4. 9: A Summary of The Research Methodology**

**Source: The Researcher**

The ethical consideration dimension of this research ensures that participants are informed of the confidentiality, anonymity, and implications of their interviews (Saunders Phillip and Thornhill, 2012). Ethics are important in ensuring the credibility of research (Robson, 2012). The research follows the ethics blueprint set by Brunel University London. Issues concerning participants' consents and data access are taken into consideration. A copy of the forms is in Appendices D and E. Interviewees' anonymity was also assured for ethical reasons (Robson, 2012). Participants were reminded of the confidentiality of their interview responses. The Researcher identified that there are important ethical issues arising in the research related to potential respondents. As the Researcher works in direct contact with different public and private sectors and aware of the work environment in Kuwait, this might make it likely that the Researcher would encounter problems in persuading potential respondents to take part in the research. However, it is also possible that potential respondents would be more likely to agree to take part because they feel obliged to help in a national project.

In the experience of the Researcher, those respondents can experience some lack of understanding of the aim of the research and its nature. They might take part but experience a feeling of compulsion, fear, or respond with answers that they believe the interviewer wishes to hear.

To overcome the possible problems identified above, the Researcher followed the practices and procedures listed below,

- The Researcher received confirmation of meeting the ethical requirements of Brunel Business School BBS and of the university;
- The Researcher requested and received a letter from the head of schools (principles) confirming that the data collection was being conducted as part of a PhD project and that the results of the research would be presented to the participant;
- The participants received information explaining very fully to the participants who the research was being undertaken by, the nature and the aim of the research, the reasons for doing the research, the possible outcomes of the research, and how and where the results of the research it will be disseminated;
- Participants were told that the tape-recording would be destroyed after they had checked and reviewed their transcripts, to ensure privacy and confidentiality;

- Participants were told that taking part on the research was not compulsory and that they could refuse to take part or discontinue cooperation if they had initially agreed to take part;
- Previous relationships between the key participants and the Researcher were used to explain the nature and purpose of the research clearly to other participants and the rights or participants before, during and after participation;
- The organizations in which the respondents worked were given the right to appear by name and to be identified or not.

During the analysis of the data obtained from the interviews, the Researcher was fully aware of the ethical considerations involved in the research. This awareness was visible in the clear attempt to keep the research the objectivity of the research by taking into account all the generated data and by not being selective concerning the data analyzed.

#### **4.9 RESEARCH METHODOLOGY LIMITATIONS**

This research is limited by the qualitative approach as well as inductive method, which is prone to the generalisation criticism (Saunders, Phillip and Thornhill, 2012). However, to limit this criticism, data triangulation, which can produce more credibility and reliability in results and findings (Berg and Lune, 2012), was used. Also, exploring issues of leadership and the educational system in Kuwait will advance knowledge on ways of rethinking human experience through language and texts (Fairclough, 2014).

Although the emphasis of this research covers all six governorates in Kuwait, the choice of participants was dependent on their suitability to the research objective. Hence, judgemental (purposive) sampling was used to select them (Silverman, 2006). Therefore, it would be recommended to take a quantitative or comparative approach in the future. Even though the Researcher intended to have a balance in the number of interviewees conducted in each participant categories and sub-categories, this was hard to achieve, due to the time constraint of school and class hours as well as to the availability of desired respondents. Also, there was a need to interview both private and public secondary schools, to enhance the believability and validity of results and findings, not for the purpose of comparison but because the Researcher found it essential to cover the entire education industry in Kuwait with all its sectors. However, the Researcher ended with

an access to only three public schools compared to five private schools, due to the strict government regulations for accessing public schools.

#### **4.10 SUMMARY OF THE CHAPTER**

This chapter explained the research's methodological design. The research onion framework (ROF) was used, and each of the six aspects of the framework has been explained in relation to the research. Explanation on how data was collected and analysed was also presented. Data was collected by interviews, to enhance the validity of findings. Ethical consideration of the research was also presented, as well as delimitations and limitations. The target population, research size and frame and justification for these and other aspects of methodology were also explained.

The exploratory nature of the research led to the use of the semi-structured interviews with open-ended questions. The chapter also investigated the rationale for choosing respondents and discussants as well as their experience, profile, and demographics. This justification of data collection instruments was explained, including the rationale for it in the context of literature on school leadership, transformation and staff commitment, motivation, and self-satisfaction. The impact of national politics, socio-cultural and institutional dynamics and how they frame respondents' viewpoints and opinion, including the Researcher own perceptions, were presented. Issues of Researcher reflexivity were also addressed alongside data bias and saturation. After providing the details about the research methodology and strategies applied, the next chapter, Chapter Five, focuses on the data analysis carried out using thematic textual analysis of the perceptions of the interviewees regarding the framework variables and themes, based on which the conclusion of the Research will be presented in Chapter Six.

## CHAPTER 5 DATA ANALYSIS

### 5.1 INTRODUCTION

This chapter focuses on the interpretation, qualitative analysis and discussion of results of data collected from principals, vice-principals, senior teachers, teachers, and administrators in some of Kuwait's secondary schools, using thematic textual analysis (TTA). The interview data is analysed and discussed thematically, using the overriding themes derived from the merged coding categories. The chapter is organised into five sections. The first presents the key research questions to be answered by thematic analysis. The second presents interpretation and analysis of data, the third the theoretical interpretation of the data analysis. The fourth presents the implementation guidance for the final proposed framework. This is followed by the chapter conclusion.

### 5.2 PARTICIPANTS

Twenty-five interviews were conducted in eight (8) secondary schools in Kuwait, three '3' of which were in the public sector (Figure 5.1). Where roles are concerned (Figure 5.2), teaching staff had the highest percentage, with a total of forty-eight percent '48%' (teachers with a thirty-six percent '36%' and senior teachers with twelve percent '12%').

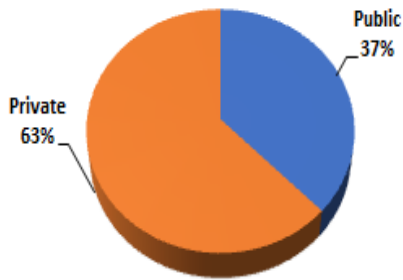
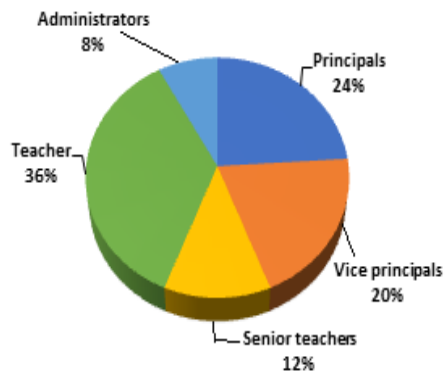


Figure 5.1: Private/Public Sector Split

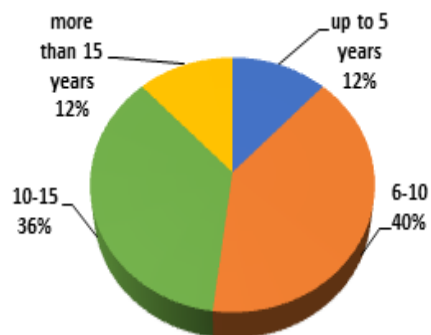
Source: The Researcher



**Figure 5.2: Roles of Respondents**

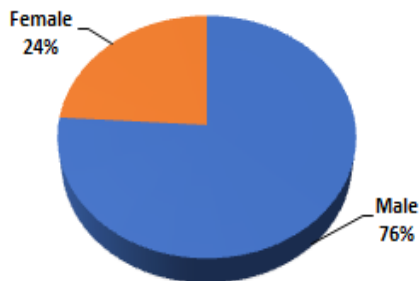
Source: The Researcher

Most participants, counting for seventy-six (76%), had between six to fifteen (6-15) years of experience in education (see Figure 5.3). Principals accounted for twenty-four percent ‘24%’ and vice principals for twenty percent ‘20%’ of participants. Figure 5.4 shows the gender split showing seventy-six percent ‘76%’ of the sample being males while twenty-four percent ‘24%’ were females.



**Figure 5.3: Experience in Education**

Source: The Researcher



**Figure 5.4 Interviewees’ Gender Distribution**

Source: The Researcher



Before proceeding with the analysis, Table 5.1 lists the participant roles that will be used for analysis.

Serial numbers	Pseudonyms/Discussants	Positions
1	Int. 1	Teacher
2	Int. 2	Principal
3	Int. 3	Vice Principal
4	Int. 4	Principal
5	Int. 5	Teacher
6	Int. 6	Senior Teacher
7	Int. 7	Teacher
8	Int. 8	Senior Teacher
9	Int. 9	Principal
10	Int. 10	Teacher
11	Int. 11	Vice Principal
12	Int. 12	Principal
13	Int. 13	Teacher
14	Int. 14	Administrator
15	Int. 15	Vice Principal
16	Int. 16	Principal
17	Int. 17	Administrator
18	Int. 18	Teacher
19	Int. 19	Vice principal
20	Int. 20	Principal
21	Int. 21	Teacher
22	Int. 22	Senior Teacher
23	Int. 23	Teacher
24	Int. 24	Vice principal
25	Int. 25	Teacher

**Table 5.1: Interviews and participants**

**Source: The Researcher**

Overall, two main themes will constitute the direction of analysis and interpretation. The present chapter is organized in four sections. First section will focus on overriding themes to answer the research questions. Second, interpretation and analysis of data will be presented; and third, the current chapter presents theoretical interpretation of data analysis. Fourth, this chapter concludes with chapter summary.

### **5.3 THE RESEARCH DOMINANT THEMES**

The findings resulting from the qualitative approach used in this research are presented as a series of distributions or charts showing the spread of responses relating to a particular theme. This approach was considered for this thesis, but the nearly complete unanimity of responses made such

an approach unhelpful, so the Researcher considered it more appropriate to illustrate the findings using verbatim quotes from the interviews.

### **5.3.1 Factors Affecting School Transformation**

Leadership style roles question can be explored under some of the themes as depicted in Sub-Section 4.6.5. Winokur (2014) claimed that the authoritarian leadership style is common in secondary schools; a style which may negate transformational leadership (Abdalla and Al-Homoud, 2001). In this section, four main themes will be analysed relating to this issue, including 1- educational leadership and educational quality development, 2- lack of stakeholder involvement, participation and empowerment, 3- school leadership, motivation and commitment, and 4- the centralized system and transactional leadership style.

In investigating the above-mentioned themes, questions 1, 2 and 3, presented in Section 1.8 and 4.5, will be answered. Understanding leadership style in the context of these themes is necessary as it helps to interpret and analyse data in relation to the literature on leadership style. This was noted by Clarke and Wildy (2011), who identified the need to comprehend leadership style in explaining school leadership. This analysis may contradict the traditional notions of good and shared leadership (Burns, 1978; Grubb and Flessa, 2006).

Educational Leadership and Education Quality Development Theme essentially investigates what leadership styles are in Kuwait and the relationship between educational leadership styles and best practice for school transformation (Leithwood and Riehl, 2003; Winokur and Sperandio, 2017). Theoretically, the idea of embracing an efficient style of leadership put forward in this thesis builds on structures and characteristics of successful school leadership identified by researchers (Dhillon, 2013) and transformational leadership.

Focusing on the relationship between the school context and leadership styles and the range of collaborations between schools, teachers, administrators and other stakeholders aims merely at improving educational outcomes, involvement, engagement, participation, motivation and commitment. Based on Leithwood and Riehl (2003) recommendations, and based on the responses of the participants, two additional classifications of leadership namely *democratic* and *distributed* leadership are useful. Leadership is conceived here as a process of inspiring, influencing and motivating a group in the school context to act from within to achieve a collective goal or mission

(Bennis and Nanus, 2007). This conceptualization underlies the literature on this concept (Yukl, 2006).

### ***5.3.1.1 Educational Leadership and Education Quality Development***

Participants were asked about their views of education quality in Kuwait in general and to explain their ideas about the relationship between leadership style and curricular development. There was a general agreement that most Kuwaiti schools do not provide the educational quality that is paid for. School leadership style is instrumental in shaping and fostering curricular design and development (Al-Kazemi, Ali and Ali, 2002). Studies by Leithwood and Riehl (2003) and others indicate that schools that perform beyond expectations and are considered as successful institutions largely depend on a leadership style that galvanises the development of standard curricula that take into consideration the views of all stakeholders to achieve organisational shared goals. Some perspectives shared by respondents will help to make sense of this situation.

*“There is no doubt that curricular development is based on a form of leadership that pushes people to act towards collective success of an organisation. For example, in this school, our principal unlike before is making attempt to redesign the process that will lead to renewed focus on curricular development” (Int.8).*

*“Recently, there have been large-scale qualitative and quantitative researches focusing on how school leadership can be instrumental in propelling change of behaviour and employee engagement as well as a motivated workforce when school curricula are mediated by empowering, effective leadership” (Int.15).*

*“I have been teaching here for upwards of five years, and I can tell you straight away that some of the reasons why there seems to be lack of transformational leadership is that various partners including parents, caregivers, government, and other collaborators believe that they are not periodically consulted in designing school curricula. And I think this is a function of leadership” (Int.10).*

*“I for one think that inciting actions and efforts aimed at realising Vision 2035 in Kuwait needs taking into consideration how students’ learning, development, and*

*commitment, as well as teachers' commitment, can be achieved and I do highly believe that this could be through curricular development as a start" (Int.20).*

It can be seen from the above remarks that empowering and democratised school leadership in Kuwait has a relationship with designing effective and appropriate school curricula that will create a more committed and motivated student body, teachers, administrators and other partners (Jean-Marie, Normore and Brooks, 2009). Wang, Gurr and Drysdale (2016) confirmed that effective school leadership is crucial in providing the prerequisite skilled human capital necessary for human development and empowerment. This has been supported by Lombardi and Oblinger (2007) who indicated these results reciprocal impact on transformational leadership.

A principal took this perspective further:

*"No gainsaying the fact that for us as institutions to realise the goals of Vision 2035, all hands must be on deck to engender transformational leadership that can be brokered through human capital development, which curricular design can make possible" (Int.16).*

As noted by National College for School Leadership (2011), curricular development has a strong relationship with designing the future of students and the nation as a whole, which requires effective and democratic leadership (Leithwood and Riehl, 2003). Democratic leadership is a term used as an equivalent to having joint, dispersed and collaborative norms and beliefs (Smolović Jones *et al.*, 2016), pointing towards the idea of a collective act and the notion that such an act is often contested (Raelin, 2011). Such leadership will take into consideration the development of human capital and pursuit of a vision that empowers, democratises and offers appropriate knowledge and expertise, enabling teachers and other administrators go through this process.

This observation is supported by Winokur and Sperandio (2017) work. Their research deals with participants (teachers) who had experienced professional development (PD) geared towards improving teaching practices in English language classes in Kuwaiti schools. Central to this study was determining the relationship between the leadership behaviour of Departmental Heads and the views of teachers about how these affected their motivation and supported their attempt to transfer their learning from personal development (PD) sessions to classrooms as well as how far practices

identified as positive were associated with transformational leadership. Effective and democratic leadership has also been identified as instrumental in school improvement and curricular effectiveness (OFSTED, 2000). Research conducted around the world indicates that different countries and dissimilar school contexts have demonstrated the powerful impact of (transformational) leadership in making possible school development and change (Leithwood and Riehl, 2003; Bush, 2007). For instance, Hopkins' (2001) study reveals the significance of transformational (and instructional) leadership practices in achieving school improvement in schools in challenging circumstances. These studies highlight that principals (and head-teachers) who manage change in schools in difficult situations, like in Kuwait, rely on a democratic leadership style that resonates with vision, values and collective gains, rather than the transactional leadership model (Hallinger and Heck, 1996; Al-Nakib, 2015). Harris and Chapman (2002) found that such leadership style chimes with distributed leadership, staff development and relationship building, which are cardinal issues in transforming the quality of school education.

Lack of effective school leadership that is triggered by non-distributed and non-contextual curricular design (Robbins, 2000; Fitzsimons, Turnbull and Denyer, 2011) was another issue identified by participants. For example, a respondent indicated that the nature of leadership in their institution is not distributed and detracts from context-specific curricula:

*“What we get here is a tailor-made approach to designing curriculum. This oftentimes lack context, meaning and purpose as well as disempowers. For example, the design of teaching and learning here is based on ‘Al saf Al thabit’, meaning ‘fixed classroom’ system, which negates inputs from students and teachers as students and teachers are fed with information and lesson procedures without participating” (Int.1).*

As expressed by most respondents, in particular Int.11, such an educational approach detracts from distributed school leadership that encourages contextualised empowerment of people by involving them in co-creating school values and vision. Also, given the dynamics of Islam and its attendant ideologies, students are locked into the traditional process of rote learning (Al-Nakib, 2015), which centralises information dissemination and focuses on indoctrination. According to Spillance (2006), pragmatic emphasis on leadership as a practice recognises how leadership process and

practices are enacted in schools by considering who takes responsibility for leadership as well as how people (students, teachers and administrators and principals, etc.) get constructed as leaders. It is, therefore, important to note that “followers”, who are not formally represented as leaders, should take on leadership roles, distributing leadership (Kotter, 1990; Fitzsimons, Turnbull and Denyer, 2011; Rotberg, 2012). Jean-Marie Normore, and Brooks (2009) concluded that the school leader’s role is significant in identifying and articulating a vision for change, for example, educational transformation, and such leaders need the ability, knowledge and skills to foster such vision. This democratic leadership style is crucial and constitutes one of the methods of realising an effective reformed educational system in Kuwaiti secondary schools.

### ***5.3.1.2 Lack of Stakeholder Involvement, Participation and Empowerment***

This theme considers the perspectives of participants on involvement of different stakeholders – teachers, administrators, students, principals and others – in school leadership. It is pertinent to analyse this theme; to shed light on how important stakeholders make inputs into Kuwait’s education in relation to leading change (AlKandari, 2013). For example, to be responsible to their stakeholders, schools are encouraged to consider inputs from those that fall within their sphere of influence (Freeman, 1984). This is because what schools do in relation to leadership can affect or be affected by stakeholders (Aldousari, 2004; World Bank, 2015). Central to the idea of stakeholder management is that anyone, group, organisation or institution whose interest can affect or be affected by an organisational action, is considered to be a stakeholder (Freeman, 1984), and has an interest in being represented (Morsing and Schultz, 2006). Fassin (2009) conceives stakeholders as those who contributes and influences organisational actions. Three main issues in will be the focus of this theme, namely: involvement, participation and empowerment.

#### **Stakeholder Involvement**

In the context of school leadership, involvement entails giving stakeholders the opportunity to be represented in order to produce a team or workforce more likely to contribute to the effective and efficient operation of schools. AlKandari (2013) points out that involvement is central to allowing stakeholders to contribute to school leadership. Most of the participants concurred to this notion, as exemplified in the following:

*“The school governance process and structure are not acceptable. On the surface, it appears everyone is represented. This is not actually the case, inputs of other actors including the civil society, institutions and parents are not taken into consideration. Some of the schools’ boards though do have a strong focus on school priorities yet in terms of learning and development of staff, curricular design, empowerment of people and realistic school vision” (Int.19).*

*“Issues such as staffing, resources and learning facilities are not really considered. Although teachers are well qualified, continuous leaning environment and inputs from them and other collaborators to develop school vision and achieve positive student’s outcomes are deeply lacking” (Int. 18).*

*“Partnership and links between various stakeholders, although stated in books, are not really working as seen in disenchantment coming from teachers, who are often stampeded to follow tailor-made instructional resources from principals and administrators” (Int. 11).*

*“The focus is mainly placed on principals as leaders who will help change the school; however, parents are truly a great source of leadership if were given the chance” (Int. 2).*

From the above, it can be seen that involving stakeholders is critically important for transformational school leadership, as identified by respondents. This process also affects positively stakeholder commitment, loyalty, and organisational citizenship (Bratton and Gold, 2012). These observations are consistent with Suliman and Obaidli’s (2013) study in the UAE. Their findings showed that transformational and transactional leadership styles play an important role in employees’ organisational citizenship behaviours (OCB).

Int. 9 took the issue of involvement further and noted that his experience is more of deprivation of rights to get involved in school matters that affect leadership structure:

*‘It’s becoming a reality that we can’t make contributions in the decisions that affect our professional life. This is sickening to me and limits participation and commitment’ (Int.22).*

This perspective has a relationship with Bratton and Gold's (2012) position, which resonates with the notion that involvement connotes more autonomy and strengthens organisational citizenship as well as increasing commitment to organisational goals, leading to improved individual and organisational performance. Fundamental to achieving these is the issue of communication, which must be horizontal rather than vertical. The former is premised on democratic, bi-directional communication; while the latter is premised on authoritarian, unidirectional communication (Morsing and Schultz, 2006). This argument is supported here

*“The system here is one that limits participatory and inclusive communication and celebrates exclusive and horizontal communication, which facilitates less stakeholder involvement in educational and administrative issues” (Int.17).*

### **Stakeholder Participation**

Another issue is participation, which is concerned with how far stakeholders, through their representatives, are involved with management in the organisation's decision-making processes and machinery. As noted in the literature on school leadership, this includes collective bargaining, joint consultation, and worker representation on the board (Gennard and Judge, 2010) and the collective rights of all stakeholder groups to be involved in school decision-making as well as collective consultation arrangements (Hyman and Mason, 1995). The following illustrates this point:

*“Recently, there was a group that was formed to ensure that all collaborators on partnership between government and my school devise appropriate procedures for dealing with feedback from teachers on children's performance. Regrettably, no concrete contribution came from the rest of the stakeholders apart from the school administration that had preconceived notion on how to do things. If you are interested to know about transformational leadership then know this: This is not a healthy development for transformational leadership” (Int.13).*

*“Management practice in these institutions marginalises inputs from a lot of us! Suggestions that do not subscribe to the ideals of the institution are not considered in the overall decision made within the institution. “Our leader” seems not to carry us*



*along. There are glaring cases of people being marginalised, repressed and sanctioned for challenging the style of school leadership in relations to creating an enabling environment for staff participation and engagement” (Int.25).*

*“We received emails recently concerning how matters will be handled when we raise issues of not being allowed to participate in meetings where key decisions are made as teachers. Even the students’ representatives were sent a similar email. In fact, students were told that challenging decisions will lead to disciplinary measures. This is unfair, with Islam and power centralisation” (Int.7).*

The above perspective is supported by a principal – Int.12 – who noted that similar communications were sent to them to ensure that:

*“.... opposition to school leadership is rejected” (Int. 12).*

A Department Head stated is analogous to this finding:

*“I am working in concert with rules and regulations set from above. For my job to be maintained, I need to obey these rules” (Int.22).*

Int.8 and Int.6 concurred with this.

The findings of above confirm results in the literature as presented in Chapter Two by Salamat Nordin and Adnan (2013) who identified the same behaviour in Malaysia. Those researchers pointed that teachers were not given the chance to be involved in decision-making processes due to the nature of the nation’s centralized culture and centralized institutional pressures that led to control via imposed policies and rules. The responses provided by interviewees 13, 25, 7, 12 and 22 were also found to support many other researchers’ findings such as of Aldhaen (2012) and Harter, Schmidt and Hayes (2002) as will be clarified here. The above educational leadership landscape creates and fosters a “representation gap” including lack of engagement between management and employees (Freeman, Boxall and Haynes, 2007). The studies by both Aldhaen (2012) and Leithwood and Jantzi (2000) provide evidence that one of the cornerstones of effective leadership in schools is developing structures and mechanisms that foster participation in school decisions, where actions by transformational leaders are seen to depend on the educational context.

Leithwood and Jantzi (2000) defined transformational leadership as symbolising building a school vision that is empowering, inclusive and supportive of teachers and other stakeholders. The above quotations suggest managerial capture of voice and power from teachers and other collaborators, characterising the Kuwaiti context (Al Hamdan and Al Yacoub, 2005). It stifles inputs from teachers that can help in framing a more engaging and inclusive climate of leadership (Aldhaen, 2012). The concerns of other stakeholders about school leadership that might be resolved by participation and are pushed to the fringe, creating a climate of fear, authoritarianism and coercion that are antithetical to the ideals of transformational leadership (Kotter, 1990). Leithwood and Jantzi (2000) stressed the need for participatory school leadership to provide the intellectual stimulation that is important in democratic leadership and vital in leading change in institutions. Moreover, the findings of the present study reflect a sense of lack of the engagement that could produce a teaching and learning environment where students, teachers and other stakeholders can contribute to school policies regarding their wellbeing, self-satisfaction, outcomes and progression, ultimately leading to collegial leadership (Avolio and Bass, 1991). Engagement comprises individual participation, enthusiasm and satisfaction in what one does, plus involvement with procedures, work processes and decision-making systems (Harter, Schmidt and Hayes, 2002). This parallels what Sergiovanni (2000) identify as collegial leadership and intrinsic motivation that can create emotional connection, supportive relationships and eventually engagement. This view was supported by one of the principals:

*“You can only do so much. On several occasions I tried to communicate and embed the vision of the school through telling a story in our assembly hours. This would be a message directed to both the students and the staff. Teachers are also asked to participate in doing so, yet many are reluctant to collaborate. How can you get them to have your enthusiasm?” (Int.16).*

The above responses suggest that principals and other leaders in those secondary schools are not able to engage in transformational leadership behaviour since they are not able to support the teachers. Such results are in congruence with Salamat, Nordin and Adnan (2013), who found that the least revealed aspect of transformational leadership behaviour by principals is providing support to their followers. Once teachers feel lack of support by their leaders and that their voices

are unheard, they lose interest in engaging in schools' activities. In return, leaders' give-up and lose enthusiasm towards their job and lose interest in enhancing their leadership practices. This is reflected in interviewee 16 and is in line with Salamat, Nordin and Adnan (2013).

### **Stakeholder Empowerment**

Stakeholder involvement in school leadership is central to empowerment, helping to diffuse power to stakeholders (Freeman, Harrison and Wicks, 2007b). Employees' involvement and participation can lead to empowering stakeholders to participate in managerial decision-making and improvement activities (Avolio and Bass, 1991). Efforts to get stakeholders to understand the importance of participation and engagement and to commit to organisational goals are needed to harness the potential of school participants. In re-working power and destabilising centralised authority and/or power, scholars (e.g. Foucault, 1979, 1980; Fairclough, 2014) have stressed the significance of stakeholder involvement and participation as conduits for power diffusion and subsequent empowerment of stakeholder groups. For Hatcher (2012), achieving distributed and democratic leadership in school chimes with this. Some quotes help substantiate this observation:

*“Issues of participation and involving school stakeholders in every aspect of school leadership and administration is important for effective school system. This is not happening here I must say” (Int. 14).*

*“I have come to realise that for us as an institution to make progress towards enabling and distributed leadership for school transformation, there is need to put into consideration the stakeholder empowerment. This can be actualised by not only creating platforms for involvement but actual participation of concerned groups through genuine dialogue and distributed power. As a vice-principal, I think this is needed to possibly actualise our bid to be a democratised leadership framework as institution. But sometimes achieving this can be difficult” (Int.11).*

The above issues articulated by an administrator and a vice-principal continue here:

*“Achieving empowerment and subsequent increased voice of stakeholders relies a lot on involvement, participation and finally empowerment” (Int.11).*

These observations stress that achieving distributed power and consequent empowerment of wider stakeholders is a function of distributed leadership (Harris, 2003). Comparable perspectives were shared by Int. 8 and Int. 24. As a result, distributed leadership has come to prominence in the school leadership management literature as a platform to realise the participation and empowerment of stakeholders – teachers in particular – and to create democratic schools. It is also recommended for understanding and exploring the hierarchical school power structure and securing the commitment of teachers to government education policies and agendas. The Kuwaiti context is an example of the need to distribute leadership through involvement and participation (Winokur, 2014). As argued by Spillance (2006), this can lead to genuinely democratic schools premised on collective self-management including questioning the hegemonic hierarchical school leadership model in Kuwait (Winokur and Sperandio, 2017). However, distributed leadership does not suggest that everyone leads, as then leadership would not have any characteristic quality or identity. The distributed view stresses how (school) leadership process and practice are distributed to formal and informal leaders. This includes the activities and actions of many individuals in school systems involved in mobilising and guiding others in the course of instructional change and school transformation. In line with the Foucauldian thesis on power, this form of leadership ensures that stakeholder empowerment resonates with the idea that power circulates and functions as a chain where people are conduits of power, not its points of application (Foucault, 1980).

### ***5.3.1.3 School Leadership, Motivation and Commitment***

This sub-theme focuses on school leadership and its relationship with motivation and commitment as well as self-satisfaction. Leaders do not just impose rules on people or organisations but rather through their behaviours influence, persuade and motivate stakeholders to act (Kotter, 1990). From a transformational perspective, this leadership process leads to shared and distributed leadership in schools (Fitzsimons, Turnbull and Denyer, 2011). The main elements of this leadership style are persuasion, influence, and followership aspirations (Rotberg, 2012), grounded in shared values and beliefs (Bass and Avolio, 1993). In Kuwait, the actions and behaviours of schoolteachers and other stakeholders are framed by the nature of their interactions with their leaders – the principals – in terms of motivating and making them commit to the shared goals of schools. Some excerpts will help buttress this understanding as seen the below cluster:

*“School leaders are first and foremost those that chart the course of school system as they bring to bear how others need to act. Anything short of this can be counterproductive for a changing organisation. The nature of leadership here is quite demoralising to say the least. We are not carried along, which affects our level of performance and commitment” (Int.17).*

*“It has to be understood that effective school performance is actually based on the dynamics of societal interactions, engagement and socialisation between teachers, principals, administrators and other staff. In a situation where this is not enabling and mobilising, it creates lack of motivation, as we often experience in this school” (Int.20).*

*“Given the fact that teachers feel demotivated, it goes on to affect our ability to teach students, which in turn reflects on their outcomes” (Int.5).*

The overriding theme in the above statements is that leadership style can be instrumental in people’s performance, motivation and commitment as well as engagement and student outcome (Leithwood, Harris and Hopkins, 2008).

An administrator shares a similar sentiment:

*“Students sometimes come to us and say they’re not doing well in their study. They point fingers at unsatisfactory teaching and learning environment created by their teachers” (Int.14).*

A senior teacher – Int.6 – indicated that such learning environment has a higher-order influence, which is the influence of principals that frames their own behaviour and action. Other teachers, Int.21 and Int.23, support this observation. As indicated in the present literature (see Leithwood and Jantzi, 2000; Robinson, Lloyd and Rowe, 2008), one of the hallmarks of the growing interest in researching the nexus between leadership style and student outcomes is the commitment of policymakers and educators to improve staff commitment, motivation, and satisfaction, including the notion that school leaders play an important function in the realisation of this commitment (Leithwood Tomlinson and Genge, 1996). Advocates of transformational leadership (Leithwood, 1994; Leithwood Tomlinson and Genge, 1996; Hallinger, 2003) contend that it leads to a variety

of outcomes, including motivation, staff satisfaction, commitment, and efficacy, and enhances the development of new approaches to learning (Al Hamdan and Al Yacoub, 2005).

#### ***5.3.1.4 Centralised System and Leadership Style***

The emphasis of this sub-theme is to ascertain respondents' views whether school leadership is centralised and transactional, based on investigating the features of the centralisation policy and processes in the Kuwaiti education system and their transactional corollary. It also includes further examination of the respondents' perceptions about the issues that adversely affect democratised, distributed and transformational leadership. The notion of centralisation is typically concerned with the central management authority in different cultural, social, and political arenas (Ghanem, and Hijazi, 2011). It can be defined as the unified or centralised control of a government. As argued by Ghanem, and Hijazi (2011), organisations under such systems and jurisdiction receive directives and instructions from one single, centralised central authority that implements the government's policies and decisions. A centralised school system and leadership resonates with a situation in which various departments are organised hierarchically and directives come from above. The idea of centralisation shows that the top authority shapes and controls decisions and the processes of education. In such situations, the lower levels of an organisation have to implement such decisions; but are not allowed and/or empowered to take part – through participation – in decision-making.

*“Schools operate in a legislative framework forged by national institutions or the governorates. One aspect of this framework is a high degree of centralisation. The extremely centralised school culture and systems are inclined towards bureaucracy and give little consideration to the power and autonomy of local schools and communities” (Int.3).*

Correspondingly, a principal noted that such system:

*“.... leads essentially to a tightly programmed school system, where routine implementation is accorded to lower hierarchies like schools in the nation” (Int.4).*

Int.9 and Int.24 agreed with this, as did most respondents. These findings are consistent with the findings of Lauglo (1995).

Education is at the heart of development (Lauglo, 1995) and mirrors the path the government takes regarding economic transformation (Winokur, 2014) and politics including other aspects of governance. The state plays an important role in such transformation, as it has power over education. The findings show that education is extremely centralised in Kuwait and that government is the final decision maker. Schools are compelled to follow centralised approaches in curriculum planning, resource allocation, managing and controlling teachers and staff, student assessments as well as educational planning. For instance, Int.15 declared that

*“When we consider nations that are characterised by centralised institutions, a quick look at their education systems portends perhaps that this leads to lack of participation, transformation and gives a foretaste of transactional relationship” (Int. 15).*

The majority of the respondents, with a percentage higher than 60%, as a result, preferred a decentralised education system and culture for transforming school system:

*“The current policy procedures and methods that control the education system make it difficult to make any input. This is very debilitating and helps to limit empowering, inspiring leadership culture” (Int.21).*

*“Bureaucratising the whole system of education administration and leadership is not bad, what is bad is that in our own case, power is not devolved to constituent schools within a governorate. This reduces leadership to mere transaction in which case there is no inspiration rather relationship is a commodity. It is also based on exchange, hence, no real, genuine influence to make contributions” (Int.22).*

There is connection between decentralisation and self-management and empowerment, which can metamorphose into delegating substantial powers to subordinate levels (Caldwell and Spinks, 1992). Where such empowerment is decentralised or devolved to the institutional level, this may be considered as “self-management” and school transformation emanating from healthy, collaborative efforts to ensure the best approach is attained through involvement of all stakeholders. Once such decentralized structure is developed, the transformational leaders would act freely and would in return be able to improve the school system making it flatter in structure,

enhance communication among different school players at different levels as well as foster the social capital within the school. This notion was highlighted by some of the respondents as presented by Int. 7:

*“I do believe that a flat organization structure allows me to communicate with the school principal, who is my higher-level leader, in a smooth way. One cannot deny that proper communication channels are required, but the open-door policy encourages all of us to speak out our minds and this will all be for the benefit of the school and students. Once there is a positive interaction, our leaders will be able to give back to the school culture, structure and the entire social relations within the school.” (Int.7)*

This can lead to additional decentralisation. Int.12 and Int.13 supported the significance of decentralized structure and indicated that the improved healthy school structure would be developed, yielding enhanced communications among individuals and allowing key stakeholders become players and a reciprocal relation is developed between the system and the leader. AlKandari (2013) argues that decentralising the educational system in Kuwait is fundamental to transforming education using an approach involving influence, involvement and participation rather than transactional leadership, which is largely based on social exchange. This includes stakeholders becoming directly part of school governance. It also extends the notion of democracy from central or national level to the institutional level, which can be a potent platform for nation-building and development, as Kuwait pursues its Vision 2035.

The approach to leadership suggested in this thesis is grounded in the conceptualisation that school leadership structures, practices and system should be democratic and distributed, to facilitate an effective and healthy school environment in which everyone feels valued and makes contributions affecting their wellbeing, satisfaction and good student outcomes (Dhillon, 2013). Clarke and Wildy (2011) suggest that understanding the nature and style of leadership is important in framing the transformational leadership that will create the necessary changes in the school system and culture for national development and institutional change (Burns, 1978; Leithwood and Riehl, 2003; Grubb and Flessa, 2006; Yukl, 2006; Winokur and Sperandio, 2017).



This present research suggests a strong need to reinvent leadership style and characteristics in the Kuwaiti school system, to support development of different collaborations and partnerships among stakeholders - teachers, principals, administrators, students, parents and government - focused on advancing educational outcomes, commitment, engagement, involvement, participation and motivation. In this framework, leadership is understood as a process of motivating, mobilising, inspiring and influencing people or stakeholders to act without coercion for shared goals and outcomes (Bennis and Nanus, 2007).

### **5.3.2 Factors Affecting Transformational Leadership Roles and Practices**

In exploring the above theme, this section presents key antecedents and factors which if addressed could enhance staff effectiveness and student learning and development. To operationalise this process, four main themes are used, starting with Islamic religion, patriarchy and marginalisation.

#### ***5.3.2.1 Dealing with the Impacts of Islamic Religion, Patriarchy and Marginalisation***

There is a common notion among respondents that claim that the lack of transformational leadership in schools and that religion and patriarchy can create marginalisation and exclusion, which are antithetical to transformational leadership (Abdalla and Al-Homoud, 2001; Winokur, 2014). There is a need to examine the role played by religion and patriarchy in marginalising stakeholders' voice (Attoh, 2017). Religion is a social institution inextricably connected with people's value systems, attitudes and behaviours (AlKandari, 2013). In developing countries such as Kuwait, religion is crucial in how organisations behave and manage employees (Fullan, 2003). Begley's (2001) study suggests that administrative (and leadership) qualities and sophistication is linked to personal values and religious beliefs, affecting the behaviours of people and organisational practices. This is consistent with the idea that the challenges of leadership cannot be divorced from leadership styles and structures that are framed by religious practices. Religious beliefs affect educational decisions, teachers' effectiveness and school outcomes (Abdalla and Al-Homoud, 2001).

The following quotes characterise the shared views of the participants in this regard:

*“The nature of religious practice here makes it almost impossible to realise authentic leadership that can be contributory to the ideals of school change. Everywhere you go there is an indication of school’s inclination towards acknowledgment of order based on hierarchy that is part of Islam. This oftentimes poses challenges to leading distributed, shared leadership where decisions about school improvement and change can be participatory” (Int.19).*

*“The emphasis on Islamic studies and pedagogical framework in school curricula around Kuwait entails a specific, unchanging patriarchal interpretation of Islam as sacrosanct, which demands obedience and challenges interruption both in administrative and teaching systems” (Int.13).*

*“Let me tell you to what extent religion is affecting us in our school. Music was found to have numerous benefits to the students among which are the enhanced coordination, strengthening of memorization, increased school engagement and emotional development. Due to all of this, we have been fighting to add music to be part of our curriculum, yet in vain. Our management would claim that this subject is against the main foundation of the school which is Islam. I don’t see how this subject conflict with any religion” (Int.23).*

The above scenario leaves no opportunity for teachers as well as other stakeholders to make contributions because of the religious focus of curricula. Around 11 interviewees referred to the significance of religion in affecting their activities and practices at school. They suggested that interweaving religion with education should stop as it would be inconsistent with the modern scientific orientation of the curriculum; however, such request will probably not be successful in vain (The Middle East Research Institute, 2007).

This leads to the marginalisation of stakeholders’ voice and inputs. It also supports exclusion, segregation, and inequality as well as making it even more problematic to question and challenge the style of school leadership, gendered responsibilities and roles. Moreover, as stated by Al-Nakib (2015), the textbooks are controlled and censored by individuals, based on their claimed knowledge of Islam, depriving students of proper educational sources in the schools:

*“Educational contents here are not meeting the international standards, which is disturbing to say the least. We’re operating a curricular development pattern that doesn’t conform to universal standards” (Int.9).*

Int.18 concurred with this view.

In responding to a reported decision in 2006 by the Ministry of Education (MOE) to eliminate from the secondary curriculum Article 18, which forbids students from expressing opinions against their religion, the reformist academic Ahmad Al Baghdadi, who is a professor at Kuwait University, said that education curricula are being distorted by specific groups in government to suit their unchanging, ideological and religious views, making their curricula inappropriate (The Middle East Research Institute, 2007). This is an impediment to realising the ideals of Vision 2035. Al Baghdadi went on to question the religionization of school curricula that precludes advancement of human rights and freedom as well as contributions from key stakeholders. Islam is used as an excuse for discriminatory actions against certain groups, for example, teachers and those that are not religious leaders in both private and public sphere (The Middle East Research Institute, 2007). In such a climate, the school leadership system is essentially uncritical, due to the expectation of obedience that comes with Islam (Alwerthan, 2016). An uncritical school leadership system that is transactional and undemocratic leads to a homogenised school system with its educational emphasis on uncritical nationalism. Additionally, the marginalisation, control and hegemony in Kuwaiti school curricula are antithetical to the ideals of democratic, knowledge-based development as they inhibit pluralistic views on what is an appropriate standard for advancing school system.

Rafiki and Wahab (2014) declare that religion plays an essential role in a number of human interactions. Islam governs all facets of people’s life in Kuwait, including schools. It is also an assimilated cultural and institutional system, which emphasises the significance of its values and adoption, to seek Allah’s mercy and blessings. A participant considered recognition of the importance of religion in school to be tantamount to “rida” (Int. 5), which means in Arabic being pleased and/or content or Allah’s approval of one’s action. Kuwait is mainly Muslim with a small number of people from other ethnic and religious background, but Islam is a unifying rather than an excluding force. Embracing Islamic religious belief brings with its power, which is centralised

(Alwerthan, 2016). In creating mechanisms that transform such a system that assigns power to a central position, Gutting (1994) asserts that decentralising power across varied social networks is fundamental to the Foucauldian analysis of empowerment and distributed leadership.

Consequently, Int.2 observed that for progress to be made in the realm of education in Kuwait, power that is granted by religion to a specific nodal point:

*‘shouldn’t be present at one point only, but should be an issue of on-going attempt to (re)produce effective social alignments by enacting counter-alignments’ (Int. 2).*

This can be achieved via distributed, democratic leadership as opposed to autocratic leadership. The former relies on transformational, democratic school leadership, while the latter is premised on transactional, autocratic school leadership (Hopkins, 2001; Leithwood and Riehl, 2003).

### ***5.3.2.2 Confronting Pressures of Socio-economic and Cultural Institutions***

Institutional theory can support the understanding of school leadership behaviours and school practice (Hallinger and Huber, 2012). The Kuwait government’s bid to revamp its economy and national development is largely based on reforming educational institutions (Winokur, 2014). This can be instrumental in its leadership in the GCC countries. The Vision 2035 goals acknowledge the central for the roles of educational institutions in developing the required human capital (Brinkley, 2006). Institutions (including educational ones) create constant, valued, regular practices and modes of behaviours in a social setting (Paauwe and Boselie, 2003). Socio-economic and cultural institutions, including political, organisational and legal institutions, create processes and patterns that regulate conducts and behaviour in the school system (Kostova and Roth, 2002), including school leadership (Kostova and Roth, 2002). So, it is pertinent to explore the dynamics of these institutions in Kuwait and to understand how they affect school leadership. The school leadership culture, behaviour and style will reflect socio-cultural, institutional, political and social issues in the wider Kuwaiti society (DiMaggio and Powell, 1983; Paauwe and Boselie, 2003).

The following is respondents’ perspectives that will help to make sense of the roles of institutions on school leadership in Kuwait:

*“It’s very important to appreciate the impacts of wider institutions on how leadership is conceived in this school. It shapes what’s done here” (Int.6).*

Int.8, another senior teacher concurred:

*“It’s hard to divorce leadership from societal practices and template for conduct.*

*It’s an issue to be taken seriously. I mean the way institutions frame all that we do here including the school admiration and culture. It is the air that we breathe, to say the least. It also makes some more powerful than others. For expulsion in my school, the principal calls the shots and nobody challenges him because he is taking authority from the centre, which in a sense means Allah” (Int.7).*

*“You can’t separate for example religious institutions from how things are done in all areas of life in Kuwait. Any attempt in this direction will come with stiff penalty, sometimes death. The members of Majlis Al Umma continually decide stiff penalty on religious transgressions” (Int. 12).*

Reflecting on the above, it can be seen that religion controls, governs and rules the Islamic world marginalises some groups, accords power to others and makes others powerless. The *Majlis Al Umma* is Kuwait’s national assembly, where power and authority are centralised. From an institutional theory viewpoint, coercive isomorphism mandates organisations including educational institutions to apply regulatory systems and policies considered isomorphic and thus legitimate in their environment (DiMaggio and Powell, 1983). Regarding normative factors – normative isomorphism – the nature of the relationship between school principals, administrators and teachers dictates that the norm is a totemic arrangement, where principals are superior to other stakeholders, a system of operation framed by religion as well as tradition (Alwerthan, 2016). Fundamental to the normative isomorphic situation is that the socio-cultural norms and value system dominant in Kuwait help shape educational institutions and their practices, which are (considered isomorphic and so legitimate in their environment (DiMaggio and Powell, 1983).

### ***5.3.2.3 Tackling Favouritism and Nepotism***

Favouritism is a key issue in understanding relationships in the Arab world, including in Kuwait (Bute, 2011). This leads to people being favoured or disfavoured and a nepotistic institutional culture and practice, which can trigger transactional, disempowering leadership. This is evident in the Kuwaiti education system (Alwerthan, 2016) as well as in other GCC countries such as Saudi Arabia (Abu Alsuood and Youde, 2018). Favouritism is giving biased, unfair preferential treatment to a person or group at the expense of others (Aydogan, 2012). Alwerthan (2016) notes that it is the disposition to favour a person or group, not based on their natural abilities or strength but on some irrelevant factors including features, attributes they have, personal contacts/affiliations they possess, or simply personal preferences. Nepotism is where a person is given certain privileges or opportunities, not because they are the best but because of social connection or affiliation. It may include granting favours or opportunities to relatives or social affiliates in politics, business, and other areas of social life, including education and religion (Bute, 2011). Aydogan (2012) provides three typologies of favouritism: nepotism, cronyism and patronage systems. This sort of classification of favouritism makes nepotism a sub-set of favouritism. However, these social issues are prevalent in societies with corrupt regimes, patron-client networks and other nepotistic characteristics. As argued by Alwerthan, (2016), favouritism and nepotism exist in both developed and developing countries, but is widespread in the latter, given the power of regulators, including for educational institutions.

In education, favouritism and nepotism negatively affect the quality of educational outcomes and equality (Nadler and Schulman, 2006) as it gives certain opportunities or advantages to groups of people who do not merit them, as well as preventing capacity building, commitment and motivation (Alwerthan, 2016). Fairness and equality are usually important criteria for determining whether organisational decisions are ethical and in the case of education, whether it is possible to develop and implement mechanisms and processes to drive school transformation (Winokur, 2014). Favouritism inhibits fairness as it gives undue preference or advantage (Bute, 2011).

Most respondents considered favouritism and nepotism as a key issue that obstruct healthy classroom teaching and learning as well as motivation, as certain students are favoured and given more attention because of their privileged class, family name, or networks. Most research

participants indicated that this system is antithetical to the tenets of transformational leadership that rely on participatory and distributed conceptualisation of leadership and empowerment (Leithwood, Harris and Hopkins, 2008):

*“Favouritism in the classroom is a major issue affecting teaching and instruction and also affecting outcome and student success. Factors including student social/economic position, physical appearance, acquaintance with teachers and principals, gender, and the nature of relationship between a student’s family and a teacher or student and teacher can be very strong in shaping the amount of help and favour a student gets” (Int.24).*

*“We all know that some teachers tend to favour students from wealthy backgrounds by offering those student additional help and support during learning. Similar thing happens to members of staff from wealthy backgrounds or with high social standing” (Int.25).*

*“I have been here for nearly for a long period of time and I can tell you that there is high level of discriminatory practice when it comes to supporting students and giving teachers and administrators the needed energy to be committed and achieve individual professional purpose” (Int.18).*

Most interviewees shared the view that favouritism and nepotism play a critical role in education in Kuwaiti secondary schools. Int.13 commented that confronting this dilemma will be an effective tool in ensuring that educational landscape is transformed:

*“Favouring people over others is a deterrent to leading change in organisations. This includes schools at all levels” (Int. 13).*

This perspective was also expressed by Int.10 and Int. 20. Comparable findings have been highlighted by Abu Alsuood and Youde (2018) and Alwerthan (2016) in their studies of favouritism and nepotism in Arab countries. Considering the implications of favouritism and nepotism for organisational effectiveness and leadership, Cunnigham and Sarayrah (1993) concluded that Middle Easterners consider favouritism as creating prejudice and discrimination

against individuals who do not have political and social networks and connections. In a study identifying favours towards UAE citizens in employment, Talib (2017) highlighted favouritism and nepotism (as well as cronyism) as discriminative practices in Arab countries. Discrimination in western countries also denies opportunities to deserving individuals (Zick Pettigrew and Wagner, 2008); but this syndrome is worse in developing nations with corrupt regimes. One of the participants, Int.8, called this “wasta” which translates loosely into Arabic as “clout” or connection. So, tackling favouritism and nepotism can be instrumental in reforming school leadership, students’ outcome and effectiveness of staff performance and motivation in Kuwait.

#### ***5.3.2.4 Understanding School Leadership and Stakeholder Voice***

This theme explores the interface between school leadership culture and stakeholder voice in relation to transformational school leadership. Spar and La Mure (2003) contend that by “putting the last first”, organisations can identify actors who might be isolated, powerless, or disinterested with regards to school leadership. It is usually very hard for school leaders to identify what McCarthy and Muthuri (2018) call “fringe stakeholders”, such as women, children, and those with any form disability. Nevertheless, as argued by Bush (2003), making the voice of this class of people matter in leadership can be instrumental in transformation, whether in identity, power or in voice. Also, principals operating in such contexts, which are the opposite of their leadership and cultural leaning, may become inclined to hear and take into consideration stakeholders’ voices from the periphery. Understanding employees’ voice first is important.

Stakeholder voice constitutes various mechanisms and processes through which stakeholders contribute to organisational decisions (Hirschman, 1970). It also takes cognisance of people – stakeholders – getting involved in organisational decision-making systems and mechanisms to constructively challenge the organisational status quo, thereby, recommending changes (Newcombe, 2012) within educational institutions (Sliwka and Istance, 2006). The idea of stakeholder voice in an educational setting emerged as school reformers began to conceptualise the importance of marginalised or silenced voices in fair, legitimate decisions, which can lead to good school transformation (Freeman and Medoff, 1984). According to Booz and Company (2015), this thinking translates into putting students and other stakeholders at the heart of education reform in the GCC. In addition, as noted by Sliwka and Istance (2006), allowing the voice of



stakeholders to be heard rather than silenced in education decisions can lead to participation, involvement and narrowing of “representation gaps” that often characterises education in developing nations, including the GCC. Such gap depiction epitomises the Kuwaiti education landscape (Alwerthan, 2016), which marginalises and subsequently silences wider stakeholders’ voices in school decisions and leadership. The following excerpts will help to substantiate this situation:

*“In all places in this country, schools are run from the centre which makes hearing other’s voices from the margin difficult to say the least. In fact, these voices are not heard at all. This is created to ensure that power is consigned at the centre. This also limits rights and discriminates against certain people. It results also in a situation in which people are led without being part of the leadership process and mechanism” (Int.1).*

*“Alongside the formal denial of encouragement and opportunities for stakeholders, this system is a grave danger to engagement that can make people air out their views in what concerns them so that solutions to their problems can be achieved. The regular storyline in all schools is that leadership is reduced to mere master-servant issue and therefore, makes participation, involvement, engagement and empowerment difficult to attain” (Int.10).*

The thematic preoccupation from the above excerpt indicates that the nature of school leadership negates stakeholder voice, which is crucial for reinventing schools in Kuwait. An observation by Int.5 further confirms this position:

*“There’s really no opportunity to encourage and promote individual voice or contribution to school management and leadership. We just follow what has been pre-decided” (Int. 5)*

This notion mentioned above indicates the frustrations that might be felt by school stakeholders, and this supports the work of Freeman, Harrison and Wick (2007a) that confirms the importance for employees to have a voice that is heard in their work setting, the researchers’ work indicates

strong evidence that people want some form of “voice”, to deal with their personal issues about motivation, commitment, performance and inspiration as well as school outcomes.

#### **5.4 THEORETICAL INTERPRETATION OF DATA ANALYSIS**

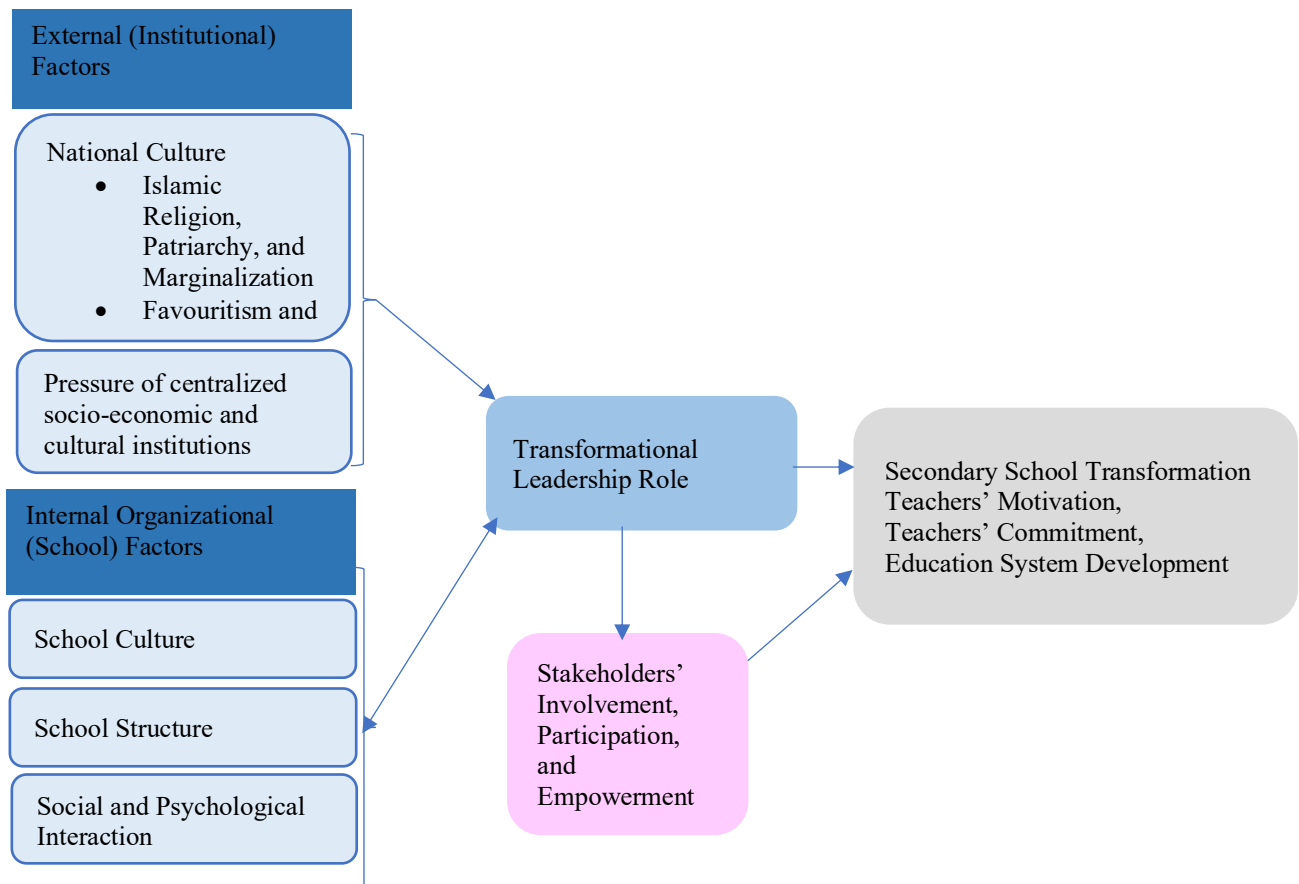
The dominant theoretical underpinning of this study is transformational leadership and its democratic potential in school transformation as well as staff motivation, commitment and a new dawn in curricular development in Kuwait. Scholars support advancing leadership skills and the behaviour of teachers, leaders and other stakeholders or collaborators for a more results-oriented teaching and learning as well as transformed educational environment (Slavich and Zimbardo, 2012; Avolio Walumbwa and Weber, 2009). Based on the literature, transformational leadership is found to be an important factor in ensuring institutional landscape, culture and practices are changed as it brings about change of behaviour in pursuit of collective goal (Winokur and Sperandio, 2017). Transformational school leadership also permits people’s voice to be heard, rather than silenced in transactional relationship (Dartey-Baah, 2014). Prior studies on school management and leadership in developing countries demonstrate that the concept of leadership is at a nascent stage and needs critical and empirical examination for better insight on how to reinvent schools managerially and institutionally (Buchmann and Hannum, 2001).

Al-Nakib (2015) denoted that educational leadership that strives to create a climate that encourages and nurtures participation, involvement and empowerment for collective goal attainment would help schools to deliver on the promise of high standards and outcomes as well as effectiveness. Such climate leaders to transcend their immediate self-interest and act collectively (Peck and Dickenson, 2008). On a similar note, Hallinger (2003) pointed that proper educational leadership would arouse a sense of commitment, purpose and motivation that in return encourage the realization of higher standards and reformation in education, hence, augmentation of democratic development and renewal. Those mentioned researchers’ notions were in line with the findings of this current research in hand.

Although initially the Researcher developed a framework based on the review of literature and the common factors that were established in the literature to have impact on the school leaders, specifically transformational leaders, that framework has been modified as to reflect the

perceptions of the participants in this study as presented in Sections 5.3. Figure 5.5 portrays the changes that have been made creating new framework.

After conducting the analysis on the perceptions and point of views of different levels of school employees such as principals, vice principals, senior teachers, administrative staff (all categorized as leaders), and teachers (categorized as followers), one cannot help but notice the common views they shared specifically on the quality of education present in Kuwait. Moreover, there is a shared belief among participants that they have no power over decisions made in their schools' settings. The findings represented in Sub-Section 5.3.2 indicated that school stakeholders are deprived from having a voice in school matters, due to the behaviour of the present leadership as well as several hindering factors. Hence, with the definition of transformational leaders presented in Chapter Two and which clarifies their role in motivating employees, a good transformational leadership in the school would allow and support the involvement of stakeholders in school decision-making. Such support would in return facilitate the process of transforming schools as well as enhancing the quality of education in the country. Education quality will be affected due to the sense of commitment augmented in school staff, specifically teachers', to put all effort forward for the benefit of students and school outcome. Their enthusiasm will be fuelled towards the process of developing schools and transforming it to suit the country's Vision 2035.



**Figure 5.5: Final Proposed Framework**

**Source: The Researcher**

In the above framework, looking at the *external factors* that were presented in the initial framework as shown in Chapter Three of this study, these factors were selected based on the literature, to examine the perceptions of the school staff, including its leaders, and inspect the influence of these factors on leaders. One of these factors was Kuwait Culture. It was the aim of the Researcher to understand how school employees perceive it and how they sense its presence within the school. Although participants confirmed the notion of the school culture, they specified more detailed elements of the culture, presented in Sub-Section 5.3.2.1, has been noticed and have been perceived by these interviewees to have influenced the roles of their leaders. Such specific elements, which are Islam as a religion, patriarchy, and marginalization, were, therefore, added as constructs under the national culture.

The impact these elements have on school leaders, as pointed by the interviewees, was in line with Abu Alsuood and Youde (2018) findings which denoted the negative effect of societal culture on dean's practices, which in return hinders their performance and skills.

Additionally, as postulated in Sub-Section 5.3.2.2, more emphasis was put by the interviewees on the role centralized institutions, including the political system, regulatory controls, and social and cultural organizations play in steering and affecting the internal operations of schools which affect leaders' roles. Hence, this was mirrored in the new framework by placing such elements under one new factor titled "Pressure of centralized institutions". Nepotism (Favouritism), as part of the external factors, was perceived by participants, as elaborated in Sub-Section 5.3.2.3, in the same manner that the literature covered it, and so it was maintained in the research framework. Marketing competition, however, was not viewed as significant as indicated in the literature in its impact on transformational leaders' role in secondary schools in Kuwait. Therefore, this factor was eliminated from the framework.

As for the ***internal factors*** in schools, culture and climate were perceived similarly as the main influencing factor in allowing or suppressing the voice of stakeholders, as presented in Sub-Sections 5.3.2.1, 5.3.2.2, 5.3.2.3. The result in this Research is in line with Miner (1995) cited in Angus *et al.* (2009) studies who defined climate and Organizational culture as an overlapping notion. Through interpreting and observing the participants, their views indicate that school culture as the hindering climate or environment that restrict leaders from playing their roles and from performing their tasks. Social interactions among teachers and leaders and other stakeholders were found important in different ways, as positive interactions were found to support the role of the leaders as well as to augment the motivation and commitment of the teachers as highlighted in Sub-Section 5.3.1.3. This notion reflected that social interactions allows them to voice their concerns as well as suggestions which facilitate their sense of commitment. For the social interaction to be proper, a feasible school structure should be in place. This is true since a leader who puts several communication layers between him/her and his/her followers would not establish strong social relations with those followers. Their voices as well as the support to the education process would not be entirely present as it demolishes the employees' motivation. Hence, structure seems to have an impact on communication and social interactions among stakeholders, which in return affect the transformational leaders' role in transforming the school.

Based on the responses obtained and their interpretation as explained above, it is understood that the school structure as well as culture have a direct impact on the leaders' role in schools in Kuwait and therefore, they were incorporated and maintained in the framework. On a similar basis, social and psychological interaction construct was initially a part of the framework and had been observed to maintain its significance among the majority of the respondents, and therefore is an integral part of the internal factors that affect transformation leaders' role in schools in Kuwait. What is interesting is the sense presented by participants, as was clarified in Sub-Section 5.3.1.4, of the potential role of a good transformation leader in amending the structure, culture and relations within a school, indicating a reciprocal relation between leadership role and the internal factors of the organization. This was seen by studies conducted by Veeriah, Chua and Siaw (2017) and Raharjo (2012) for example to present the role culture plays in supporting transformation leaders' roles and this latter role in creating and founding a positive culture that encourages and motivates teachers, hence transform the schools and education quality. In a similar context, Mitchell (2019) inspected such mutual relation between transformational leadership and school structure while similar conjoint connection was established by Werang and Agung, (2017) and Wang, (2019) between transformational leadership and school climate.

Selamat, Nordin and Adnan, (2013) pointed out that transformational leaders have a positive impact of teachers' motivations and commitment. The data collected and interpreted in the current research clarified the same idea, whether the impact was clearly stated by the respondents or observed by the researcher through the respondents' behaviour. Being the central factor in this research, the transformational leadership role remained intact in the framework. However, the outcome of the presence of transformational leaders inside secondary schools in Kuwait was perceived to have an additional positive impact other than teachers' motivation and commitment. Interpretation of the data collected in that regard clarified the significant role which transformational leaders have, not only on teachers alone but also on other school stakeholders. Such positive impact was derived from the respondents' dissatisfaction from having their voice neglected. The presence of a transformational leader in a school setting, therefore, would facilitate the empowerment, involvement as well as participation of all stakeholders as postulated in Sub-Section 5.3.1.2.

Such support and collaboration between leaders and school stakeholders would in return feed the education process, enhancing the quality of education and development of curriculum as pointed in Sub-Section 5.3.1.1 and as indicated by Selamat, Nordin and Adnan, (2013), augmenting teacher motivation and commitment as well. With such findings, stakeholders' involvement, participation and empowerment were added to the new developed framework as factors resulting from the existence of transformational leadership style in Kuwait secondary schools. Moreover, in addition to teachers' motivation and commitment, educational development was added as part of the school transformation in Kuwait secondary schools.

To summarize and clarify the modifications that have been carried out on the initial framework, between the initial and final factors, as explained in the above section, are portrayed in Table 5.2 below.

	<b>Initial Framework</b>	<b>Final Framework</b>
Internal Factors	School Culture School Structure School Climate Social and Psychological Interaction	School Culture School Structure Social and Psychological Interaction
External Factors	National Culture Beliefs and religion Favouritism and Nepotism Regularity control Competition	National Culture Islamic Religion, Patriarchy and Marginalism Favouritism and Nepotism Pressure of centralized institutions
Transformational Leadership Roles' Outcomes	Secondary School Transformation: Teachers' motivation and commitment	Stakeholders' involvement, participation, and empowerment Secondary School Transformation: Teachers' motivation and commitment Education quality development

**Table 5.2: Initial and Final Framework Factors**

Source: The Researcher

## **5.5 SUMMARY OF KEY FINDINGS/RESULTS FROM DATA ANALYSIS**

A total of twenty-five participants - principals, vice-principals, teachers, senior teachers and administrators took part in interviews carried out in six governorates - Al Asimah (Capital), Farwaniyah, Hawalli, Jahra, Ahmadi and Mubarak Al Kabeer. The respondents were from private and public secondary schools. The rationale for adopting the interview data collection strategy and method was given in Chapter Four, Section 4.6. The main findings were that Kuwaiti schools

largely engage in the transactional leadership style as opposed to transformational leadership, given the institutional and patriarchal dynamics of the nation that place a premium on respect for religion, hierarchy and social institutions, which guide schools' behaviour and actions (Leithwood and Jantzi, 2000; Dartey-Baah, 2014; Winokur and Sperandio, 2017). Hence, transcending the challenges of a transactional leadership that is undemocratic, authoritarian, and disempowering could assist in transforming Kuwaiti secondary schools positively. As substantiated in data analysed, this process will lead to transformed educational system, motivation, and commitment as well as effective leadership, hence a better student outcome. What is more, identifying and confronting these challenges will translate into attainment of Vision 2035, which will positively affect national development.

### **5.5.1 Key Findings/Results of Question One, Two and Three**

Key findings of research questions one, two and three are the conceptualization that school leadership practices and systems should be democratic and distributed for the realization of an effective, enabling school environment where everyone – principals, vice-principals, senior teachers, teachers and administrators – feels valued and is contributing to the pursuit of collective goals and purpose (Bennis and Nanus, 2007; Clarke and Wildy, 2011). This conceptualization is central to the tenets of transformational leadership, which negates centralized, transactional leadership structure and promotes de-centralized, democratic order that supports the motivation and commitment of employees. Such a school leadership framework also promotes stakeholder empowerment, participation and involvement and empowerment, where everybody is empowered to help and participate in matters of school leadership and curricular development (Bratton and Gold, 2012; AlKandari, 2013). It was concluded that understanding the nature and style of leadership is significant in framing a transformational leadership that will bring the changes in school culture and processes necessary for national development (Leithwood and Riehl, 2003; Grubb and Flessa, 2006). In this framing, the notion of leadership is understood as a process of motivating, mobilizing, inspiring and influencing people or stakeholders to act without coercion for shared goals and outcomes. From the above premise, transformational leadership is central to democratic and reformed schools (Bush, 2003), following the four dimensions of transformational



leadership (Leithwood, Tomlinson and Genge, 1996) for effective school performance (Bush, 2003).

### **5.5.2 Key Findings/Results of Questions Four and five**

The main findings of questions four and five involved interrogating issues that affect transformational leadership practices and the mechanisms that can enhance effectiveness, learning and development in schools. The factors addressed in this section included the impacts of Islamic religion, patriarchy and marginalisation and pressures of socio-economic and cultural institutions, the need to tackle favouritism and nepotism, the nature of school leadership style, and stakeholder voice realisation (Hirschman, 1970). This thesis found that in the patriarchal, transactional and undemocratic school leadership style of Kuwaiti schools, stakeholder voice, empowerment and participation are not encouraged, which limits the realisation of transformational leadership (Winokur, 2014). Thus, “fringe stakeholders” (McCarthy and Muthuri, 2018) including those that are not favoured by the system, for example, teachers and administrators, are not empowered to be involved in the process of change in school leadership and transformation. As contended by Bush (2003), this educational landscape restricts and further limits the voice and input of this class of stakeholder, resulting in the loss of stakeholder voice, power and identity. It was also found that social institutions foster the above practices, making things hard and complex to change. Institutions constantly regulate and guide organisational behaviours and practices including school leadership and structure (DiMaggio and Powell, 1983). Consequently, cultural, organisational, political and socio-economic institutions regulate behaviour in the school system including leadership behaviour (Kostova and Roth, 2002). (Farooq *et al.*, 2011; Mushtaq and Khan, 2012; Alnawasreh, Nor and Suliman, 2019) Showed that tribal and familial relations and socio-economic status have been significantly impacting school transformation and performance. This assertion implies that every form of school leadership will mimic wider social practices, in order to be deemed acceptable or legitimate (Paauwe and Boselie, 2003), resisting criticisms on the grounds of transactional and undemocratic school leadership.

The following table, Table 5.3, summarises the main findings of the study.

Themes	Findings	
<b>Factors Affecting School Transformation</b>	Educational Leadership and Education Quality Development	• Most Kuwaiti schools do not provide the educational quality that is paid
		• School Leadership Style is Instrumental
		• Lack of effective school leadership that is triggered by non-distributed and non-contextual curricular design
	Lack of Stakeholder Involvement, Participation and Empowerment	• Teachers cannot be involved in school matters
		• No participation of stakeholders in decision making process
		• Opposition to leadership is rejected
	School Leadership, Motivation and Commitment	• No distributed power nor empowerment among stakeholders
		• Effective school performance is based on the dynamics of societal interactions among and between all internal school stakeholders, however, this is not effectively present
		• School leadership in Kuwait is demoralizing
	Centralized System and Leadership Style	• Learning environment in Kuwait schools has a higher-order influence
• Top authority shapes and controls decisions		
• Education is extremely centralized and controlled by government		
<b>Factors affecting Transformational Leaders 'Roles and Practices</b>	Dealing with the Impacts of Islamic Religion, Patriarchy and Marginalization	• Islamic religion and beliefs affect management educational and managing decisions, hence, teachers' and overall school performance
		• Religion affects curricula and academic staff activities and practices at school
		• Religion also affects human interactions in Kuwait in general and in school in specific
	Confronting Pressures of Socio-economic and Cultural Institutions	• Political, organizational, and legal institutions in Kuwait creates and involves in developing processes and patterns that regulate conducts and behaviour in the school system
		• Due to religious beliefs and cultural transitions some groups are marginalized
	Tackling Favoritism and Nepotism	• Schools are negatively affected by students' privileged class, family name, or networks
		• There are also discriminative practices in secondary schools in terms of staff hiring or students' enrolment
	Understanding School Leadership and Stakeholder Voice	• Some fringe voices are not considered in education system in Kuwait
		• Kuwait school leadership negates stakeholder voice

**Table 5.3: Key Research Findings**

Source: The Researcher

## 5.6 IMPLEMENTATION GUIDANCE FOR THE FRAMEWORK

As education grows and develops in Kuwait, the management of many schools are looking for excellent principals and teachers. However, there is not enough understanding of the impact of transformational leadership on the education process on followers - the teachers in this research.

The final proposed framework in this study covers the factors that support the roles of transformational leaders in Kuwait and how these roles positively enhance the process of improving schools. To implement such a framework, a training programme for principals is needed that encourages actionable behaviours to create awareness of school internal factors, such as culture, structure, environment, and means of social and psychological interactions, that nurture transformation leaders. Other training programmes should target teachers and other staff to have the mindset and attitude of becoming transformational. Such programmes would help reinvent the surroundings of potential transformation leaders, who would be involved in empowering parents and other stakeholders to become involved in the students' learning process, as well as creating the motivation and commitment among all to improve the teaching and education. On a national level, the awareness of transformational leadership should be interwoven into education strategies, and young officials with such a mind-set should be hired to create national policies to support such leaders.

Based of the above and consequent to the analysis of data collected through interviews and literature, certain practical guidelines should be followed to implement the secondary school transformation framework. The core element before taking the steps of implementing such framework is to have country's education leaders and schools' managements consider the following points that will assist with the preparation for the proper implementation process:

- The current internal factors inside schools such as its culture and structure and how they could support transformational leaders
- The existing external factors outside schools, basically conditions imposed by governmental bodies and the national culture and how they could support transformational leaders
- The importance of facilitating transformational leaders' roles and practices
- Ways to align the transformational framework with the schools' strategies, objectives

and transformation inclination.

Only acknowledging the above elements, schools would be able to implement the school transformation framework through focusing on two core steps:

**Step one:** Cooperate to define a vision, core values and goals to underpin the internal environment of schools. This would be through:

- 1- Defining success standards. This would lead to developing a set of values and goals that will help schools achieve their own vision that is in line with that of their students, teachers and leaders as well as the rest of the community members. The process of transformational change should mirror the designed vision.
- 2- Adopting an approach to school transformation that is easily adaptable and can address continual change. To achieve this, stakeholders, such as teachers and parents, should be involved in the vision-setting process at early stages as the core values they believe in would be mirrored in that vision. This would also be reflected in students aligning all of these stakeholders to act towards that vision.
- 3- Clearly defining key internal schools' organizational influences, such as schools' culture, structure, policies and procedures (PMI, 2013). along with their key strategies and objectives. Once this is done, it is vital to explore and determine the leadership needed to deliver such changes. Leaders should be able to establish culture and pedagogics metrics and success benchmarks to cross check their reality with their goals.
- 4- Building school-wide transformation culture in which all school members at all levels share the same beliefs, values and goals and have the willingness to dynamically and flexibly adapt to change when required.

**Step two:** Create a strong foundation of schools' external environment. Effective transformation efforts in schools necessitate having a balance and a positive collaboration between schools and external entities.

- 1- Pursue collaboration with the public entities as well as cooperation with strategic and tactical external partnerships that would help shape schools' vision and facilitate its attainment towards one common goal activated with transparency.
- 2- Design and recommend working policies, processes, tools and techniques that enhance communication mechanism between these parties and facilitate the balance between accountability (being responsible for results) and answerability (justification of actions) for both sides. This will create the motivation for school to transform positively as well as assigning tasks and responsibilities.
- 3- Articulate a common understanding of the main goal developing a clear curriculum map addressing grades levels' benchmarks and proper contents for market's analysed needs.

Recommendations on the contents and use of such framework is also given in Chapter 6 in Section 6.7.

## **5.7 CONCLUSION**

While previous chapters were structured as to focus on the ideas and variables in the literature, as well as on the theoretical foundation of the study, and the methodology and strategies of the Research, this chapter has presented data analysis derived from interviews with principals, vice-principals, senior teachers, teachers, and administrators in Kuwaiti secondary schools. Interview data was analysed, interpreted, and discussed in relation to literature on (transformational) school leadership, using TAA. The two main notions in this chapter included the role of leadership styles in schools and how they are practised, and the issues affecting transformational leadership practices that would enhance staff effectiveness, commitment, and motivation. Findings indicated that a proper transformation leadership role was viewed as an important factor to motivate teachers and encourage their commitment. Interpretation of interviews suggested that transformational leadership is important to the development of the education system and enrichment of the curriculum. In terms of what could augment or undermine transformational leaders' roles in secondary schools, internal factors like school structure, culture, and social and psychological interactions among and between staff and leaders were the most common answers among interviewees – for followers as well as leaders. External negative influencing factors cited among

interviewees were elements of the national culture of Kuwait - religion, patriarchy, marginalization, favouritism, and nepotism, as well as the centralisation imposed by institutions and governmental. Based on the analysis of the data collected, the conclusions drawn and recommendations made are presented in the next chapter, Chapter 6.

## **CHAPTER 6 : CONCLUSIONS AND RECOMMENDATIONS**

### **6.1 INTRODUCTION**

In Chapter Six a perspective on conclusions drawn from the key research questions is provided along with highlights the potential impact of transformational leadership on transforming education in Kuwait. The study's implications and contributions are then presented to highlight the value added by the findings. The contributions of this research are summarised in terms of *theoretical, empirical, and practical* contributions. Then recommendations are given on how Kuwaiti secondary schools and other educational institutions can leverage the transformational leadership construct in transforming schools for staff motivation, commitment, and engagement. Finally, suggestions for future research are presented together with the delimitation of the research.

### **6.2 RESEARCH OUTCOME**

In our present-day economic situation, not a single country anywhere in the world does not face developmental challenges. For developing countries, meeting the needs of national and global markets has become very important in determining whether they can match the developed countries' intensifying economic competitiveness. Today's most successful economies are the ones that are distinguished by its educated knowledgeable human capital (Burgess, 2016). According to Burgess (2016), the human capital development begins at school level.

While applying transformational leadership theory in the education sector, the research offers an empirical understanding of the understudied topic of the transformational leadership framework in education, in particular its possible impact on staff motivation and commitment and curricular development, in developing countries such as Kuwait (Bush, 2003; Winokur and Sperandio, 2017). This thesis presents a novel clarification and elucidation about the institutional issues that affect students' outcomes and curricular design and adoption in the Kuwaiti secondary schools, including the connections between these issues and transforming education in the country. Interviews were undertaken in both public and private institutions in Kuwait, to empirically ascertain the nature of school leadership in Kuwait. This inquiry process necessitated a critical, exploratory evaluation of the impact of transformational leadership on transforming education in secondary schools. In analysing data gathered from interviews, two key research objectives were pursued. In order to

critically undertake this inquiry, these objectives were rephrased as questions, which were answered in Chapter Five. Moreover, the research questions involving issues that affect transformational leadership practices in the context of secondary schools, and the factors affecting this style of leadership and its effectiveness on staff effectiveness, motivation, and commitment, were answered, using four main themes engaging analysis and discussion:

1. Dealing with the impacts of Islamic religion, patriarchy and marginalization.
2. Confronting pressures of socio-economic and cultural institutions.
3. Tackling favouritism and nepotism.
4. Understanding school leadership and stakeholder voice.

Table 6.1 below attempts to link the themes developed in this research with the entire research questions.

Themes	Research Questions
Educational leadership and education quality development	What is the most common leadership style in secondary schools identified in the literature? How does transformational leadership impact the transformation of secondary schools? What is the most common leadership style in Kuwait's secondary schools?
Lack of stakeholder involvement, participation and empowerment	
School leadership, motivation and commitment	
Centralised system and leadership style	
Dealing with the effects of Islamic religion, patriarchy and marginalisation	What factors affect transformational leadership role and practices in secondary schools? What is the impact of the proposed transformational leadership framework on secondary school's transformation?
Confronting pressures of socio-economic and cultural institutions	
Tackling favouritism and nepotism	
Understanding school leadership and stakeholder voice	

**Table 6. 1: Linking Themes to Research Questions**

**Source: The Researcher**

### **6.3 MAIN IMPLICATIONS OF THE STUDY**

This section focuses on the implications for this research on policy, leadership, management, and school transformation as well as future research. This research offers some valuable insights into how Kuwaiti secondary schools can be transformed through transformational leadership. The research provides an explication of how the transactional rather than transformational leadership framework could lead to marginalisation of key stakeholders in making decisions that concerns all



parties involved in and directed towards the realisation of collective goals and school transformation (Alwerthan, 2016).

If schools are to improve and meet the challenges of industry challenges, it is crucial that they have effective leaders, as they are the ones who would be able to analyse and judge their school's needs; moreover, those leaders are the ones who would be able to combine their understanding of their school situation with the implementation of required strategies (Day, Gu and Sammons, 2016). However, not every leader is capable of achieving this blend of tasks. In the attempt to understand the type of leadership style in Kuwaiti schools, this research was able to conclude that the common type of leadership present in Kuwait Secondary schools is of a transactional leadership style, which is one of the most prominent styles in schools globally (Nazim and Mahmood, 2016). Such findings concur with the World Bank (2015) and indicates that the education system in Kuwait is still not progressing in line with the Country's Vision 2035.

In view of the overriding theoretical perspective (transformational leadership) along with the results in the present research, the existence of transactional leadership that is undemocratic and disempowering is confirmed in Kuwait's schools. The dominance of the transactional leadership framework in school is partly the result of the patriarchal and institutional frameworks that guide organisational practices and specifically school leadership and management in Kuwait (World Bank, 2015).

For genuine transformation, school leadership stakeholders must be broadened into a distributed and participatory network of relationship and communication to facilitate democratic engagement and decisions (Robinson, Lloyd and Rowe, 2008). This is critical to reinventing Kuwaiti secondary schools, and by implication, other education institutions in the country (Buchmann and Hannum, 2001; Hallinger, 2003; Dartey-Baah, 2014).

Since transactional leaders pay most attention on maintaining a group structure (Thoonen *et al.*, 2011), it is more applicable to have such kind of leadership when leaders are requested to follow rules and regulations of public institutions when it comes to what curriculum to implement, what policies and procedures are accepted in a school sitting and what recruitment standards are acceptable with the country's regulations. It is the role of the leader in such environment to obey and ensure that everyone else is doing the same.

External factors shape the leaders' practices in their schools, but internal factors support the role of transactional leaders and undermine the role of transformational leaders. School structures and cultures, in which leaders are somehow distant from their subordinates, hinder the proper communication and social interactions between followers and leaders. This gap between leaders and followers is an obstacle for teachers, for example, discouraging them from speaking out and presenting their contribution to the school and to their students. This is not only as seen by teachers but also by other school stakeholders, such as parents, who do not have the proper channel to be involved in the education process. As a result of improper communication, social interaction between leaders and subordinates, as well as with other stakeholders, is diminished, preventing teachers' empowerment and participation, and this in turn reduces their motivation and commitment. Teachers play a key role in the education process, and so it can be expected that once they are not motivated nor committed, the quality of education drops significantly (Thoonen *et al.*, 2011).

While one cannot deny the usefulness of transactional leadership in some cases that requires coping with rules (Smith and Bell, 2011), it fuels disengagement, and causes lack of pursuance of collective goals (Winokur, 2014). Rather than promoting democratic ideals and a reinvented school system, Kuwait's education system is a patriarchal, Islam-oriented and high-power distance system (Abdalla and Al-Homoud, 2001) that celebrates lack of transformation (Dartey-Baah, 2014). The undemocratic, disempowering school leadership framework in Kuwait, triggered by its cultural, economic-social, and politico-historical antecedents (Winokur, 2014), resists transformational leadership (Bush, 2003; Leithwood and Riehl, 2003). This includes genuine investment in school stakeholders and curricular development, which could advance the ideals of transformed school system and amplified stakeholder voice.

It has been shown by this research that the transactional leadership style is insufficient for realizing Kuwait's vision 2035 of education as it prevents both leaders and followers from fulfilling their roles as well as their full potentials. The constructive impacts of transformational leadership when applied in schools, is more applicable and necessary in the case of transforming and developing the school, its staff, mainly teachers, and the quality of education (Smith and Bell, 2011). However, the suppressing external factors, such as Islamic religion, nepotism, marginalization, patriarchy, and centralized institutions' pressure, along with the internal factors, which include school structure,

culture and staff interaction, as indicated in this research, do not allow the dominance of transformational leaders as they are repressed by the system. This triggers the question: how can Kuwait realise the ideals of leading development in the GCC (Winokur and Sperandio, 2017)? Educational and leadership systems are seen as central to invigorating the economy (Winokur, 2014; The World Bank, 2015; Winokur and Sperandio, 2017). Studies carried out by Marzano Walters and McNulty, (2005) and Hallinger and Heck's (1996) support this contention.

## **6.4 RESEARCH CONTRIBUTIONS**

The main contribution of this Research is its ability to test the perception of schools' leaders and followers of the joint impact of diverse external and internal factors that were tested separately by different researchers in different business context or different cultures. The findings of the Research have exhibited new factors that were not initially added to the Research framework in Figure 3.6, yet proven to be essential for restructuring education industry in Kuwait.

To elaborate, there are two key areas, namely, theory and empirical, policy and practice contributions, where this research tries to add to knowledge. These contributions will help to broaden knowledge in leadership studies and school leadership processes and structures as well as help to guide policymakers, academics, researchers, governments, and experts on how to drive transformational change in school.

### **6.4.1 Theoretical Contributions**

This study responds to wider calls in the literature on leadership (Hallinger and Huber, 2012; Selamat, Nordin and Adnan, 2013; Dartey-Baah, 2014; Winokur, 2014; Winokur and Sperandio, 2017) and school management (Abdalla and Al-Homoud, 2001; Bush, 2003) to broaden theories and perspectives aimed at understanding how school leadership style can support transformation for better student outcomes, based on better curricular and education quality, staff effectiveness and stakeholder participation in organisational decisions (AlKandari, 2013). This requires a more critical and robust examination of school leadership style for democratised engagement, distributive leadership and effective curricula. Therefore, transformational leadership scholarship is crucially important, to bring genuine change and reform in Kuwaiti schools and ensure that this is achieved (Winokur and Sperandio, 2017). A few studies have applied this theoretical perspective

to school leadership reform in developing countries (Abdalla and Al-Homoud, 2001). The present research framework is the main focus of the theoretical contribution in this section and the ability to test the impact of diverse external and internal factors, as detected in the literature, is the main goal of the Researcher who has theoretically added value in by combining them at once. This means that based on the Researcher readings, she selected several variables that she believed might have been affecting the transformational leadership role in transforming secondary schools.

So, the Research contributes to the transformational leadership discourse by examining its usefulness in engendering educational reform in secondary schools in Kuwait. This Research leverages the Burnsian transformational leadership model (Burns, 1978; Bass, 1985), to update research in management and organisational behaviour (Alwerthan, 2016). Reimers (2020), indicates that transformational education in Saudi Arabia that is planned to prepare students to invent the future would only happen through five principal guidance concepts used to advance dispositions and skills for student empowerment and civic participation. These concepts include: 1) to start with the end in mind in designing the curriculum; 2) to leverage improvement networks to design the curriculum; 3) to learn by doing; 4) to use the power of problem-based education; and 5) exploiting the power of collaboration in diverse teams. The findings of this Research concur with both of the curriculum and collaboration of stakeholders concepts showing the significant of both. As the literature on school management and leadership in developing countries, such as Kuwait and Saudi Arabia, establishes that the concept of leadership is at an embryonic phase in these countries and necessitates critical and empirical investigation, this Research is an attempt to fulfil this gap with the following contributions:

**Contribution 1:** The combination of different transformational leadership frameworks (see Figures 3.2, 3.3, 3.4, and 3.5) with the institutional theory in the framework that was proposed initially in the present research (Figure 3.6) helps to shed light on how educational institutions in Kuwait facilitates a style, process, and structure of leadership in school which negate transformation. To the Researcher's knowledge, this combination of theoretical perspectives, that is transformational leadership different frameworks with institutional theory, has been understudied (Rigby, Woulfin and Marz, 2016); hence, marks a theoretical contribution which widens methodologies and leads to novel insights into how institutional matters (Sahlin and

Suddaby, 2008; Kaufman, 2011) can shape school leadership in developing countries, such as Kuwait. Theoretically, linking leadership styles and processes to staff motivation and commitment and student outcomes, is premised on the notion that transformational leaders play a critical role in fostering education transformation (Leithwood and Jantzi, 2000; Dvir *et al.*, 2002).

**Contribution 2:** The research highlights an obscure notion in the education industry by assessing how it is perceived by secondary school staff in Kuwait. For such purpose, the most prominent contribution of this research is the blend of factors' tested impact on transformational leadership. The new modified framework (Figure 5.5) of this research was not formed based on one understanding, rather it added different factors from different studies to understand their combined role in affecting transformational leadership role. Dealing with organizational internal factors and external factors as independent variables shows that transformational leadership role and the setting of secondary schools are considerably affected by such constructs.

Additionally, breaking down internal factors into sub-constructs namely, school culture, school structure, school climate, and social and psychological interaction, and joining them with components of external factors, namely national culture, regularity control, and market competition, stipulated valued information regarding how school principals, vice principals, senior teachers, administrators, and teachers perceived them. With such components, the Researcher was able to understand the most significant variables to those employees. In addition, their perception allowed the Researcher to modify the initially developed framework (Figure 3.6) to a more convenient and specific framework (Figure 5.5) using what has been viewed as most influencing factors on transformational leadership role in secondary schools in Kuwait. This is an area that the current research has theoretically added value in.

**Contribution 3:** The research endorsed the role of transformational leadership, not only in teachers' motivation and commitment, as a main variable in school transformation, but also in the role other stakeholders could have in enhancing the learning process at schools. It also showed the significance of transformational leadership in curriculum development and augmentation of education quality in Kuwait. All of the above mentioned has been investigated separately by different researchers, none of whom had combined all such factors at one framework to understand the significance of each when combined.

**Contribution 4:** As argued by Kamoche (1997), institutional and contextual issues and their impact on organisational outcomes, for example educational reform, are understudied, especially in developing countries like Kuwait. Therefore, Kuwait, the site of this study, is an example of a context that requires transformational leadership for educational and national reformation (Winokur, 2014). Consistent with the above and prior researches, like the ones carried out by Leithwood and Jantzi (2000) and Salamat, Nordin and Adnan (2013), on the phenomenon of leadership, if schools are to deliver on the promise of transformation, good student outcome, and effectiveness leadership, a climate that promotes and nurtures participation, involvement and empowerment for all stakeholders, which are core tenets of transformational leadership (Burns, 1978; Bass, 1985; Hallinger, 2003; Currie and Lockett, 2007; Peck and Dickenson, 2008), should be promoted.

#### ***6.4.1.1 The Novelty of the Research***

A complete and thorough literature review had revealed the 'gaps' in the studied subject's knowledge. The Researcher attempted to focus the present research on those 'gaps' to create novelty and adding pieces to the research puzzle to construct a valuable transformational leadership framework of the present research that can be carried out as an additional contribution to the literature. One of the main gaps found in the literature and indicated in Section 2.17 is the reasons and contextual factors, whether internal or external, supporting the emergence of transformational leaders with a concentration in the education sector as vital elements in this research framework (Nielsen and Cleal, 2011). The Researcher was able to show in the framework that national culture, regularity control and pressure of centralized socio-economic and cultural institutions, were perceived by employees in school context to have a great impact on supporting or preventing the rise of transformational leaders. The findings from the framework in Figure 5.5 of this research showed that country's norms such as religion, patriarchy, and marginalization as well as favouritism have a great impact on whether and how transformational leaders can emerge and work. In this part of the world, such factors were found to undermine leaders' roles in secondary schools and hinder their practices and attempts to improve teachers' motivation and education quality. It was expected that these variables could be influential in different other sectors yet not in education as it is the initial supporting element to the country's future economy. These

findings can be considered a contribution, additional value to the research, and as a road map to the reader.

As for internal factors (social and psychological interaction, school culture and school structure) that were said to need more investigation in developing countries (Bruggencate *et al.*, 2012; Rotberg, 2012), such as Kuwait, the research tried to fulfil this gap as well. The current research detected that school culture and structure can either undermine or support the role of transformational leaders. Further, interaction between leaders and followers and among parties themselves also plays a significant role in allowing leaders to perform their roles efficiently or not. Such findings add to the overall image of how important internal policies and procedures are in adding more value - an additional contribution to the literature.

Similarly, another area of research that needed to be developed is the examination of the influence of transformational leaders on teachers in schools. This requires further well-developed research as indicated by different researchers such as Bruggencate *et al.* (2012) and Winokur and Sperandio (2017). The outcomes of this research presented negative organizational behaviour, which is lack of motivation and commitment, exhibited by teachers in the secondary schools as a result of the presence of a non-transformational leader. All of these findings were also tested and proven valid in Kuwait's educational sector, both of which lacked sufficient and adequate studies, hence, were fulfilled in the present research adding valuable contribution to the literature.

#### **6.4.2 Empirical, Policy and Practice Contributions**

The Research provides a highlight, a simple direction and an insight on how to engender genuine and lasting change in school leadership styles and behaviour for more satisfactory and effective leadership that can transcend parochialism and self-interest.

**Contribution 1:** The key contribution of the research is the framework, which demonstrates how external and internal factors combine to determine the extent to which transformational leadership can function and the outcomes of this transformational leadership on schools, in terms of whether they transform or not. The insights generated and presented should stimulate and broaden the conceptualisation of leadership role in framing and fostering effective school leadership, grounded in genuine, lasting and result-oriented change. The research shows how school stakeholders can be empowered for transformation in school leadership, as they become more committed, motivated

and engaged through a participative approach. This can facilitate a change of thinking about the policy frameworks and processes in Kuwaiti schools, helping government, policymakers and concerned stakeholders to develop feasible and appropriate mechanisms and policies. The framework of this research shows how policymakers and practitioners can define, acquire, interpret, and ultimately implement transformational leadership, helping them reform and restructure education in Kuwait.

**Contribution 2:** Based on the results of the Research, pressure of centralized socio-economic and cultural institutions was found to undermine leaders' practices and roles in school. The most significant finding is the sense of pressure of centralized institutions which has been determined and highlighted by the respondents. This result will help policy makers understand the pressure they and other governmental entities impose on schools and their staff that limit their capabilities to excel. Therefore, mindset of public leaders in the Ministry of Education (MOE) and other related governmental bodies should change. A redesign of their regulatory practices should be in line with means that facilitate the operations and activities of schools and school leaders. Rigid systems should be eliminated while new policies and procedures should be framed towards one unified vision. Once this is done, Vision 2035 objectives could be achieved.

**Contribution 3:** Although religion is an essential part of the Kuwaiti culture and its society, having religious beliefs strongly meshed within the country's policies and procedures related to education jeopardizes the openness to the global advancement. The Research presented the significance of the government's role in the education process. The Kuwaiti government was found to need to commit itself to change its present ideologically-driven politics and replace it with rationally made decisions taking fully into account the country's economic and social needs. The examination of the impact of different internal and external schools' elements on leaders' practices at once led to the understanding of the necessity of creating productive conditions for nurturing the development of transformational leaders who in turn facilitate schools' transformation through teachers' motivation and commitment to the learning process. The findings of this research would encourage policymakers and practitioners to analyse ways to demolish negative variables of the current situation for example, marginalization, patriarchy, unrealistically embedded religion in decision-making as well as in societal behaviours which consist of habits that need to be demolished e.g. nepotism.



**Contribution 4:** The framework developed and modified is suitable for refining external policies by increasing policy makers' knowledge of the effects identified in the research. Consequently, internal policies would be encouraged to be polished by practitioners to the benefits of their schools and through adopting a more transformational welcoming environment, supported by external policies, that facilitate the creation of better school structures and culture of work. Moreover, policies should enhance a better constructive engagement of government in schools' internal management where policymakers, practitioners, school staff and parents are all working for the same purpose; that is a better education quality for a better future.

**Contribution 5:** Findings indicated the unprecedented lack of satisfaction by all practitioners with the quality of education in the country. Since transformational leaders would impact the school environment and this would in turn affect both teachers (the main outcome of the research) and students (an outcome that has not been examined), they would affect the economy and global competitiveness of Kuwait indirectly. Through the Research framework, policy makers should understand that for schools to be representational, empowering, and participatory, there is a need for new rules and new budgets to be set to invest in updated curriculum, staff development, motivation and leadership capacity in order to drive genuine, realistic school transformation. This would in return support in order to achieve the ideals of Vision 2035.

## **6.5 RESEARCH LIMITATIONS**

This research is limited by the qualitative approach as well as inductive method, which is prone to the generalisation criticism (Saunders Phillip and Thornhill, 2012). However, to limit this criticism, data triangulation, which can produce more credibility and reliability in results and findings (Berg and Lune, 2012), was used. Also, exploring issues of leadership and the educational system in Kuwait will advance knowledge on ways of rethinking human experience through language and texts (Fairclough, 2014).

This research focuses on staff motivation and commitment without considering students' satisfaction and commitment to the learning process. However, this was not possible due to restrictions by school management in terms of access to students. This research has also been limited by inability to cover all possible antecedents that affect transformational leaders in secondary schools, although it covered many of the factors at once. Not all possible internal and

external factors were included. Factors such as political stability and the availability of reliable information are two of these factors that impact the country's economy as well as the organization's performance (Anayiotos and Toroyan, 2009). Valaitis *et al.* (2018) added some other factors such as the organization's philosophy, team resources and administrative support. Moreover, one of the limitations that the Researcher has been subjected to is the difficulty approaching all schools in Kuwait, due to the strictness of some of the schools' management especially in the public sector. This had also caused the imbalance of the sample schools in the public and private sectors. This research focuses on the six governorates in Kuwait. However, only stakeholders considered as relevant and important in data saturation were involved by the Researcher, through purposive sampling (Silverman, 2006). Further research could take a quantitative or comparative approach.

## 6.6 RECOMMENDATIONS

This thesis has the following recommendations:

- School leadership should be more participatory, distributed and democratised in order to realise the ideals of Vision 2035. This should be through:
  - Involving major stakeholders, such as teachers, in the decision-making process. Leaders such as principals should request employees' feedback continuously. This would assist in involving and retaining staff involved. This will also support the education process in the school through understanding different viewpoints from different angles,
  - Creating a collaborative team where players learn to cooperate professionally to achieve the goal of their school or college. Collaborative teachers should have closer social connections to facilitate collaboration and learning as well as to support their leader.
- Leadership style, process and mechanism should be reinvented – they should be conceived as a platform for collective goal attainment, not for serving a few at the expense of others;
- Transformational leadership, to be effective, should be anchored in the conceptualisation of Leithwood (1994) that enshrines intellectual stimulation, building school goals, best practice, and high-performance expectations and establishing productive, collective goal-oriented

school culture. This resonates with the idea that school leadership culture should be enabling, participatory and autonomous (Caldwell and Spinks, 1992);

- The role of institutions in framing educational practice and leadership should be understood and reinvented. Specifically, this thinking calls for a moderation of influence of Islam – religion – in shaping school leadership and practice;
- International standards and applicability of curricula and their design and development should be observed, for Kuwait to match best global practice.
- Development, encouragement and motivation of staff and all key stakeholders in school leadership – including fringe stakeholders – should be promoted and practised for more nuanced, collective attainment of school reform agenda.
- Development of human resources policies that would focus on transformational leaders personal and training growth within educational settings, basically secondary schools.
- Based on the study of Veeriah, Piaw, Li and Hoque (2017) in Malaysia, it is recommended that education authorities and principals take note of the importance of transformational leadership in ensuring school success.
- Decentralisation of authority and power should be encouraged, to secure inputs of all stakeholders and to make educational decisions participatory, democratic and less autocratic. However, decision-making authority should be balanced, or leaders could lose control with completely decentralized management. This will also ensure that a transformational rather than transactional approach is sustained.
- More collaboration and partnership with relevant agencies and institutions nationally and internationally should be promoted, for more result-oriented school culture and leadership.

## **6.7 FUTURE RESEARCH**

Future studies could include research methodology, focusing on the qualitative method to deepen knowledge and enable researchers to generalize findings and results. Using longitudinal and comparative studies will enrich research in these areas and offer different insights (Silverman, 2006; Saunders, Phillip and Thornhill, 2012). Additional antecedent factors other than the contextual ones, such as the leaders' styles and personal traits, that would affect both the leader and the schools' transformations, should be further researched.

The relation between national and organizational factors and the influence of the former on the latter should be researched, and recommendations developed accordingly. Future research can go beyond secondary schools. Including additional stakeholders such as students (as well as parents) will add value in cross-checking their views with both leaders and followers in schools. Research could also focus on civil servants involved in education and members of the Kuwaiti parliament, whose attitudes and decisions will affect whether schools will be allowed to make the right decisions. Also, given that this research is steeped in inductive inquiry as well as subjectivism and social constructionism, more work can be done applying different methodological lenses and perspectives to generate more robust insights.

Finally, the research could go beyond Kuwait. Viewing the research from international perspective, like, comparing other schools in the Gulf Cooperation Council (GCC) area, in the widespread Islamic world, and in countries with levels of development similar to those to which Kuwait aspires.

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## APPENDIX A: A SUMMARY OF SOME PREVIOUS STUDIES ON TRANSFORMATIONAL LEADERSHIP (TL) AND THEIR GAP

Researcher	Year	Emphases	Methodology (Sample size, analytic tool)	Variables	Main findings	Gap
Bommer, Rubin and Baldwin	2004	Examining the antecedents of the transformational leader's behaviour (TLB)	Sample: 227 managers from multiple organizations and their 2247 subordinates Instrument: Questionnaire	Cynicism about organizational change and the leader's social context (peer leadership behaviour)	Cynicism about organizational change would negatively predict TLB Peer leadership behaviour would positively predict TLB	Not in secondary school, hence not examining TL impact on school transformation Not in Kuwait Not covering institutional and contextual factors as TL antecedents
Selamat , Nordin and Adnan	2013	On the relationship between perceived transformational leadership behaviour and teachers' organizational commitment	Sample: 186 secondary school teachers Instrument: Quantitative, data presented through descriptive and inferential statistics	Teachers organizational commitment, dimensions of leadership behaviour in terms of performance expectations, school shared vision, school goals and priorities, school culture, intellectual stimulation, model behaviour, collaborative structures and individualized support	High school teachers in Poland -Klang district have a high level of organizational commitment Teachers are very perceptive concerning their principals' transformational leadership practices and behaviour The existence of strong positive relation between transformational leadership practices and teachers' commitment	Not conducted in Kuwait's high schools Not covering both public and private sectors Not examining antecedents of transformational leadership nor their effect of it Focused only on teachers' perception without including leaders' as well

Researcher	Year	Emphases	Methodology (Sample size, analytic tool)	Variables	Main findings	Gap
Lárusdóttir	2014	The impact of market values on educational leaders through the impact on leaders' values	Sample: 20 leaders from 10 Icelandic schools (10 principals and 10 mid-level administrators ) Instrument: Qualitative through semi-structured interviews	Social and educational contexts, market values in terms of competition and standardization	Socio-political environment affects the quality of education and the role of leaders	No examining institutional and organizational factors as antecedents of transformational leadership Exploring only market values (institutional factors) impact on leadership Not in Kuwait high school Not comparing public and private sectors Focusing only on perception of leaders no followers
Zhang, Wang and Pearce	2014	Examining the effect of consideration of future consequences (CFC) as an antecedent of TL behaviour and leadership effectiveness Investigating moderating effects of perceived dynamic work environment in the relationship.	Sample: 105 part-time MBA students at a university in China and their subordinates all coming from different industries	Consideration of future consequences Leadership effectiveness Work environment	CFC is positively affecting TL and leadership effectiveness; Perceived dynamic work environment moderates the relationship between CFC and transformational leadership The effect of CFC on leader effectiveness is fully mediated by transformational leadership behaviour	Focusing on construal level and trait activation theories Not considering organizational factors other than work environment Not focusing on high school in Kuwait Not comparing public and private sectors

Researcher	Year	Emphases	Methodology (Sample size, analytic tool)	Variables	Main findings	Gap
Winokur and Sperandio	2017	Study to assess teachers' perception of Head of Departments leadership behaviour and their transformation and the nature of impact on the transfer of teacher training in the public schools in Kuwait	Sample: 158 English high school teachers of in three districts of Kuwait Instrument: MLQ survey	The five transformational factors (inspirational motivation, idealized influence, intellectual stimulation and individualized consideration)	The results showed that perceived transformational leadership behaviour of High Schools heads of department in English department in Kuwaiti public school was positively related to teachers' perception of their own increased transfer of training to the classrooms.	Not covering both public and private sectors Did not focus on antecedents of transformational leadership Covered perceptions of followers, not leaders'
Malik, Javed and Hassan	2017	Influence of transformational leadership components on job satisfaction and organizational commitment.	Sample: 5 Islamic banks of Pakistan, 56 branches. 319 employees of 25 branches are used and information is collected through structured questionnaire having 26 items on likert scale of 5 point.	Inspiration motivation, intellectual stimulation, transformational leadership style, employee satisfaction, organizational commitment.	Findings of study reveal that TL components have significant influence with respect to job satisfaction along with organizational commitment of employees.	Not in high school setting nor in Kuwait Focusing only on perception of leaders, not considering followers views. Not examining institutional and organizational factors as antecedents of transformational leadership.

Researcher	Year	Emphases	Methodology (Sample size, analytic tool)	Variables	Main findings	Gap
Abu Alsood and Youde	2018	On the impact of organizational cultural values on deans' leadership practices and effectiveness	Sample: 15 deans of public universities Instrument: Qualitative through interviews	Centralized environment, strict regulations, the authority of top management, selection and promotion issues, and reputational factors.	Dissatisfaction of Deans from the impact of centralized environment, strict regulations, the authority of top management, selection and promotion issues, and reputational factors on their leadership practices	No focusing on institutional factors (rather societal cultural values inside the university) as antecedents to transformational leaders. Not in high school setting nor in Kuwait Not comparing public and private sectors Focusing only on perception of senior leaders, not considering followers views
Armugam <i>et al.</i>	2019	Investigating the Link between Transformational Leadership Style on Succession Planning Program in National Secondary Schools in Seremban District, Malaysia.	quantitative cross-sectional survey questionnaire method	Succession planning, and transformational leadership style	succession planning has a significant positive relationship with transformational leadership style in the organization and succession planning is influenced by leadership characteristic as perceived by followers.	Not conducted in Kuwait's high schools. Not examining institutional and organizational factors as antecedents of transformational leadership Not comparing public and private sectors. Focusing only on leaders. Focusing only on the assessment of the succession planning program on TL not the school outcome.

Researcher	Year	Emphases	Methodology (Sample size, analytic tool)	Variables	Main findings	Gap
Ahmad, Bakhsh and Rasool	2019	Effect of Transformational Leadership Skills on Teachers' Performance at Secondary School Level in Punjab	A sample of 223 male and female principals of government secondary schools was taken for the study. Instrument: survey questionnaire	transformational leadership skills (idealized influence, inspirational motivation, intellectual stimulation, individual consideration and humour orientation) and teachers' performance.	Five transformational leadership skills were determined significant and effective for secondary school teacher's performance.	Not conducted in Kuwait's high schools Not covering institutional factors focusing only on TL skills Focusing only on perception of leaders (principles), not considering followers (teachers) views. Focusing on public sector without including the private sector in the study.

Researcher	Year	Emphases	Methodology (Sample size, analytic tool)	Variables	Main findings	Gap
Abdullah	2020	Emotional Intelligence, Social Competence and Transformational Leadership Qualities of Secondary School Principals	2 sets of survey questionnaire, self-version answered by 15 principals and peer-version rated by 333 teachers.	emotional intelligence (EI), social competence (SC) and transformational leadership qualities (TLQ)	Findings revealed that principals' assessment on their EI, SC and TLQ was significantly higher than the teachers' rating. Also, principals' TLQ are not influenced by their age, gender, tribe, religion and administrative experience. Their educational attainment has a significant effect on their TLQ. Principals' high level of EI and SC are likely to improve their TLQ. In return, quality of students' learning outcomes will be expected due to principals' high level of TLQ.	Not conducted in Kuwait's high schools Not covering institutional and contextual factors as TL antecedents. Focusing on principals' personal traits only

Source: The Researcher

## **APPENDIX B: PREVIOUS EMPIRICAL STUDIES' GAPS AND HOW THEY WERE OVERCOME IN PRESENT RESEARCH**

<b>Gaps in Previous studies</b>	<b>How it is solved in the current study</b>
Most of the examined literature on leadership, specifically transformational style, is carried out in different industries. Not focusing on one industry	Research was carried in the education industry and more specifically in high schools in Kuwait
Examining one sector (either private or public)	Examined high schools from both private and public sector
Focused on heads as leaders	Covered different senior positions (principals, vice principals, senior teachers, and administrative staff) and cross-checked opinions with the views of followers (teachers)
Most studies focus on leaders' personal traits for transformation leadership behaviour	The study covered both institutional factors such as national culture including (beliefs and religion, and nepotism as part of ethics). Regulatory control and competition are researched, as well as testing organizational factors including school culture, structure, environment, and social and psychological relations, at the same time as predictors of transformational leadership and explored their indirect impact on school transformation
If predictors of transformational leaders were examined, either institutional or contextual factors are examined and not both types at once	
Most studies were carried out in different countries other than Kuwait.	Focus is on Kuwait

**The Researcher**



## APPENDIX C: INTERVIEW QUESTIONS FOR LEADERS AND FOLLOWERS

#	To leaders	To followers
1	How do you see the education quality in secondary schools in Kuwait? How about in this school? Do you think the quality of education is a result of type of curriculum, teachers or leaders of schools?	How do you see the education quality in secondary schools in Kuwait and in this school? How about in this school? Do you think the quality of education is a result of type of curriculum, teachers or leaders of schools?
2	In your opinion, who is responsible for the development of educational curriculum? How important is it to allow other parties to get involved in education system development and school policies? Do you think that allowing other parties to get involved in different school aspects would hinder your role and practices as a leader? In what sense?	In your opinion, who is responsible for the development of educational curriculum? How important is it to allow other parties to get involved in education system development and school policies? Do you think that allowing other parties get involved in different school aspects would hinder a leader's role and practices? In what sense?
3	How would you describe your leadership style? How would you communicate your ideas and goals to school staff and students?	How would you describe leaders' leadership style in this school? How would your leader communicate his/her ideas and goals to school staff and students?
4	What are your views of the values and ethics demonstrated in the school, do they contribute to your leadership role? How? How about values and ethics outside your school environment? Do they impact your role as a leader?	What are your views of the values and ethics demonstrated in the school? Do you think they contribute to the leaders' roles in general and in your school in specific? How? How about values and ethics outside your school environment? Do they impact your leader's role?
5	In your opinion, how important are the role and practices of a leader in a school, in what sense? What was the most significant change you (as a leader) brought about in the school?	In your opinion, how important are the role and practices of a leader in a school, in what sense? What was the most significant change your leader brought about in the school?
6	Do you think that the staff are motivated and committed in your school? In what sense? How do you help them achieve that? How about the students?	Do you think that you are motivated and committed in your school? In what sense? How does your leader help you achieve that? How about the students?
7	How do you describe your relationship with the rest of the staff in the school? With the students? In your opinion, how do social relations contribute to your role as a leader?	How do you describe your leaders' relation with the rest of the staff in the school? With the students? In your opinion, how does social relations contribute to the role of your leader?
8	Leaders have to deal with conflict situations and some obstacles that hinder their practices. Could you give me an example of something that you continuously consider as an obstacle for your ambition in school development and change?	Leaders have to deal with conflict situations and some obstacles that hinder their practices. Could you give me an example of something that you have perceived as an obstacle for your leaders' practices and ambition in school development and change?
9	How do you think a leader could influence employees to follow his/ her strategic vision for the school? Have you done that?	How do you think a leader could influence employees to follow his/her strategic vision for the school? Has your leader done that?
10	How do you think the role of the public education authority's role affects your role as a leader in realizing your school vision?	How do you think the role of the public education authority affects your leader's role in implementing the school vision?

	In your opinion, what factors within the school and outside the school could hinder/support your role as a leader in progressing the school?	In your opinion, what factors within the school and outside the school could hinder/support your leader's role in progressing the school?
11	Give us your opinion on how school structure, culture, climate, the social and psychological interactions with the staff and students might help or demean your role in school as a leader and your role to motivate your staff? Which of these have greater impact on you? Please explain	Give us your opinion of how school structure, culture, climate, the social and psychological interactions with the staff and students could affect the leader and on and his role to motivate you? Which one do you think applies in your school? Please explain.
12	Give us your opinion of how Kuwait's culture, common religion, regulatory control, competition pressure, nepotism might help or demean your role in enhancing and developing (transforming) the school? Which of these have greater impact on you? And on your role in supporting and motivating your staff? Please explain.	Give us your opinion of how Kuwait's culture, common religion, regulatory control, competition pressure, nepotism might help or demean the change process in a school? In your opinion, which of these could have a greater impact on your leader and his role to motivate you? Please explain.
13	Have you set the stage for your school to change? How? Do you think your students are able to meet the current economic changes? Please explain	Do you think that your school has evolved to meet the rapid change in the economy? Has your leader had any role in that? Explain how.

## **APPENDIX D: INTERVIEWS SCRIPT SAMPLES (LEADER AND FOLLOWER)**

### **Leader (principal)**

**- Good morning, could you state your position in the school?**

School principal

**- How do you see the education quality in secondary schools in Kuwait?**

Well when it comes to quality of education all across the country, I can't really tell but I believe through what I hear and read in the newspapers, the country has long way to go. But I believe quality should improve from bottom up that is starting with preschools and elementary education.

**- How about in this school?**

It is a very good question and a bit difficult to answer because of the relative short time I have been in the school. But what I can say is that the school is undergoing transformation a period of renewal and change. So, one can say quality is under process to improve.

**- Do you think the quality of education is a result of type of curriculum, teachers or leaders of schools?**

Education quality is not dependent on one main factor only rather on a group of elements working concurrently.

**- In your opinion, who is responsible for the development of educational curriculum?**

Again, it is never the responsibility of one party or one type of members. It's the product of a healthy collaboration among different members of the society. I for one think that inciting actions and efforts aimed at realizing Vision 2035 in Kuwait needs putting into consideration how students' learning, development, and commitment, as well as teachers' commitment, can be achieved and I do highly believe that this could be through curricular development as a start.

**- How important is it to allow other parties get involved in education system development and school policies?**

I think different categories of specialists, who assess the needs and values of the market, economy, society and so on, must join forces to develop proper school system and policies. The input of policy makers, academic staff or parents, even if it was negative, should be considered to understand how people around you think, how they would accept your rules and systems

**- Do you think that allowing other parties get involved in different school aspects would hinder your role and practices as a leader? In what sense?**

Definitely not. They are members of the school society they should contribute. However, many are not able to because of higher power that does not allow their voices to be heard in specific matters.

**- How would you describe your leadership style?**

You could consider me as a transformational leader with all the changes we are trying to implement in the school

**- How would you communicate your ideas and goals to school staff and students?**

The most important thing for me to communicate the goal and ideas to my team and students is to be able to understand these ideas and truly believe in them to be able to articulate them and make others believe in them and their values.

**- What is your view of the values and ethics demonstrated in the school, do they contribute to your leadership role? How?**

There are positive values in our school we keep our own self-interest to an absolute minimum. It is not about oneself, but we try to consider the needs of the students, other staff, parents and community. It is for the best interest of the students and community. we are here to serve their interest. This facilitate my role for sure. On the other end of the spectrum you will find some unaccepted manners and unethical behaviour that annoys many of us inside the school and hinders our progress.

**- How about values and ethics outside your school environment? Do they impact your role as a leader?**

School environment is a mirror of the environment outside the premises. So whatever you have out there is reflected on your students inside. Parents are samples of the population outside and what they present in front of their children is presented inside the school as well. For example, favouritism and nepotism are very common in Kuwait and you can see it in every field and aspect. Unfortunately, students are aware of that and their parents use it in many procedures inside the school which prevent realizing our goals to change and improve our school.

**- In your opinion, how important are the role and practices of a leader in a school, in what sense?**

Ooh a leader is the captain of the ship either you arrive safely to the shore or u sink your ship (laughs).

I believe in the concept that a school should be a learning organisation not just for students but for teachers and everyone in the organisation. Leader's practices should create an environment where learning and development, and subsequently transformation take place. I don't have all questions answered but people can grow and develop their skills if as a leader encourage that collaboratively. This for sure will grow the school.

**- What was the most significant change you (as a leader) brought about in the school?**

Understanding that my job can never succeed if I worked as if it is a one-man-show, I have realised that I don't have all the answers. I delegated assignments and tasks at different school levels. That is why we have deputy principals, heads of departments, grade level co-ordinators who can lend their voice and opinions and that is what makes a strong organisation is when you have a strong team making informed decisions. Important to seek out people's opinions and hear their voices.

**- Do you think that the staff are motivated and committed in your school?**

I am not sure, but I hope so

**- In what sense?**

Hmmmm, well

**- I mean how do you help them achieve that? How about the students?**

I try to build into the structure of what we do, purposeful time for teachers to be collaborative and share and give feedback. I try to create that time and build into the school evaluation system, observations a teacher has to formally observe three teachers at the end of the academic year. Learning from their colleagues and force teachers to learn collaborative working. At staff meetings I try to encourage teachers to share what they have been doing. So with all of this I hope they should be committed to the school but as I told you sometimes when the higher authority of school reject some of these ideas teachers as well as students lose interest.

**- How do you describe your relationship with the rest of the staff in the school? With the students?**

Clearly, we have a positive strong relation. That is why you can see I understand how they feel sometimes of disappointments

**- In your opinion, how does social relations contribute to your role as a leader?**

It has to be understood that effective school performance is actually based on the dynamics of societal interactions, engagement and socialisation between teachers, principals, administrators and other staff. In a situation where this is not enabling and mobilising creates lack of motivation as we often experience in this school which in return affect me badly if I have a team who is reluctant to perform because they are not motivated to participate.

**- Leaders have to deal with conflict situations and some obstacles that hinder their practices. Could you give me an example of something that you continuously consider as an obstacle for your ambition in school development and change?**

I think everyone is different and an individual. You always think people would act ethically as individuals. Part of it is our backgrounds and cultures. This creates conflicts and obstacles especially when we don't have a common ground for a conversation or discussions.

**- How do you think a leader could influence employees to follow his/ her strategic vision for the school? Have you done that?**

A leader should try to impact by being a role model, but this does not happen as much as I want. A big part at the beginning was to go into classes and meet teachers and students. There is also

administrative work. I recognise how important it is. Hence, employees will value this and will follow this lead.

**- How do you think education public authority's role affects your role as a leader in realizing your school vision?**

This is what I meant about higher authority interference. Many national public authorities, not only education authority, apprehend our roles. Hiring, contracts and benefits for teachers, the culture of the country and its conservatism do not help me as a leader to realize my vision which is in line of every other teacher here.

**- In your opinion what factors within the school and outside the school could hinder/support your role as a leader in progressing the school?**

National culture and traditions are so influential they have their positivity and negativity

**- Give us your opinion on how school structure, culture, climate, the social and psychological interactions with the staff and students might help or demean your role in school as a leader? Which of these have greater impact on you? Explain**

You know I believe social interaction is what supports me the most in the school. If it wasn't for how strong we are connected here, many things won't have worked properly.

**- Give us your opinion of how Kuwait's culture, common religion, regulatory control, competition pressure, nepotism might help or demean your role in school? Which of these have greater impact on you? Explain**

Again, the culture as I told you before.

**- Have you set the stage for your school to change? How?**

The evaluation and communication systems I have developed here are for sure preparing the school for the transformation. I'm just crossing my fingers that change happens are we wished for.

Thank you so much for your time.

**Follower (teacher)**

**- What is your position in school?**

High school science teacher.

**- How do you see the education quality in secondary schools in Kuwait and in this school?**

Performance is declining. Solution was first seen through establishing state of the art schools with new building and new systems, but it is not the main factor. We as teachers have to drop our expectations with the quality that we see everywhere.

**- How about in this school?**

It is a common problem in this school and other schools. Weakness is seen at the lower levels in the school and it works its way up.

**- Do you think the quality of education is a result of type of curriculum, teachers or leaders of schools?**

I am a parent, my kids graduated from the school. It depends on the teachers. Sometimes you can be pleased with their abilities and sometimes not.

**- In your opinion, who is responsible for the development of educational curriculum?**

I do not know for sure who is responsible but us as teachers we for sure have a role in it even if no one does not value this, but we are in direct contact with the students and we are parents as well so we have or actually should have a say in developing the curriculum.

**- How important is it to allow other parties get involved in education system development and school policies?**

It is very important to allow those who have added value to the system to be involved especially if they are knowledgeable and aware of the country's requirements and demands

**- Do you think that allowing other parties get involved in different school aspects would hinder a leader's role and practices? In what sense?**

It will not hinder it if it was in the right direction. Schools are the environment that brings up future employees and society leaders. Everyone inside the school has some sort of impact on students so



as a leader he/she must be able to see that and support positive involvement. Their involvement would also reflect positive on the working environment.

I have been teaching here for upwards of five years, and I can tell you straight a way that some of the reasons why there seems to be lack of transformational leadership is that various partners including parents, caregivers, government, and other collaborators believe that they are not periodically consulted in designing school curricula. And I think this is a function of leadership.

**- How would you describe leaders' leadership style in this school?**

Well leaders in my school are very clear in their set goals. They want things to be done the way they wanted so they give you what you want. So, it is like a transactional relation. We are led by the reward and punishment model. Yet it is also inclusive

**- How would your leader communicate his/her ideas and goals to school staff and students?**

As I told you, there is the punishment and reward model followed by leaders but majority of them use this way accompanied by means of inspiring, motivating and encouraging us to work towards the schools' goal for teachers and class targets for students

**- What are your views of the values and ethics demonstrated in the school, do you think they contribute to the leaders' roles in general and in your school in specific? How?**

When you as school provide a foreign curriculum and foreign teachers you bring along with it its culture, beliefs and morals. So, what you might see as value might not be considered the same way by others. The same applies to me. Though there are some shared core values among all humans, some are perceived differently. This for sure affects leaders as they have to respect all differences and should accommodate all and this could be of a hassle specifically if your school is full of different nationalities and cultures among staff and students as well like our school here.

**- How about values and ethics outside your school environment? Do they impact your leaders' role in the school?**

The same applies in the environment outside. Kuwait is full of expats all with their own ethics. However, in general, ethics carries much weight in the country. And there are certain values that matter more than others and you can see it clearly. For example, respect is highly appreciated in Kuwait's culture respect the teacher and to the elder maybe because religion has encouraged

Muslims to do so. Religion has a great influence on the society's beliefs and values and all of that should be understood and respected by our leaders at school even if this does not support their roles. Respect here also has a traditional trigger. People here believe that a family name of a person should buy him respect that is resembled in many times in doing favours to a student or a parent just because of their family name. This is very destructive to the society as a whole not just to a leader's role

**- In your opinion, how important are the role and practices of a leader in a school, in what sense?**

It is really important as they can accomplish school goals and achieve excelling targets which make our school stand out in the society. This is really important for our profession as teachers and the reputation of the entire school.

**- What was the most significant change your leader brought about in the school?**

For my leader, I believe the change would be developing the team spirit in each one of us. He knew that with us trying to become at a higher rank in private school sector, it was important that we work as a team. He systemized the communicating tools in our department where we can share ideas, complaints, and recommendations without anyone wasting time and with each one supporting the rest. But one cannot deny that though he did that, top management (his own leaders you can say) rarely accepts our involvement in many matters even if we were sure it would bring the best out of our students.

**- Do you think that you are motivated and committed in your school? In what sense? How does your leader help you achieve that? How about the students?**

Alongside the formal denial of encouragement and opportunities for stakeholders, this system is grave danger to engagement that can make people air out their views in what concerns them so that solutions to their problems can be achieved. The regular storyline in all schools is that leadership is reduced to mere master-servant issue and therefore, makes participation, involvement, engagement and empowerment difficult to attain.

If you fail to be heard or feel your efforts are in vain, would you be motivated. I can't deny the effort of my direct leader. But again, when his leaders refuse most of our efforts you feel you wastes your time and that it is not worth it.

**- How do you describe your leaders' relation with the rest of the staff in the school? With the students?**

I will say that my direct leader has one of the best HD – teacher relationship as well as HD - student relationship. He does respect building strong bonding relations as he tries to make it more than teacher relationship

**- In your opinion, how does social relations contribute to the role of a leader?**

A leader has an objective that needs to achieve but he needs to achieve it by working with his team members towards it. He can only do that if he can develop and build a strong positive relation with his team members. His goal will become their goal too and his vision will be theirs.

**- Leaders have to deal with conflict situations and some obstacles that hinder their practices. Could you give me an example of something that you have perceived as an obstacle for your leaders' practices and ambition in school development and change?**

Frederick Douglass once said: "If there is no struggle, there is no progress" but I don't feel that this is the case with my leader because his main obstacle is our work environment. It puts a lot of pressure on him. He can't give 100% of effort all the time while he can't see success in what he presents to his own leaders. There are many times where we can see conflicts in their directions and our leader is mainly suppressed.

**- How do you think a leader could influence employees to follow his/ her strategic vision for the school? Has your leader done that?**

As I told you earlier, establishing a good relationship with your team develops a positive psychological influence. Employees will believe in the vision and objectives that their leader has. Getting your employees involved in decision making process, listening to their minds not just hearing their voices make a big difference that leaders need in their settings.

**- How do you think education public authority's role affects your leader's role in implementing the school vision?**

Well, education public authority creates the mechanisms that shape leaders guides and policies that they should follow. Some of these might not be facilitating leaders' tools to execute school vision. They might need to be creative to overcome such policies which could take more time and effort and sometimes all means they have developed could be refused due to the authorities' policies.

**- In your opinion, what factors within the school and outside the school could hinder/support your leader's role in progressing the school?**

In the school there is always the problem of communication and collaboration of top management and working environment. Outside I guess it is the policies and procedures that control our contracts, entry and exit of the country. These are things that do not make us feel freedom and our sense of insecurity does not support our leaders for sure.

**- Give us your opinion of how school structure, culture, climate, work meaningfulness, the social and psychological interactions with the staff and students could affect the leader and on and his role to motivate you?**

Structure if not developed properly will ruin our communication or would make it difficult to communicate with each other. Sometimes it could create a wall between leaders and followers. This destroys the school climate. Culture ... hmmm if we have good social interactions and all appreciate our work and have positive constructive bonds with each other and with our students we will sure have a positive culture that mirrors all of such positive values, hence reflect of our leader then on us.

**- Which one do you think applies in your school? Please explain**

They all do however, in the opposite way if I look at the general picture of the school not on my department only.

**- Give us your opinion of how Kuwait's culture, common religion, regulatory control, competition pressure, nepotism might help or demean the change process in a school?**

Kuwait's culture oh wows. A lot to say about that. It impacts all of the rest externally and internally I believe. The cultural of the country is based on its members' beliefs and values and this also base

the selection of schools hence creating competition among schools who are pressured to meet such fierce competition and be in line with the country's regulatory.

**- In your opinion, which of these could have a greater impact on your leader and his role to motivate you? Please explain**

Ok let's see, inside the school our culture somehow is fed by the country's culture since you have to follow the country's rules and traditions. The values of the society are imported to your internal society since people inside are actually living outside. To change cultural habits in the school might need to change the external culture and this is extremely difficult. You have people who would value nepotism due to family names, or family origin or family wealth. You have a sub culture that values a masculine and approves a patriarchy society while another does not approve it. In Religious terms, you have some members who are strictly conservative while others are very liberal and so many other examples. All of that feeds into your school.

Only a smart leader is the one who can absorb such differences and I believe it is very difficult to juggle all balls at once 100% of your time.

**- Do you think that your school have evolved to meet the rapid change in the economy? Have your leader had any role in that? Explain how?**

The school is taking wide steps in pursuing that from seeking the best teachers to accommodating market requirements and much more.

My leader is looking for the best. You can see clearly that he is fully engaged and is working on this planning, moving to the students' centre to do the assessment trying to ensure their progress. The previous years were different. He is trying to be as involved as possible.

**- Thank you, this was our last question. It has been a pleasure to interview you**

The pleasure was mine.

# APPENDIX E: ETHICAL APPROVAL LETTER



College of Business, Arts and Social Sciences Research Ethics Committee  
Brunel University London  
Kingston Lane  
Uxbridge  
UB8 3PH  
United Kingdom  
[www.brunel.ac.uk](http://www.brunel.ac.uk)

4 April 2018

## LETTER OF APPROVAL

Applicant: Mrs Nouf Almonawer

Project Title: Transformational Leadership in Education in Kuwaiti Secondary Schools

Reference: 7426-LR-Mar/2018- 12355-2

Dear Mrs Nouf Almonawer

The Research Ethics Committee has considered the above application recently submitted by you.

The Chair, acting under delegated authority has agreed that there is no objection on ethical grounds to the proposed study. Approval is given on the understanding that the conditions of approval set out below are followed:

- Please ensure you have written permission from the Principals of all the schools before you interview the staff.
- On the Participant Information Sheet, please ensure the email address [Cbass-ethics@brunel.ac.uk](mailto:Cbass-ethics@brunel.ac.uk) is written correctly, as it has been misspelt on one occasion.
- The agreed protocol must be followed. Any changes to the protocol will require prior approval from the Committee by way of an application for an amendment.

### Please note that:

- Research Participant Information Sheets and (where relevant) flyers, posters, and consent forms should include a clear statement that research ethics approval has been obtained from the relevant Research Ethics Committee.
- The Research Participant Information Sheets should include a clear statement that queries should be directed, in the first instance, to the Supervisor (where relevant), or the researcher. Complaints, on the other hand, should be directed, in the first instance, to the Chair of the relevant Research Ethics Committee.
- Approval to proceed with the study is granted subject to receipt by the Committee of satisfactory responses to any conditions that may appear above, in addition to any subsequent changes to the protocol.
- The Research Ethics Committee reserves the right to sample and review documentation, including raw data, relevant to the study.
- You may not undertake any research activity if you are not a registered student of Brunel University or if you cease to become registered, including abeyance or temporary withdrawal. As a deregistered student you would not be insured to undertake research activity. Research activity includes the recruitment of participants, undertaking consent procedures and collection of data. Breach of this requirement constitutes research misconduct and is a disciplinary offence.

A handwritten signature in black ink, appearing to read "David Gallar".

Professor David Gallar

Chair

College of Business, Arts and Social Sciences Research Ethics Committee  
Brunel University London

## APPENDIX F: WORDING OF CONSENT FORM

### AL-BAYAN BILINGUAL SCHOOL

P.O. Box 355,  
Hawally 32004, Kuwait  
Tel. : (+965) 22275000  
Fax : (+965) 22275002  
E-mail: bbsadmin@bbs.edu.kw  
Website : www.bbs.edu.kw



### مدرسة البيان ثنائية اللغة الخاصة

ص.ب. ٣٥٥  
حولي ٣٢٠٠٤، الكويت  
تلفون : ٢٢٢٧٥٠٠٠ (+٩٦٥)  
فاكس : ٢٢٢٧٥٠٠٢ (+٩٦٥)  
بريد إلكتروني : bbsadmin@bbs.edu.kw  
موقع إلكتروني : www.bbs.edu.kw

26<sup>th</sup> of March 2018

To whom it may concern

This is to confirm that Al Bayan Bilingual Secondary School has given permission to Mrs. Nouf AlMonawer of the Brunel Business School, Brunel University London to conduct interviews with the principal, teachers, administrators and other staff of the school, as part of her PhD research degree program, titled 'The impact of transformational leadership in transforming education: The case of Kuwaiti Secondary Schools'.



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Nada El Kayssi  
High School Principal


## APPENDIX G: COMPANY CONFIDENTIALITY FORM



Brunel University London  
Uxbridge, UB8 3PH, UK  
Telephone + 44(0)1895 265265  
Web [www.brunel.ac.uk](http://www.brunel.ac.uk)

This is to confirm that the research project The impact of transformational leadership in transforming education: The case of Kuwaiti secondary schools undertaken by Nouf Almonawer, Student No 1609670 in part fulfilment of the degree of Doctorate (PhD) will be viewed for assessment purposes only, by the Brunel Business School from 01 July 2016 until 30 June 2019 and then used for academic purposes only.

Date: [ 13-02-2018 ]

Signature of Contact in Organization: [  ]

Signature of Student: [  ]

Signature of Supervisor: [  ]