The Extent of Practicing Different Components of Professional Learning Communities at the Bani Kinanah Secondary Schools in Jordan

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THE EXTENT OF PRACTICING DIFFERENT COMPONENTS OF PROFESSIONAL LEARNING COMMUNITIES AT THE BANI KINANAH SECONDARY SCHOOLS IN JORDAN

Rami Hussein Mohammad Abdallah

This thesis is submitted in partial fulfillment of the requirements for the degree of Master of Education (Educational Leadership)

Under the Supervision of Dr. Mohamed Al Hosani

May 2016
Declaration of Original Work

I, Rami Hussein Mohammad Abdallah, the undersigned, a graduate student at the United Arab Emirates University (UAEU), and the author of this thesis entitled “The extent of practicing different components of professional learning communities at the Bani Kinanah secondary schools in Jordan”, hereby solemnly declare that this thesis is my own original research work that has been done and prepared by me under the supervision of Dr. Mohamed Al Hosani, in the College of Education at UAEU. This work has not previously been presented or published, or formed the basis for the award of any academic degree, diploma or a similar title at this or any other university. Any materials borrowed from other sources (whether published or unpublished) and relied upon or included in my thesis have been properly cited and acknowledged in accordance with appropriate academic conventions. I further declare that there is no potential conflict of interest with respect to the research, data collection, authorship, presentation and/or publication of this thesis.

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Abstract

This study aimed to investigate the extent to which different components of the Professional Learning Community (PLC) were being practiced at the Bani Kinanah secondary schools in Jordan. The study employed a mixed approach to collect data, including a questionnaire and semi-structured interviews. For the quantitative approach, 1110 participants responded to the questionnaire. For the qualitative approach, four schools participated: two female schools and two male schools. In every school, three educators have been interviewed. Findings revealed that the extent to which the different components of PLCs were practiced at the Bani Kinanah secondary schools was high, according to quantitative data. Moreover, statistically significant differences were found in the extent to which these different components were practiced by females and males, with more females involved in their use. Moreover, study findings indicated qualitatively six main obstacles to the implementation of PLC characteristics at the Bani Kinanah schools: lack clarity in the shared mission, vision, values, and goals at the school, which should focus on student learning; isolation among some staff members; absence of collective inquiry into best practices and current reality by staff members; lack of commitment to continuous improvement among some educators at the Bani Kinanah schools; the lack of understanding about the purpose of documentation of the results among educators; and the existence of ineffective professional development programs. The previous results revealed a contradiction between the results of qualitative and quantitative methods, which may happen in the mixed approach. This contradiction can be explained as following: first, some participants might not response to the questionnaire seriously. Moreover, the responses of educators to a questionnaire
might influence by their personal evaluations, current situations, and job satisfaction. Second, the participants might give more details during the interview due to the follow up questions by the researcher. Furthermore, the qualitative interviews might more comfortable to the participants because of personal interaction with them.

**Keywords:** Professional Learning Communities (PLC), Jordan, Secondary Schools.
title and abstract (in arabic)

مدى تطبيق مفهوم مجتمع التعليم المهني في المدارس الثانوية الحكومية ل مدريدة التربية والتعليم في لواء بني كنانة، المملكة الأردنية الهاشمية

المستند

تهدف هذه الدراسة إلى دراسة مدى تطبيق مفهوم مجتمع التعليم المهني في المدارس الثانوية الحكومية ل مدريدة التربية والتعليم في لواء بني كنانة، المملكة الأردنية الهاشمية. استخدمت الدراسة كل من المنهج النوعي والمنهج الكمي حيث استخدم البحث الاستبانة والمقابلات لجمع البيانات من المشاركين. كان عدد المشاركين في المنهج الكمي 1110 بروي حيث قاموا بالإجابة على الاستبانة. كما شارك في المنهج النوعي أربعة مدارس، وواجع مدرستين للذكور ومدرستين للإناث، حيث تم مقابلة ثلاث برويين من كل مدرسة. وجدت الدراسة حسب نتائج المنهج الكمي أن ممارسة مفهوم مجتمع التعليم المهني في المدارس الثانوية الحكومية ل مدريدة التربية والتعليم في لواء بني كنانة مرتفع. كما وجدت الدراسة فروق ذات دلالة إحصائية في مدي ممارسة مفهوم مجتمع التعليم المهني بين الذكور والإناث يرجع إلى متغير الجنس لصالح الإناث. وأشارت الدراسة من خلال المنهج النوعي إلى المعوقات الرئيسية التي تعقيب تطبيق مفهوم مجتمع التعليم المهني في مدارس بني كنانة وهي كما يلي: أولاً: عدم وضع مهمة وروية رقم وأهداف المدرسة والتي يجب أن تركز على تعلم الطلبة. ثانياً: وجود عزلة بين بعض أعضاء الفريق التربوي في المدرسة. ثالثاً: غياب البحث الجماعي بين أعضاء الفريق التربوي حول الواقع الحالي للأداء و طريقة الوصول إلى أفضل مستوى من الأداء. رابعاً: تدخلات ومعاهد بالتطوير المستمر من قبل بعض أعضاء الفريق التربوي في مدارس بني كنانة. خامساً: عدم وضوح الغرض من توثيق النتائج بين أعضاء الفريق التربوي. سادساً: تنص في فاعلية برامج التطور المهني. يتضح من خلال النتائج السابقة وجود تناقض بين نتائج كل من المنهج النوعي والدورة محاولة الحدوث في البحث المتبادل. ويمكن تفسير أسباب هذا التناقض كما يلي: أولاً، احتمالية عدم إدابة المشاركين على الاستبانة بحثية. كما إن هناك احتمالية إلى تأثر إجابات المشاركين على الاستبانة بأدائهم الشخصية وظروفهم ومدى رضاهم الوظيفي. ثانياً، احتمالية تقديم المشاركين تفاوت أكثر خلال مقابلات وذلك بسبب سلسلة المشابهة التي طرحها البحث. وهناك احتمالية أن المقابلات كانت أكثر ملاءمة للمشاركين بسبب التواصل المباشر معهم.

الكلمات المفتاحية: مجتمع التعليم المهني، الأردن، المدارس الثانوية
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Dedication

This thesis is dedicated to

My father

The late teacher Hussein Al Odat, who is still lighting my journey in life with his wisdom

My mother

Who is waiting impatiently to see me achieve my goals

My beloved wife ABEER

The paradise of my life

My sons

Who inspire me to be an exemplary role model
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Chapter 1: Introduction

1.1 Overview

Educational transformation has become a vital necessity due to dramatic changes in all aspects of life and tremendous changes in smart digital technology. The enhancement of education has become the primary objective for many countries since education can affect all sectors. The Hashemite Kingdom of Jordan is one of the countries incredibly trying to achieve comprehensive educational reform. Nowadays, the Jordanian government is working hard to reach intended improvement in the educational system, in order to enhance the social and economic status of the people and country.

The policy of the Jordanian Ministry of Education focuses on orienting educational system toward covering social and personal needs. Furthermore, the mission of the Ministry of Education is to “create and administer an education system based on excellence, energized by its human resources, dedicated to high standards, social values, and a healthy spirit of competition, which contributes to the nation’s wealth in a global Knowledge Economy” (MOE Jordan, 2010).

However, the Jordanian educational system is facing many obstacles that hinder educational reform. In general, these obstacles have bases in financial, individual, and cultural reasons. Therefore, the Jordanian Ministry of Education has been seeking to find effective solutions and achieve educational reform. Consequently, professional learning communities as an approach can present the fundamental conditions needed to achieve the required improvement in the schools, in way that can affect positively students’ learning. In addition, many studies have
pointed to the impact of implementing the concept of Professional Learning Communities to achieve better learning outcomes for students.

Professional learning communities became a common term in the last two decades as one of the concepts that can help educational reform. Toole and Louis (2002) indicated that professional learning communities can stand as a school culture that presents a crucial environment for school improvement plans. Professional Learning Communities (PLCs) have been introduced to transform and change schools to enhance their effectiveness.

Changing schools into PLCs requires constructive and well-planned change in the school culture and values that result in leading the school to improve teachers’ performance and students’ achievement and growth. Thus, Professional learning community is reached when “educators are committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve a better result for the student they serve” (Dufour, Dufour and Eaker 2008, P.14).

This study described the extent to which different components of PLCs are practiced at the Bani Kinanah secondary schools in Jordan. The implementation of PLCs is necessary for school enhancement that will lead to better outcomes for students. Hord (1997) indicated that the professional learning community is one of the most efficient strategies for staff professional development to use in achieving change and improvement in schools.

1.2 Statement of the Problem

During the 2015 Educational Development Conference, Jordanian Education Minister Dr. Mohammad Thneibat said that the Jordanian educational system has suffered for many years from policies that have caused opposite effects, lack of
action, lack of decisiveness and lack of accountability. The Minister indicated that it is important to increase public trust in the educational system. Moreover, he explained that we all are meant to identify the strengths and weaknesses of the educational system and act accordingly. Furthermore, the Minister stated that scientific methods, ethics, open-mindedness and critical thinking are basic to improvement in the educational system (Jordan Times, 2015).

In addition, the Minister’s speech emphasized the need for a new culture and strategies to enhance the practices of educators within the Jordanian schools. Therefore, the implementation of PLCs can enhance the concept of learning by doing and increase decisiveness and accountability in schools. In addition, professional learning communities can be one of the suggested methods for achieving intended educational reform since they contain scientific methods, ethics, open-mindedness and critical thinking highlighted by the minister of education. Moreover, professional learning communities can help in identifying the strengths and weaknesses of each school, and give more accurate information needed in arranging effective professional development for educators. Cox (2011) mentioned that PLCs as an approach can handle professional development and teacher collaboration issues affecting student learning outcomes.

1.3 Purpose of the Study

The purpose of this study was to investigate the extent to which different components of PLCs are practiced at the Bani Kinanah secondary schools in Jordan. In addition, this study aimed to identify any significant differences in the extent to which different characteristics of PLCs were practiced between female and male schools. Furthermore, this study sought to discover the obstacles that hinder the implementation of PLC characteristics at the Bani Kinanah schools.
1.4 Research Questions

To achieve the purpose of the study, the following research questions were addressed:

1- To what extent do Bani Kinanah educators practice the different components of PLCs?

2- Is there any significant difference in the extent of practicing the different characteristics of PLCs between female and male schools?

3- Are there any obstacles that hinder the implementation of PLC characteristics at the Bani Kinanah schools?

1.5 Significance of the Study

This study is significant due to the scarcity of local research about professional learning communities in the Bani Kinanah directorate. In addition, identifying the extent to which different components of PLCs are practiced in schools will present reliable information for policy makers and stakeholders in Jordan, since this information can help to achieve educational reform and improve the learning of students.

Moreover, the professional training department at the Bani Kinanah directorate can rely on this study's results when arranging and planning training sessions on the concept of professional learning communities and its characteristics. Furthermore, findings can help stakeholders and policymakers to understand the existing obstacles that hinder the implementation of professional learning communities. This study’s findings will add to the literature on professional learning communities in Arabic countries. Taking into consideration this study's findings will contribute to improving cultural transformation at the Bani Kinanah secondary
schools, because many studies have pointed to the role of professional learning communities in enhancing school culture.

1.6 Limitations of the Study

This study was limited to Bani Kinanah secondary schools in Jordan. In addition, the results may be limited to public secondary schools in the same area, and cannot be generalized to private schools in the same districts or other Educational Directorates in Jordan. The aim of this study was to identify the extent to which different components of PLCs are practiced at the Bani Kinanah secondary schools in Jordan. This was assessed using two methods: first, the responses of educators to a questionnaire that may be influenced by their personal evaluations, current situations, and job satisfaction. Second, the qualitative interview may be affected by level of teacher honesty, openness and willingness to share opinions. Furthermore, the quality of information from teachers depends on the skills of the researcher in managing the interviews. Such limitations are common in all mixed approach studies.

1.7 Definition of Terms

To increase understanding of this study’s main terms, each is defined below.

**Professional learning community (PLC):** “educators are committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve a better result for the student they serve” (Dufour, Dufour and Eaker 2008, P.14).

**Bani Kinanah Educational Directorate:** is one of northern educational directorates under the Jordanian Ministry of Education.
1.8 Organization of the Study

This study is described in five chapters. Chapter one introduces the background and the topic of the study, the problem of the study, the purpose and research questions, significance of the study, limitation, definition of terms, and organization of the study. Chapter two presents the literature review on PLCs. Chapter three describes the methodology of the study, which includes the research methodology, instrument, sample, and data analysis techniques. Chapter four presents the findings of the study. Chapter five provides a summary, conclusion, and recommendations for practice and research.
Chapter 2: Conceptual Framework and Literature Review

2.1 Introduction

The main purpose of this chapter is to review studies that tackled educational issues related to PLC. That includes defining the concept of PLC, its characteristics, the importance of school culture and context in PLC, collaboration and isolation, students’ achievements and professional development and school leadership. This chapter includes the conceptual framework and literature review.

2.2 Conceptual Framework

2.2.1 What are Professional Learning Communities?

The past two decades have witnessed many arguments about the term professional learning communities (PLCs), as defined in the educational lexicon. Hord (1997) pointed to variation in educators’ understanding about PLCs and offered three classifications. The first group viewed the PLCs as shifting classroom activities and processes into the community by using material and human as available resources. The second group viewed the PLCs as communities involved in curriculum development and learning improvement. The third group viewed the PLCs as engaging students, teachers and administration in learning. Thus, researchers and educators have worked hard to present a unified definition of PLCs.

According to Dufour, Dufour and Eaker (2008), professional learning community is when “educators are committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve a better result for the student they serve”. Dufour, Dufour and Eaker (2008) determined the required conditions to compose professional learning community within the school. They
specified that it is essential for educators to be committed, collaborate, and engage in a continuous process of action research and collective inquiry.

The previous definition of PLCs parallels other researchers' definitions. Astuto and colleagues (1993) indicated that within the professional community, not only school students but also teachers and administration were treated as learned who could share knowledge and learning. The majority of PLC definitions reflect the teamwork nature of PLC and the importance of educator’s orientation toward collaborative work. As cited in Cranston (2007), the school is a professional learning community with a group of educators involved in teamwork. Educators should share a set of values, norms and orientations about teaching, student and schooling. In addition, the educator collaboration must foster interdependence (Achinstein, 2002; Carpenter & Matters, 2003).

Hord (1997) explained that every word in the term of professional learning community refers to a specific meaning and purpose. The word "professional" refers to staff members who work in the school or district, share required knowledge, follow particular ethics, and have the certification to work in the profession. Moreover, the word "learning" refers to educators’ need to expand their learning and enhance student learning. Finally, the word "community" refers to how a group of members utilizes the principles of teamwork to achieve a common and shared goal.

2.2.2 Characteristics of PLC

Finding specified characteristics for professional communities was critical to explaining ambiguity and mapping what was required to build schools as professional learning communities. As for the characteristics of the PLC, Hord (1997) cited five common themes of PLCs as follows: Supportive and Shared
Leadership, Collective Creativity and Learning, Shared Values and Vision, Supportive Conditions, Shared Personal Practice. Subsequently, Dufour, Dufour and Eaker (1998) identified six characteristics of PLCs: shared mission, vision, values, and goals; collaborative culture with a focus on learning; a collective inquiry into best practice and current reality; action orientation where learning is by doing; commitment to continuous improvement; and results orientation. These six characteristics were used in this study as primary principles in implementing PLCs.

In general, the characteristics of PLCs raise many advantages for education: 1) identifying the general frame for the term professional learning communities that facilitate the processes of implementation; 2) organizing teamwork and determining the responsibility and role of each member; and 3) knowing that these characteristics contribute to developing a new understanding of PLCs later on. Wald et al (2000) stated the required components in building professional learning communities through values, vision in conjunction with ways of relating and collaborative learning groups.

2.2.3 School Culture and Climate in PLC

Many studies have confirmed the importance of culture and climate of the school as essential components that foster the implementation of professional learning communities. Additionally, the studies highlighted the impact of culture and the climate on the students learning. Toole and Louis (2002) focused on the school culture that forms the professional learning community. They presented three concepts of school culture: 1) a school culture that emphasizes professionalism that is client-oriented and knowledge-based; 2) a school that emphasizes learning, placing a high value on teachers’ inquiry and reflection; 3) and a school that is communitarian,
emphasizing personal connections. To avoid the interchangeable use of climate and culture, an understanding is needed of differences between the two terms.

Furthermore, Hoy and Hoy (2006) referred to the importance of climate and culture and how simultaneously they form the general atmosphere within the school. Climate and culture are crucial components because they draw up the daily operations and activities in the school. Culture is common beliefs and thoughts that appear in the school while climate is the pattern of behavior followed by people in school. Hoy and Hoy explained that it is easier to control climate than culture.

Since culture is connected to norms, educators need to know the norms that can enhance the school. As cited in Prosser (1999), there are ten norms that can improve schools, these norms are: sharing goals, responsibility, collegiality, continuous improvement, lifelong learning, risk-taking, support, mutual respect, openness, and celebration and humor (Stoll & Fink 1996).

On another hand, school culture not only can be shaped internally, because the external surrounded has its impact. Prosser (1999) said that the pupils with their social background and the outer context of the school can affect the school culture.

2.2.4 Collaboration and Isolation

Many studies indicated to the prominence of collaboration within the school members and how it can impact the students’ achievements. On other hand, studies referred to disadvantages of isolation as one of the most critical obstacle to educational reform. King and Newmann (2000) stated that teacher learning almost occurs through the collaboration with experienced colleagues, and that can happen inside or outside the schools. Lambert (1998) described PLCs as places where
teachers involve in decision making, have a common sense of objective, participate in collaborative work, and show responsibility toward their work and its outcomes.

With regards to the advantages of collaboration, Dufour, Dufour and Eaker (2008) explained the benefits that teachers can gain from the collaborative culture and systematic supports that rooted in PLC. These benefits are: First, all members are able to talk and present ideas to resolve difficulties that facing teaching. Second, all members have the opportunity of learning from colleagues. Third, the cooperation among teammates toward achieving shared goals. Fourth, all members can gain benefits through the involvement in students learning enhancement processes. Fifth, all members can benefit from the accountability that drives everybody to participate in the continuous improvement of their teams.

Staff members need training in how they can develop their collegiality and professionalism to organize the collaboration within the team. As cited in Cox (2011) development of collegiality and professionalism can be ensured through the applying of some steps. These steps are: First, all staff members should ascertain the behavior and conduct norms and manners of staff communication with each other, staff communication with community, method of dispute resolving, method of sharing information, and the process of staff meetings. Second, the involvement of students, parents, and staff in the processes of shared decision-making and issuing the policies and procedures. Third, set up an effective staff development that able to enhance the student learning outcomes (Marzano, 2003).

In contrast, isolation treated as one of the obstacles that hinder the development of the school. Dufour, Dufour and Eaker (2008) said described isolation as the enemy of learning. Such metaphor summarized the negative impact that isolation can bring to the education and how it is very dangerous as ”enemy”.
Moreover, Cox (2011) explained that isolation of teachers through ignoring the best methodologies indicate to a weakness in teachers collegiality and collaboration.

2.2.5 Students Achievement

Student achievement is one of the most important goals in education and learning. Bitterman (2010) indicated to the student achievement as the fundamental academic knowledge and skills that we expect our student to know and be able to do within a specific subject or grade. Furthermore, many studies referred to the relationship between the implementation of professional learning communities and students achievements. Obviously, if we go back to the definition of PLCs, we will see that Dufour, Dufour and Eaker (2008) mentioned that the core objective for educators within PLCs is achieving better outcomes for their students.

In his study about the impact of professional learning community on student achievement, Carter (2008) indicated to how professional learning communities and the academic pyramid of interventions had a positive impact on student test scores in reading and AYP status of the researcher’s middle school.

The study of Cox (2011) stated that professional learning communities can stand as means to enhance the students' achievements by reinforcing the collaboration of teachers and deal with the issues of professional development for them. Moreover, the study explored how PLCs improved the student achievement in mathematics.

In general, PLCs can bring many benefits for students. Hord (1997) stated that PLCs can reduce the dropout and absenteeism rates, enlarge the equity in learning, and enhance the outcomes of students in math, science, history, and reading.
than in traditional schools. In addition, PLCs can decrease the gaps of achievement for students from different backgrounds.

2.2.6 Professional Development

Nowadays, schools focus on the professional development as a means of delivering the required training, skills, and knowledge for their staff. Many studies confirmed the impact of professional development on the performance of staff members and students learning. In professional learning communities, the continuous development of school staff member is an important feature to affect the students’ learning. Dufour, Dufour and Eaker (2008) said that educators who aim to teach their students must be lifelong learners.

The first step in understanding the nature and the purpose of the professional development program is to know its definition. Guskey (2000, p.4) mentioned that professional development in education is the improvement of the professional knowledge, skills, and attitudes of educators through a group of designed processes and activities, to impact the learning of students. Such definition confirmed the connection between the improvement of students learning and professional development programs.

Many researchers explained how PLC can be a suitable environment for professional development. For example, Rebore (2010) indicated to PLCs as the most efficient structure for staff development because of the following reasons:

- PLC is based on learning rather than teaching.
- The existence of collaboration within PLC.
- PLC views all members of the school community as learners.
- Practicing self-accountability.
Moreover, Joyce and show (2002) indicated to the essential elements of staff development focused on student achievement. They identified four conditions that must be available in staff development to affect the student learning positively. These conditions are: (a) the existence of a community of professional who receive training together, then practice and share the outcomes. (b) The importance of developing the content that related to the curricular and instructional strategies, since that can impact the student learning. (c) The program should make a change to increase the ability to learn, knowledge and skills of the students. Such change should include the content, strategies and social climate of the school. (d) The processes of staff development enable educators to develop the skills to implement what they are learning. Therefore, it is beneficial to shed some light on the required components for an effective professional development program.

In general, the professional development programs should tackle the nature of teachers as adults. Knowles (1984) identified the Principles of adult learning. These principles are:

- Adults have the tendency need to be self-directed.
- Adults bring their life experiences that can impact the learning positively.
- Adults need to learn to solve real-life problems.
- Adults want to apply the knowledge immediately.
- Adults are internally motivated.

Regarding the process of designing an effective professional program, it is important to arrange all required procedures and preparations. For instance, Rebore (2010) indicated six steps that necessary to develop a professional learning program to ensure the occurrence of effective learning for staff members. These steps are:
first, identifying the school district goals and objectives as groundwork for the program. Second, conducting needs assessment to what should be delivered to the staff members. Third, setting up staff development goals and objectives. Fourth, designing a professional development program according to the needs of the staff. Fifth, implementing the planned program. Sixth, evaluating the program.

2.2.7 School Leadership

Many studies indicated to the role of the school leaders in building, supporting and maintaining the professional learning communities. Moreover, studies explained the correlation between school leadership and the effectiveness professional learning communities. For example, Carpenter (2015) concluded that the effectiveness of professional learning communities and the existence of positive school culture are related to the school leader efforts in building supportive and shared leadership structures. Carpenter (2015) also emphasized the necessity of collaboration between leaders and teachers in creating the policies and procedures that enable teachers to have leadership responsibilities. Such responsibility will affect the school improvement.

The sustainable school leadership appeared as concept that related to professional learning communities. Cook (2014) stated the importance of having a sustainable leadership that mainly characterized with shared decision-making between all members of the learning communities. He said that sustainable leadership can sustain students learning enhancement as well as teachers' professional growth.

It is important to know the methods of achieving sustainable school leadership. Cook (2014) conclude the requirements of having a sustainable school leadership.
leadership: First, the shared decision making can support the implementation of leadership skills, and lead to a better understanding of the obstacles that related to sustainable school leadership. Second, promoting professional learning community for all related members is important to sustain the school leadership since it can affect leadership culture. Third, the availability of a professional learning community that develops leads to sustainable leadership.

In general, principals want to know the ways of supporting the professional learning communities. Duling (2012) specified three essential leadership dimensions that can support the professional learning communities, these dimensions are: First, The principal’s knowledge and involvement in curriculum and instruction. Second, The principal’s knowledge and involvement in the assessment program. Third, The principal’s influence on organizational culture. Such dimensions highlighted the role of the school principal in supporting the professional learning communities.

Hill (2009) stated that, principals who demonstrate personally and stand as an exemplary model for their expectation of others, principals who can establish an agreement about a group of values, and who can work collaboratively with staff, can lead the school that operates as strong learning communities. Furthermore, Mohabir (2009) identified four successful strategies for the school principal, to foster the implementation of professional learning communities within the school. Figure 1 shows these strategies.
Figure 1: Successful Strategy for the School Principal

Source: Mohabir (2009, p.9)

Scoggins (2008) concluded that to achieve a higher level of PLC, the principal of capacity building should work collaboratively with the staff of the school to establish a PLC. During the operation of professional of professional learning communities, school principals encounter some challenges that related to their role. Mohabir (2009) mentioned the difficulties that related to the role of the school principal in the implementation of professional learning communities. These difficulties are: first, selecting a goal. Second, strengthening the coaches’ leadership skills. Third, developing strategies that would encourage staff to engage in authentic participation. Fourth, scheduling time for longer and more meetings.

Dufour, Dufour and Eaker (2008) mentioned three rules can be followed by principals to deal with the difficulties and challenges of such position. First,
principals should realize their primary responsibility within their schools. Second, principals should distribute the leadership within their schools. Third, the necessity for alignment between the school structure and culture with the school core purpose.

2.2.8 Literature Review

This section presented reviews of eight related research studies. In general, these studies focused on the extent of practicing PLCs within the schools and considered the elements that impact the implementation of PLCs. Additionally, some studies aimed to explore the effect of professional learning communities in changing the culture of the schools. The following are the studies:

Curry (2010) tried mainly to examine the following four categories descriptively: first, the differences in the implementation of PLCs components between elementary and secondary teachers and administrators. Second, the relationship between demographic characteristics and teacher implementation of PLCs components. Third the impact of teachers' perceptions of efficacy based on their involvement in professional learning communities and identified whether such involvement affected their self-efficacy in a positive or negative manner. Fourth, the implementation of PLCs components by principals and assistant principals. The sample that used in this study was 200 secondary teachers from 5A public school and 200 elementary teachers. Curry (2010) found out that the existence of differences between elementary and secondary teachers in the implementation of PLCs components and perceptions of self-efficacy. In addition, structural differences could explain such differences, and the efficient operation for PLCs can minimize the differences.
Padilla (2013) studied qualitatively the implementation, complications, and implications that related to professional learning communities as a means of reform, for 6 secondary site leaders in the Southern California region. The study attempted to determine the main challenges and barriers in these sites and to know the successful strategies to overcome those challenges. The results of this study included five conclusions that needed to implement the PLCs successfully;

1) the building of community and relationships must be the first step for the large secondary sites leaders. 2) the necessity of sharing leadership responsibility among the administrators of professional learning communities and other stakeholders. 3) The Integral PLC components may vary by site. 4) Leaders have to arrange continuous professional development programs that related to the staff needs.

Another study carried out by Deffenbaugh (2011) aimed to explore the implementation of the dimensions of a professional learning community in a specific group of schools. The researcher used the descriptive approach for this study. The participants of the study were the teachers who participated in the Missouri Professional Learning Communities Project from the 2007-2008 to the 2009-2010 school years. The researcher selected only the schools that have the same principal during the three years. The results indicated that any school reform must be done within the school itself. Also, the school should learn from its mistakes and should find the solutions.

Moore (2010) conducted a mixed method study to investigate the following: first, do leadership practices impact implementation and sustainability of PLCs? Second, the relationship between a schools’ PLC and a school’s climate? The study conducted in two rural elementary schools in South Carolina. The findings showed that the implementation and sustainability of PLCs strongly connected to the
leadership practices within the school. Also, the implementation of PLCs can affect the school climate positively.

In another mixed method study, Bitterman (2010) explored the teachers’ perception of the impact of professional learning communities on teaching and learning. The researcher selected three middle science schools. The researcher used a survey as a quantitative method, and the participants in that survey were the teachers of seventh-grade science learning communities. Furthermore, the researcher used the interviews for the qualitative method. The results of this study were compatible with the idea that professional learning communities can enhance the processes of teaching and learning. The study concluded that to implement the professional learning effectively; we need motivation and tendency toward learning, adequate organizational support, enquiry orientation, and the importance of planning and development.

The study of Watts (2010), tried mainly to identify the relationship between professional learning communities and school-based change. The researcher sampled three cases (K-9) taken from different schools. The researcher used semi-structures interviews questionnaire as instruments in this study. The results of the study focused on the role of the school leader within the professional learning communities, and how his efforts are crucial for the continuity of PLCs. The results stated that some conditions must be available in the leader, these conditions are: first, the extent of accessibility and support that the leader presents to the students and the staff. Second, the extent of shared leadership that the leader allows within the school. The extent of leader support for collaboration among the staff members. The extent of leader support for shared commitment.
In a study conducted by Al-Dhaheri (2013) aimed to identify the extent to that the characteristics of professional learning communities were found in cycle one schools in Al Ain (UAE) from the teachers’ perspective. The sample of this quantitative study was 229 teachers. The results indicated a high extent of practicing for the characteristics of PLCs among teachers.

The study of Al Taneiji (2009) examined the extent to that professional learning communities characteristics were evident in some elementary and secondary (UAE) schools. The researcher used mixed methods for this study. The sample size for the quantitative method was fifteen elementary and secondary schools. While for the qualitative method, the researcher interviewed three teachers from six schools. The findings of the quantitative data showed that only two characteristics for PLCs out of six existed in the schools. These two characteristics are: the existence of supportive and shared leadership and the presence of the supportive structure. On another hand, the interview showed the absence of teachers' contribution in developing the statements of school vision, and the lack of understanding of these statements among teachers. The researcher indicated to the necessity of developing the professional learning communities in UAE schools.
Chapter 3: Methodology

3.1 Introduction

The purpose of this research is to explore the extent of practicing the different components of PLCs at the Bani Kinanah secondary schools. This chapter includes a description of the research methodology, population and sample, the instrument and its validity and reliability, procedure, and the statistical methods used to analyze the results.

The study addressed the following research questions:

1- To what extent do Bani Kinanah educators practice the different components of PLCs?

2- Is there any significant difference in the extent of practicing the different components of PLCs between female and male schools?

3- Are there any obstacles that hinder the implementation of PLC characteristics at the Bani Kinanah schools?

3.2 Research Design

The researcher in this study used the mixed approach between quantitative and qualitative methods. The quantitative method is the process of numerical data collection and analysis, that useful in describing, explaining, predicting or controlling phenomena. While the qualitative method is the process of collection non numerical data about particular phenomena and gaining more deep comprehension about it after doing analysis and interpretation for data (Gay, Mills, &Airasian, 2009).

The researcher aimed by mixing the approaches to validate the quantitative results about the extent of practicing the different components of PLCs among
educators. The research design helped in answering the three research questions. In the first question, the extent of practicing the different components of PLCs by educators was identified. For the second question, the difference in practicing the components of PLCs was correlated statically with the genders of educators. Finally, the third question described the obstacles that hinder the implementation of PLC characteristics in the schools.

3.3 Population and Sample

The population of this study was 36 secondary schools at the Bani Kinanah educational directorate. For the quantitative approach, the researcher sampled all the population. The number of participants in these schools was 1110 educator, 514 male and 596 female educators, so all educators participated in this study. The number of participants who answered the questionnaire was 401 and 437. After removing three invalid questionnaires, the researcher entered 435 questionnaires to the SPSS.

For the qualitative approach, four schools were participated, two female schools and two male schools. In every school, one principal/vice principal and two teachers / non administrative staff members have been interviewed. In addition, the researcher applied one experimental interview with a school principal before the main interviews. The following is a biography brief of interviewees in the study.

P1 is a male geology teacher with fifteen years’ experience. He served as a science teacher in the primary education for three years, and twelve years in the secondary education.

P2 is a male vice principal; he has a Bachelor degree in Professional Educational and higher diploma. He has twenty-five years of experience, fifteen years as a teacher and ten years as a vice principal.
P3 is a male new teacher of History with one year of experience only. He has a bachelor's degree in history. The researcher could explore through p3 how the other teachers handle with the new teachers as a new staff member.

P4 is a male Teacher of Islamic studies, and he has Ph.D. in measurement and evaluation. His experience twenty-three years, thirteen years in Jordan and ten years outside Jordan.

P5 is a male school principal with Twenty years of experience. He has a bachelor degree in history and master of psychology. He has fourteen years of experience as a teacher and six years as a school principal.

P6 is a male Chemistry teacher. He has eighteen years of experience. He has Bachelor of Chemistry, higher diploma in education a Master degree in Methods of Teaching.

P7 is a female school principal with twenty-three years of experience. She has Bachelor of Chemistry, higher diploma in education. She worked as a teacher, vice principal and principal in both secondary and primary schools.

P8 is a female teacher of geography. She has a bachelor degree in geography and master degree in Counseling Psychology. Her experience is eighteen years as a teacher.

P9 is a female social worker with eight years of experience. She has a bachelor degree in counseling psychology.

P10 is a female school principal with twenty-one years of experience. She has Bachelor of Islamic Studies and a higher diploma in education. She worked as a teacher for ten years, four years as vice principal and as principal for seven years in secondary schools.
P11 is a female teacher of agricultural science with six years of experience. She has a Master degree in agricultural science. She worked as a supervisor of talented students' room.

P12 is a female teacher of math. She has ten years of experience. She has Bachelor of math and, higher diploma in education.

3.4 Instruments

3.4.1 Questionnaire

For the quantitative approach, the researcher developed a questionnaire of eight parts after a deep revision to the definition and characteristics of PLCs that mentioned in Dufour, Dufour and Eaker (2008). In the first part, the researcher used 6 questions for the participants' information as following: Type of the school (male or female), the academic qualification, the years of experience, the age, and the career of the educator. In the second part, the researcher developed six items to investigate the extent of having a shared mission, vision, values and goals at school, that all focused on student learning. In the third part of the questionnaire: the researcher developed six items to investigate the extent of collaborative culture availability (teamwork); with a focus on art the researcher developed learning among the staff members. In the fourth part of the questionnaire, the researcher developed four items to investigate the extent of conducting a collective inquiry by staff members into best practice and current reality. In the fifth part of the questionnaire, the researcher developed four items to investigate the extent of implementing learning by doing concept among the staff members. In the sixth part of the questionnaire, the researcher developed five items to investigate the extent of commitment to continuous improvement among school staff. In the seventh part of
the questionnaire, the researcher developed five items to investigate the extent of documenting the results of all activities at school. In the eighth part of the questionnaire, the researcher developed eight items to examine the role of the school principal. This questionnaire consisted of 44 items, the parts from 2 to 8 were rated on a five-point Likert-type scale: (1) = strongly disagree, (2) = disagree, (3) = Neutral, (4) =Agree and (5) =strongly Agree. The instrument was scored by calculating the means and standard deviations for the items that comprise each part (See Appendix C& D).

All the items of the questionnaire were built upon the components of the PLC and designed in a way that is created items in line with the PLC components. The questionnaire items cover all the six main components as mentioned previously.

3.4.2 Semi-Structured Interview

For the qualitative approach, this study used semi-structured interview. The questions of the interview selected according to a deep review of the literature (See Appendix E). The researcher implemented the essential principles of the interview as he learned from the related resources, and all interviews were recorded and documented. Before the interview, the researcher ensured that timing and the location are suitable and comfortable for the interviewee. During the interview, the researcher motivated the interviewee to speak freely. The researcher stopped the interviewee when he felt that there was a need to get more clarification on any related issue. The duration of each interview was 30 to 35 mints.

3.5 Validity

For the quantitative approach, the researcher confirmed the validity of the questionnaire by presenting its statements to the professors of education faculty who
have the expertise to review the questionnaire. The professors checked whether the statements of the questionnaire were relevant to the purpose of the study, clear, and written in an appropriate and correct language. In lights of these comments and feedback from the professors, the researcher made the adjustments as required.

The questionnaire was originally developed and written in the Arabic language to be more suitable for the participants who all are native speakers of Arabic. The researcher translated the questionnaire into English under the supervision of the thesis supervisor. In addition, the Arab version was validated by three bilingual professors.

For the qualitative approach, the researcher reviewed the questions of the interview through consulting the supervisor and three teachers to check clearness, validity of required. In addition, the researcher checked the trustworthiness of the qualitative method. Krefting (1991) mentioned that trustworthiness consists of the truth value, applicability, consistency, and neutrality.

Therefore, the researchers checked the truth value, applicability, consistency, and neutrality. Truth value enabled the researcher to be confident with the truth of the interviews results. The researcher used the repetition and reframing of the questions, and the follow-up questions through the interview techniques. Applicability means the ability to generalize the findings to other population (Krefting, 1991). Thus, the researcher did not implement the applicability because the purpose of this study is not to generalize the findings to other context.

Regarding the consistency, the researcher checked if the finding would be consistent if the questions replicated in a same context. Krefting (1991) indicated that peer examination is one of the strategies that can help to check the consistency. For
that reason, the research plan and questions were examined by the supervisor of this research. Moreover, the researcher followed the neutrality to ensure that questions and other procedures are free from bias.

In addition, the researcher adopted all the ethical procedures to carry out the study and made sure that all the instruments are valid, reliable and truthful. The researcher implemented the needed interviewing skills and demonstrated that through a trail interview with a school principal. During the interviews, the researcher used the Arabic language because all participants are native speakers of Arabic. The researcher used audio file format for recording all interviews, to avoid the missing of any data.

3.6 Reliability

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

Table 1: Cronbach's Alpha Reliability Test

<table>
<thead>
<tr>
<th>Subscales</th>
<th>N of items</th>
<th>Cronbach's Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>The extent of having a shared mission, vision, values and goals at school, that all focused on student learning</td>
<td>6</td>
<td>0.85</td>
</tr>
<tr>
<td>The extent of collaborative culture availability (teamwork), with a focus on learning among the staff members</td>
<td>6</td>
<td>0.74</td>
</tr>
<tr>
<td>The extent of conducting a collective inquiry by staff members into best practice and current reality</td>
<td>4</td>
<td>0.87</td>
</tr>
<tr>
<td>The extent of implementing learning by doing concept among the staff members.</td>
<td>4</td>
<td>0.81</td>
</tr>
<tr>
<td>The extent of commitment to continuous improvement among school staff.</td>
<td>5</td>
<td>0.88</td>
</tr>
<tr>
<td>The extent of documenting the results of all activities at school</td>
<td>5</td>
<td>0.82</td>
</tr>
</tbody>
</table>
As Table 1 shows, the overall reliability coefficient for the extent of practicing the different components of PLCs at the Bani Kinanah secondary schools was 0.96 that indicates high reliability since it is between -1 and 1.

### 3.7 Procedures of the Study

To facilitate the task of the researcher, the College of Education at United Arab Emirates University issued a letter addressed to Bani Kinanah educational directorate (Hashemite Kingdom of Jordan) as shown in (Appendix A). According to that previous letter, the director of Bani Kinanah educational directorate issued another letter, that helped the researcher to access the schools and the participants easily and smoothly (See Appendix B). After finishing the required approval procedures, the researcher distributed 1110 copy of the questionnaire (514 for male secondary schools and 596 for female secondary schools) at the Bani Kinanah educational directorate public schools. Furthermore, the researcher held the interviews in two female schools and two male schools. In every school, one principal/vice principle and two teachers have been interviewed.

After completing the processes of distribution the questionnaires and the holding the interviews that took three weeks, the researcher coded all questionnaires and interred them to SPSS statistical program to get required data for analysis at the following stage. Also the researcher started the qualitative analysis for the interviews.
3.8 Data Analysis

The data obtained from the questionnaire were coded and changed into numbers and the numbers were entered to Statistical Package for the Social Sciences (SPSS 22.00). The reliability was calculated by Cronbach's alpha that is the most common measure of scale reliability to measure the internal consistency of the questionnaire. In addition, the mean score and standard deviation were calculated and presented into tables to answer the first two research questions.

Regarding the data collected by the interview questions, the responses were collected into meaningful units by assembling the significant statements elicited from the participants. These meaningful units, in turn, were clustered in core themes allowing for the emergence of common larger units of testing and proving that the linkages between the concepts apply to the majority of the participants (Bernard & Ryan, 2010).

In order to analyze the qualitative data in this study, the researcher used the steps in analyzing qualitative research data that mention in Gay, Mills, & Airasian, (2009). First, the researcher became familiar with the data through listening to the recordings and writing the verbatim of participants. Second, the researcher examined the data in depth and describing them. Third, the researcher classifying data by categorizing, coding, and grouping them into themes (Gay, Mills, & Airasian, 2009).

3.9 Ethical Considerations

Before starting the data collection process, the researcher informed all participants about the purpose of the study, as well as, the questionnaire included a brief about the purpose and the nature of the study. The researcher assured to the participants that their participation is voluntary, and they have the right to reject the participation without any consequences or effects on their careers. Furthermore, the
researcher emphasized that the data from this questionnaire will be treated confidentially and will be used only for the current study. The contact information of the researcher has been given to the participants in case they want to inquire about the result and the finding of the research. For the qualitative method, the researcher developed consent and got the approval of all interviewees, and all of them signed and agreed the audio recording of the interviews. All recordings and consents are kept confidentially with the researcher.

3.10 Limitations of the Study

This study is limited to Bani Kinanah secondary schools in Jordan in the academic year 2015-2016. Also, the results are limited to the public secondary schools in the same area, and cannot be generalized to the private schools in the same districts or other Educational Directorates in Jordan. The aim of this study was to identify the extent of practicing the different components of PLCs at the Bani Kinanah secondary schools that was assessed by two methods: first, the responses of educators to the questionnaire that can be influenced by their personal evaluations, current situations, and job satisfaction. Second, the qualitative interview, that can be affected by level of teacher's honesty, openness and their willingness to share opinions. Furthermore, the quality of information from teachers depends on the skills of the researcher in managing the interviews. Such limitations are common in all mixed approach studies.
Chapter 4: Findings

4.1 Introduction

The aim of this research study was to investigate the extent of practicing the different components of PLCs at the Bani Kinanah secondary schools, through utilizing mixed method approach to answer the following question:

To what extent do Bani Kinanah educators practice the different components of PLCs?

Is there any significant difference in the extent of practicing the different characteristics of PLCs between female and male schools?

Are there any obstacles that hinder the implementation of PLC characteristics at the Bani Kinanah schools?

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

Table 2: Interpretive Scale for the Scores Degree

<table>
<thead>
<tr>
<th>Mean Score</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-1.79</td>
<td>Very low</td>
</tr>
<tr>
<td>1.8-2.59</td>
<td>Low</td>
</tr>
<tr>
<td>2.6-3.39</td>
<td>Moderate</td>
</tr>
<tr>
<td>3.4-4.19</td>
<td>High</td>
</tr>
<tr>
<td>4.2-5</td>
<td>Very High</td>
</tr>
</tbody>
</table>
4.2 The Quantitative Data

4.2.1 Result of Question One

The first question was to what extent do Bani Kinanah educators practice the different components of PLCs? To answer this question, a means, and standard deviations were calculated for six items, the six characteristics of professional learning communities. Table 3 shows the mean scores and standard deviations of educators' practices to the different components at the Bani Kinanah ranked in descending order:

Table 3: The practice of PLCs Components

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
<th>Rank</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- The extent of having a shared mission, vision, values, and goals at school, that all focused on student learning.</td>
<td>3.88</td>
<td>.737</td>
<td>1</td>
<td>high</td>
</tr>
<tr>
<td>2- The extent of documenting the results of all activities at school</td>
<td>3.85</td>
<td>.691</td>
<td>2</td>
<td>high</td>
</tr>
<tr>
<td>3- The extent of implementing learning by doing concept among the staff members.</td>
<td>3.79</td>
<td>.736</td>
<td>3</td>
<td>high</td>
</tr>
<tr>
<td>4- The extent of collaborative culture availability (teamwork), with a focus on learning among the staff members</td>
<td>3.74</td>
<td>.634</td>
<td>4</td>
<td>high</td>
</tr>
<tr>
<td>5- The extent of commitment to continuous improvement among school staff.</td>
<td>3.51</td>
<td>.854</td>
<td>5</td>
<td>high</td>
</tr>
<tr>
<td>6- The extent of conducting a collective inquiry by staff members into best practice and current reality</td>
<td>3.19</td>
<td>.933</td>
<td>6</td>
<td>moderate</td>
</tr>
<tr>
<td>Total items</td>
<td>3.66</td>
<td>.616</td>
<td></td>
<td>high</td>
</tr>
</tbody>
</table>

Table 3 shows that the mean score of educators practicing to the different components of PLC was 3.66. The item with the highest mean was "The extent of having a shared mission, vision, values, and goals at school that all focused on student learning" with a mean of 3.88. This mean is high according to the scale
(high= 3.4- 4.19). On the other hand, "the extent of conducting a collective inquiry by staff members into best practice and current reality" occupied the last rank with a mean of 3.19. This mean is moderate according to the scale (moderate= 2.6-3.39).

Furthermore, Mean and standard deviations of each part were calculated as following:

**Part 2:** The extent of having a shared mission, vision, values, and goals at school, that all focused on student learning.

Table 4: The Extent of having a shared mission, vision, values, and goals at school

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
<th>Rank</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are some common educational values that all members seek to achieve.</td>
<td>4.02</td>
<td>.872</td>
<td>1</td>
<td>high</td>
</tr>
<tr>
<td>An annual meeting that includes all school members holds to set the mission, vision, values, and goals at school.</td>
<td>3.97</td>
<td>1.019</td>
<td>2</td>
<td>high</td>
</tr>
<tr>
<td>The school members agreed on clear educational missions.</td>
<td>3.95</td>
<td>.912</td>
<td>3</td>
<td>high</td>
</tr>
<tr>
<td>We have a shared and clear vision, that written and known by all members at our school.</td>
<td>3.95</td>
<td>.960</td>
<td>4</td>
<td>high</td>
</tr>
<tr>
<td>We have common goals that timed and cleared to all members of the school.</td>
<td>3.93</td>
<td>.900</td>
<td>5</td>
<td>high</td>
</tr>
<tr>
<td>All teacher and administrative staff participate in writing mission, vision, values, and goals at school.</td>
<td>3.46</td>
<td>1.099</td>
<td>6</td>
<td>high</td>
</tr>
</tbody>
</table>

Table 4 shows that the item "There is a number of common educational values that all members seek to achieve" received 4.02 as the highest mean, this mean very high according to the five Likert scale (very high= 4.2 -5). In contrast, the item "All teacher and administrative staff participate in writing mission, vision, values and goals at school" was ranked last with a mean of 3.46. Although, this mean still high (high= 3.4- 4.19).
**Part 3:** The extent of collaborative culture availability (teamwork), with a focus on learning among the staff members.

Table 5: Collaborative Culture

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
<th>Rank</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Staff members talk with each other during the breaks about teaching and learning issues, and far away from social life.</td>
<td>3.88</td>
<td>.984</td>
<td>1</td>
<td>high</td>
</tr>
<tr>
<td>2. Every teacher knows his role within the team, and he performs it without any contradiction with the roles of others.</td>
<td>3.82</td>
<td>.923</td>
<td>2</td>
<td>high</td>
</tr>
<tr>
<td>3. Teachers exchange their experiences to improve the performance to achieve a better learning for students.</td>
<td>3.78</td>
<td>.972</td>
<td>3</td>
<td>high</td>
</tr>
<tr>
<td>4. Teachers work as a team, and they avoid isolation.</td>
<td>3.69</td>
<td>.982</td>
<td>4</td>
<td>high</td>
</tr>
<tr>
<td>5. Every teacher knows the methods and techniques that used by other teachers in teaching the students, never the less of his specialty.</td>
<td>3.68</td>
<td>.914</td>
<td>5</td>
<td>high</td>
</tr>
<tr>
<td>6. There are a group of behaviors, concepts, and traditions that hinder the teamwork.</td>
<td>3.62</td>
<td>.980</td>
<td>6</td>
<td>high</td>
</tr>
</tbody>
</table>

Table 5 shows that the Item "Staff members talk with each other during the breaks about teaching and learning issues and far away from social life" was the highest with a mean score of 3.88, this mean score is high (high= 3.4- 4.19). While the item "There are a group of behaviors, concepts, and traditions that hinder the teamwork" was ranked last with a mean of 3.62. This mean still high (high= 3.4- 4.19).

**Part 4:** The extent of conducting a collective inquiry by staff members into best practice and current reality.
Table 6: Collective Inquiry practices

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
<th>Rank</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers exchange the results of all learning activities for the purpose of development.</td>
<td>3.34</td>
<td>1.075</td>
<td>1</td>
<td>high</td>
</tr>
<tr>
<td>Teachers conduct a collective inquiry into the current reality of the school regarding teaching and learning.</td>
<td>3.19</td>
<td>1.107</td>
<td>2</td>
<td>moderate</td>
</tr>
<tr>
<td>Teachers design educational plans for each student according to his learning needs.</td>
<td>3.14</td>
<td>1.127</td>
<td>3</td>
<td>moderate</td>
</tr>
<tr>
<td>Teachers conduct a collective inquiry about the best educational practices and methods in teaching and learning.</td>
<td>3.10</td>
<td>1.067</td>
<td>4</td>
<td>moderate</td>
</tr>
</tbody>
</table>

Table 6 shows that the Item "Teachers exchange the results of all learning activities for the purpose of development" was the highest with a mean of 3.34 and this mean is moderate (2.6-3.39). On the other hand, the item "Teachers conduct a collective inquiry into the best educational practices and methods in teaching and learning" was the lowest with a mean of 3.10 but this mean still moderate on the five Likert scale (moderate= 2.6-3.39).

Part 5: The extent of implementing learning by doing concept among the staff members.

Table 7: The Extent of Implementing Learning by Doing

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
<th>Rank</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teachers realize that their experience and knowledge will increase when they apply the plans and thoughts.</td>
<td>4.01</td>
<td>.843</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>The staff members use their learned experiences through learning by doing, in the process of planning and improving.</td>
<td>3.86</td>
<td>.897</td>
<td>2</td>
<td>high</td>
</tr>
<tr>
<td>The staff members transfer the visions and thoughts into behaviors and actual practices in the school.</td>
<td>3.68</td>
<td>.935</td>
<td>3</td>
<td>high</td>
</tr>
<tr>
<td>The staff members tend to actual implementation and avoid theorizing.</td>
<td>3.63</td>
<td>1.003</td>
<td>4</td>
<td>high</td>
</tr>
</tbody>
</table>
Table 7 shows that the Item "The teachers realize that their experience and knowledge will increase when they apply the plans and thoughts" was the highest with a mean of 4.01, this mean is high (high= 3.4 - 4.19). Meanwhile the item "The staff members tend to actual implementation and avoid theorizing" was ranked last with a mean of 3.63, that also high on the five Likert scale (high= 3.4 - 4.19).

**Part 6:** The Extent of commitment to continuous improvement among school staff.

Table 8: The Extent of Commitment to Continuous Improvement

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
<th>Rank</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The staff members committed to set continuous improvement plans for the students' learning.</td>
<td>3.82</td>
<td>.916</td>
<td>1</td>
<td>high</td>
</tr>
<tr>
<td>The staff members realize the effectiveness of training and courses, in improving their performance, to achieve better learning for students.</td>
<td>3.63</td>
<td>1.016</td>
<td>2</td>
<td>high</td>
</tr>
<tr>
<td>The staff members participate in planning and arranging the continuous professional development programs.</td>
<td>3.42</td>
<td>1.087</td>
<td>3</td>
<td>high</td>
</tr>
<tr>
<td>The staff members analyze the impact of previous strategies to know what was effective and what was not.</td>
<td>3.37</td>
<td>1.044</td>
<td>4</td>
<td>high</td>
</tr>
<tr>
<td>The staff member receives a continuous training within the school that has been arranged and planned according to the needs of staff members.</td>
<td>3.30</td>
<td>1.118</td>
<td>5</td>
<td>moderate</td>
</tr>
</tbody>
</table>

Table 8 shows that the Item "The staff members committed to set continuous improvement plans for the students' learning" was the highest with a mean of 3.82. This mean is high on five Likert scales (3.4 - 4.19). On the other hand, the item "The staff member receives a continuous training within the school, that has been arranged and planned according to the needs of staff members" was the lowest with a mean of 3.30, this mean is moderate (2.6-3.39).
Part 7: The extent of documenting the results of all activities at school.

Table 9: The Extent of Documenting the Results

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
<th>Rank</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The staff members realize that results are the reliable evidence in</td>
<td>4.06</td>
<td>.796</td>
<td>1</td>
<td>high</td>
</tr>
<tr>
<td>order to observe the students' performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All results of activities are kept and saved on the school.</td>
<td>3.96</td>
<td>.864</td>
<td>2</td>
<td>high</td>
</tr>
<tr>
<td>All staff members are able to access and go through the results.</td>
<td>3.78</td>
<td>1.018</td>
<td>3</td>
<td>high</td>
</tr>
<tr>
<td>The staff members depend on clear assessment results for decision</td>
<td>3.75</td>
<td>.908</td>
<td>4</td>
<td>high</td>
</tr>
<tr>
<td>making process and improving their practices.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The staff members continuously assess all activities and initiatives</td>
<td>3.73</td>
<td>.899</td>
<td>5</td>
<td>high</td>
</tr>
<tr>
<td>in the school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 9 shows that the Item "The staff members realize that results are the reliable evidence to observe the students' performance" was the highest with a mean of 4.06, this mean is very high according to the five Likert scale (4.2-5). While the item "The staff members continuously assess all activities and initiatives in the school" was the lowest with a mean of 3.73, this mean is high (3.4-4.19).

4.3 Result of Question Two

The second question was "is there a difference in the extent of practicing the different components of PLCs between female and male schools?" the researcher did a t-test analysis to find out whether there are significant statistical differences in the extent of practicing the different components of PLCs due to Gender variables.
Table 10: T-test results of the extent of practicing the different components of PLCs related to their gender

<table>
<thead>
<tr>
<th>Component</th>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The extent of having a shared mission, vision, values and goals at school, that all focused on student learning</td>
<td>male</td>
<td>400</td>
<td>3.70</td>
<td>.774</td>
<td>-7.008</td>
<td>833</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>female</td>
<td>435</td>
<td>4.05</td>
<td>.660</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The extent of collaborative culture availability (teamwork), with a focus on learning among the staff members</td>
<td>male</td>
<td>400</td>
<td>3.62</td>
<td>.678</td>
<td>-5.413</td>
<td>833</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>female</td>
<td>435</td>
<td>3.86</td>
<td>.569</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The extent of conducting a collective inquiry by staff members into best practice and current reality</td>
<td>male</td>
<td>400</td>
<td>2.95</td>
<td>.974</td>
<td>-7.370</td>
<td>833</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>female</td>
<td>435</td>
<td>3.42</td>
<td>.835</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The extent of implementing learning by doing concept among the staff members.</td>
<td>male</td>
<td>400</td>
<td>3.68</td>
<td>.834</td>
<td>-4.279</td>
<td>833</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>female</td>
<td>435</td>
<td>3.90</td>
<td>.615</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The extent of commitment to continuous improvement among school staff.</td>
<td>male</td>
<td>400</td>
<td>3.31</td>
<td>.925</td>
<td>-6.430</td>
<td>833</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>female</td>
<td>435</td>
<td>3.69</td>
<td>.741</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The extent of documenting the results of all activities at school</td>
<td>male</td>
<td>400</td>
<td>3.70</td>
<td>.756</td>
<td>-6.280</td>
<td>833</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>female</td>
<td>435</td>
<td>3.99</td>
<td>.593</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The role of the school principal</td>
<td>male</td>
<td>400</td>
<td>3.87</td>
<td>.821</td>
<td>-4.792</td>
<td>833</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>female</td>
<td>435</td>
<td>4.12</td>
<td>.695</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total items</td>
<td>male</td>
<td>400</td>
<td>3.59</td>
<td>.668</td>
<td>-7.342</td>
<td>833</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>female</td>
<td>435</td>
<td>3.90</td>
<td>.523</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 10 shows there are statistically significant differences at (0.05) due to Gender variable in favor of females. The mean of practicing the different components of PLCs was 3.59 for male that is high (3.4- 4.19). While the mean of
practicing the different components of PLCs was 3.90 for female that is also high on the five Likert scale.

4.4 Results of the Qualitative Data

4.4.1 Result of Question Three

Question three "Are there any obstacles that hinder the implementation of PLC characteristics at the Bani Kinanah schools?" the qualitative data revealed 9 themes that answered the third question in this study:

4.4.2 Unclear shared mission, vision, values and goals at school, that all focused on student learning

The interview revealed a very critical issue that is unclear shared mission, vision, values, and goals at school that all focused on student learning. Obviously, the participants split into two groups: first the group of teachers who claimed that they don’t know about the mission, vision, values and goals of their schools. This group included P1, P2, P3, P4, P8, P9, and P12. Second, the group of principals and vice principal who emphasized the existence of mission, vision, values and goals at their schools. This group included P5, P6, P7, and P10 P11.

P1 stated that teachers never been told about the mission, vision, values and goals of the school. Also, he said "we never hold a meeting to write down the mission, vision, values and goals for our school, I can generalize that for all schools of the directorate." furthermore, P2 clarified the absence of the mission, vision, values and goals of the school. He said, "Honestly I cannot say that we have a clear vision for all staff." P3 explained that everybody can see the mission, vision, values and goals written at the entrance of the school but unfortunately we don’t practice them.
On the other hand, P5 said "yes we have a group of goals that we are trying to achieve by applying different strategies". P5 stated that "our vision is to prepare a skilled generation who able to solve the problem of future." Paradoxically, P8 who work in the same school of P5 mentioned an entirely different vision. P8 said, "our vision is to create a contemporary generation who respect the originality and able to cope with difficulties."

4.4.3 Isolation of educators

All participants agreed the need to enhance the effectiveness of teamwork among school since it is important to encounter the difficulties and to improve the work environment. P1 explained that teamwork occurs at the minim level, and this is not compatible with the recommendations and strategies of the Ministry of Education that call for teamwork. P2 said, "We have evidence of collaboration in our school, teachers and administration cooperate in planning, but the problem is in transferring the plans into real practice." P3 as a new teacher mentioned that he never been invited for observation to gain some skills that related to teaching.

P4 described that we have a random teamwork among each other. P5 said that "we have teamwork in our school, but at the same time we have some related difficulties." P6 emphasized that some people don’t prefer to work as a team, he said "if we want to work efficiently we should include them". P7 indicated how teamwork is crucial in schools mainly between teachers of the same specialty. She mentioned that "teachers can exchange experience and help each other." P8 stated that 80% of staff members work as a team. Also, she focused on the importance of motivation to ensure a continuous teamwork. P9 said, "the majority of teachers in my schools practicing the principle of teamwork, but I cannot deny the presence of some
obstacles." P10 as principal stated that only half of staff members work cooperatively and that came from many reasons. P11 clearly describe the teamwork in the school where she works as" extremely poor". P12 mentioned that less than 50% of staff members worked as a team.

The interviews explored some reasons for the isolation among teachers as well as the obstacles that are facing teamwork in the schools. P1 said that there was an apparent isolation among teachers and administration of the schools. Also, he explained how teacher sees the administration as mistake hunter. He indicated to the importance of the stakeholder's interference to organize the relationship between educators and principals.

P2 saw that reasons behind isolation and lack of teacher's desire to work as a team member is related to the nature of the teacher. He said that such teachers " even not responding to the motivation that been given by the principal." Also, P3 saw that the pressure of the work, lack of available time, and lack of teacher willingness to carry more responsibilities, are the reasons for teacher's isolation and avoiding the involvement in the teamwork. P4 said " I know some teachers who were keen for cooperation when they reached to our school, but they disappointed by people who don’t prefer the teamwork.P5 indicated to how some teacher tried to resist the principal attempts when he directed the teachers to operate their activity according to the concept of teamwork. He said, "Some teachers insist on staying isolated."

P6 explained that teachers who don’t want to work as team members, still suffered from the impacts of the traditionalism. Also, he described that as fossilization in the past. P7 clarified that" teachers sometimes avoid the team work because of personal or family reasons." P8 identified the obstacles of teamwork as following: teacher's social background, the external problems for the teacher, the
absence of financial motivation, and the lack of legislations that enforce the teamwork among teachers. P9 stated that "the huge amount of responsibilities that teacher needs to accomplish, prevent her/him to interact with other teachers". P10 determined that the personal conflicts among teachers could hinder the teamwork. Also, she said, "I know some people in the school who don’t like the success."

P11 said that "lack of initiative, Thwart of creative ideas, lack of internal and external motivation, can explain the difficulties of teamwork among teachers". Finally, P12 said that "teamwork as skill came from the family, and it’s hard to change the attitude of those who are not familiar with teamwork."

### 4.4.4 The Absence the Collective Inquiry

The answers of all participants referred to the absence the collective inquiry by staff members into best practice and current reality.

P1 emphasized that teachers consider the collective inquiry as a terrible burden for them. Also, they see it unproductive for the students. He said, "I feel that teachers work in the same way every year without any real enhancement." According to P1, teachers only worry about the completion of the curriculum within a timetable nevertheless of the method; they present the information to the student in a traditional and didactic manner. Teachers only want to accommodate the principal of the school.

P2 and P4 explained that collective inquiry needs to be activated in the school, because staff members are only wasting the time in discussion about it during the meetings, without any implementation. P2 said," some teachers tend to apply learning activities without planning because they think it is not necessary for them to
plan." P3 as a new teacher said, "I never been told about the collective inquiry or received any training in this regard."

P5 and P6 mentioned every year they hold a baseline test for the new students, to know their level in English math and Arabic language. Afterward, they set an adjustment plan for each student, but their biggest problem is the inaccurate implementation for the plans.

P7 confirmed the lack of teachers' participation in the collective inquiry. She said: "not all teachers involve in this work because of work pressure." P8 clarified that all new approaches call for the importance of collective inquiry in education, but that depends on how the teacher will use it in a proper way.

P9 mentioned, "I know that teacher in our school practice the collective inquiry to find solutions for our current problem, but I am wondering why we don’t use these solutions."

P10 emphasized that only the teachers, who believe in teamwork, implement a proper form of collective inquiry. P11 said, "I feel that schools implement the concept of collective inquiry in a random way, I think teachers need extra training for that." Finally, P12 indicated to the necessity of principals' observation to urge teachers for collective inquiry.

4.4.5 Obstacles that facing Learning by Doing

All participants agreed on the importance of learning by doing as it can improve their performance. In general, teachers prefer to learn through their experience, but the main problem still the gap between theory and practice. The participants mentioned three types of answers that related to obstacles of learning by doing among the participants.
First, P1, P2, and P3 indicated that some teachers are practicing the concept of learning by doing individually. Also, they ensured the importance of training and teamwork. P1 said: "Teachers need an organized work environment to increase the productivity."

Second, P4, P10, P11, and P12 referred to the obstacles that may face the implementation of resulted ideas from learning by doing, such as the lack of logistic support, and the lack of moral incentives for teacher's participation in different activities. They explained how that could lead to disappointment, negativity, preventing the initiatives, and routine. P12 said, "All teachers realize how their experience and knowledge will increase when they apply the plans and thoughts, but we need to remove all obstacles to make that useful."

Third, P5, P6, P7, P8, and P9 agreed how all teachers learn more from the educational field, and how all professional development programs must simulate this idea. P5 said," I observed the tendency among teachers to learn from their daily problems and interaction with students."

### 4.4.6 Weak Commitment to Continuous Improvement

All participant indicated that teachers don’t show commitment to continuous improvement in an organizational method, except few number of teachers who try to do that individually. Even for those who want work efficiently, they encounter many obstacles such as the crowded classrooms, the ratio of class for each teacher, uncomfortable class environment (mainly the hotness and coldness), and uncomfortable school facilities, that all can hinder the delivery of high quality of education.
For example, P4 stated that "commitment is only a nice symbol in our schools, but not in the reality." P1 indicated to the absence of formal observation on professional development programs, and the joining of these programs is optional. P12 said we never hold any internal training program in our schools.

### 4.4.7 The Lack of Results Documentation

The answers of participants about this topic reflect the lack of clarity about the purpose of documentation of the results. P1 referred to lack of results documentation except that involved in students' exams. P2 explained that teachers do the documentation to satisfy the principal supervisors who visit them, that only done in an artificial manner since they don’t use the result of planning. P3 clarified that "although documentation is compulsory according to the MOE regulations, teachers do that in a false way." P4, P5, and P6 indicated to the gap in the documentation, and how teachers neglect documentation of the results. P6 said "we have teachers who are distinguished by their performance, but they don’t have the required skills for results documentation. On another hand, we have teachers who know how to document while their performance is not distinguished".

Some participants indicated to the reasons of this lack. P8 explained that teachers don’t have time to record all activities. Also stated that they don’t have an organizational method for documentation among schools. P9 said our teachers are very busy, they need the motivation”. P10, P11, and P12 clarified how they tried to invest the results in planning, but they failed because of centralization. Schools cannot exceed the instructions of MOE.
4.4.8 The behavior of the school principal

All participant emphasized that school principal is playing a significant role at the school. P1 indicated that principal can enhance the school when he has a clear vision about the school leadership. P 2 said: "I think principal needs to communicate with all staff members, and he must be flexible while leading the school.” P 3 Describe how the school principal supports him as a new teacher by giving him the required direction and information. P 4 explained how the principal must know about the community inside and outside the school to handle the difficulties. P 5 and P 6 saw that the success of the principals depended on the self-monitoring and the desire to learn new things to develop the leadership skills. P 7, P10, P11 and p12 mentioned that principal initially must arrange all the teachers' requirements for students learning. P 8 said "I feel that principal should give the teachers the opportunity to present their ideas and initiatives”. P 9 indicated that the active principal is the one who know his ability and know the skills of others.

4.4.9 Ineffective Professional Development Programs

All participants unanimously agreed on the importance of professional development training courses. They also referred to many problems related to these courses. These problems are: first, the absence of internal training courses inside the schools, these courses can be held at the main directorate building. Second, the lack of teachers' participation in planning for these courses. Third, professional development courses do not cover the different needs of teachers. Fourth, the timing of these courses is not suitable for the teacher, because it is after duty and teacher. Fifth, the absence of financial compensation for attending these courses. Sixth, the continuous repetition in the topic of these courses. Seventhly, these courses
sometimes could be imported from other countries, and cannot be implemented within the Jordanian context. Eighthly, the absence of following up for teachers after attending these courses.

P8 said, "Professional development courses are useless, they did not change the performance effectively." P9 said, "I never received any incentives for attending the development courses."

4.4.10 Logistics Obstacles that facing professional learning communities in Bani Kinanah

Participants mentioned some obstacles that facing education at the Bani Kinanah directorate. P1 mentioned that the crowded classrooms, the ratio of class for each teacher, uncomfortable class environment (mainly the hotness and coldness), and uncomfortable school facilities, are some of the obstacles that hinder the education in Bani Kinanah.

P2 stated that some obstacle related to the mentality of teachers. He said, "Some teachers perceive the new technology as a useless method that cannot impact the learning of the students." P3 clarified that the financial income for teachers in comparison with other professions stood as an obstacle in front of the educational development. P4 explained how the standards of Jordanian universities admissions affected students focus on getting grades and ignoring the acquisition of other skills. P5 stated that the socio-economic status of teachers had been changed because teachers sometimes need to work after duty time in professions that not related to education, to face their financial difficulties. P6 indicated to the importance of enhancing the standards of teachers' selection and employment because some current teachers don’t have the required skills to perform their crucial responsibility.
P7 said, "I think the communication between us as teachers and the outside community is not enough." P8 mentioned that some teachers focus on their salary and forget their initial task as educators. She added that the private tuition is a very critical phenomenon that must be solved. P9 stated that we need to restore the prestige of the teacher. P10 explained that teachers' impact with the community norms and cultures, and all negative or positive phenomena could be shifted inside the schools and affect the relationship between teachers, principals, parents, and students. P11 said, "Some parents don’t know about the real purpose of education and the new developments in education." P12 indicated to a change in view toward education between past and present.
Chapter 5: Discussion and Recommendation

5.1 Introduction

The purpose of this research was to explore the extent of practicing the different components of PLCs at the Bani Kinanah secondary schools. This chapter includes the discussion of the results of the study. The discussion will be according to each of the three questions. Finally, the researcher provided the recommendation for implementation and further research.

5.2 Discussion of Research Question One

The qualitative data of this study revealed that the extent of practicing the different components of PLCs at the Bani Kinanah secondary schools was high, since the mean score for all components was (3.66). However, the previous mean still indicates to the existence of some problems that related to the implementation of the components of PLCs. For example, this study could find through the qualitative method that schools still need to focus more on participation by all educators in writing mission, vision, values, and goals at school. The interviews indicated that all schools have an artificial mission, vision, values, and goals written on a board and located at entrances only.

The previous results revealed a contradiction between the results of qualitative and quantitative methods, which may happen in the mixed approach. The contradiction between the results of the qualitative and quantitative methods can be explained as the following: first, some participants might not response to the questionnaire seriously. Moreover, the responses of educators to a questionnaire might influence by their personal evaluations, current situations, and job satisfaction. Second, the participants might give more details during the interview due to the
follow up questions by the researcher. Furthermore, the qualitative interviews might more comfortable to the participants because of personal interaction with them.

Moreover, this study revealed moderate activity when conducting a collective inquiry by staff members into best practice and current reality with a mean of 3.19, indicating a need to improve operating the schools as PLCs. Also, answers of participants during interviews presented the following reasons for the lack of inquiry: pressure of work, lack of available time, lack of teacher willingness to carry more responsibilities, impacts of traditionalism, personal or family reasons, teacher's social background, absence of financial motivation, and lack of legislation

5.3 Discussion of Research Question Two

This study revealed a difference in the extent to which the different components of PLCs were practiced between female and male schools—there were statistically significant differences at (0.05) due to the gender variable for females. For example, the extent to which a shared mission, vision, values and goals at school all focused on student learning was mean score 3.70 for male and 4.05 for female. The extent to which a collaborative culture was present (teamwork), focusing on learning among staff members, was 3.62 for male and 3.86 for female. The mean score was in favor of female because the Jordanian female is more internally motivated to join the field to achieve self-actualization.

In general, the Jordanian female prefers the profession of teaching for several reasons. First, the Jordanian community sees the profession of teaching as the best one for females as a conservative society. Second, the duty hours are less in comparison with other jobs. Third, the female teacher can enhance the socio-economic status of her family. Fourth, teaching can help female teachers in raising their children better, due to the critical experience of mixing with others. Fifth, in the
Jordanian community, to be a female teacher is more prestigious than to be a male teacher.

5.4 Discussion of Research Question Three

This study revealed the main obstacles that hinder the implementation of PLC characteristics at the Bani Kinanah schools. These obstacles were, first, a lack of clarity in shared mission, vision, values, and goals at school, focusing on student learning. The study revealed that the reason for this lack of clarity is the contradiction between the point of view of teachers and that of administrative staff on the mission, vision, values and goals for the school. Also, schools did not follow the standard practices for writing these mission, vision, values, and goal statements.

Second, the existence of isolation among some staff members was a problem. This study explored that some educators at the Bani Kinanah schools work in isolation. The quantitative data of this study also shows that the mean of a collaborative culture is 3.74, that are below the expectations of Jordanian ministry of education. On the other hand, many studies indicated to the prominence of collaboration within the school members and how it can impact the students' achievements. Dufour, Dufour and Eaker (2008) said described isolation as the enemy of learning. Moreover, Cox (2011) explains that isolation of teachers through ignoring the best methodologies indicate to a weakness in teachers collegiality and collaboration. Furthermore, this study explored a group of factors that could prevent the teamwork among some staff members at the Bani Kinanah schools, these factors are: the pressure of the work, lack of available time, lack of teacher willingness to carry more responsibilities, the impacts of the traditionalism, personal or family reasons, teacher's social background, the absence of financial motivation, and the lack of legislations that enforce the teamwork among teachers. Third, the absence of
the collective inquiry by staff members into best practice and current reality. Somehow, this obstacle is connected to the previous one about teamwork, because teamwork is an essential element in the collective inquiry.

Fourth, lack of commitment to continuous improvement among some educators at the Bani Kinanah schools. The interviews revealed that some teachers don’t show commitment to continuous improvement in an organizational manner, except some teachers who try to do that individually. Also, this study explored that the processes of teachers selection in Jordan can be one of the reasons for the lack of commitment to continuous improvement. The old and current criteria of teachers' selection never considered the required features that must be available on teachers except the academic qualification. Thus, the criteria of teachers' selection produced many teachers who joined teaching only because of their need for the job.

Fifth, the lack of understanding about the purpose of documentation of the results among educators. Although the quantitative data of this study shows that the mean score of the extent of documenting the results of all activities at school was 3.85, the interviews showed that some teachers do the documentation to satisfy the principal or supervisors who visit them only. Also, teachers neglect the importance of results documentation in planning and solving the problem that related to the students learning. Besides, the study explored that the causes of this problem are: the lack of training and awareness about the importance of the documentation of the results and the absence of compensation system that connected to performance.

Sixth, the existence of ineffective professional development programs. This study explored many problems that related to professional development programs and could explain the reasons that related to the lack of effectiveness of professional development programs. These problems are, first, the absence of internal training
courses inside schools, these courses can be held at the main directorate building only. Second, the lack of teacher participation in planning these courses. Third, professional development courses do not cover the different needs of teachers. Fourth, the timing of these courses is not suitable for the teacher, because it is after duty time. Fifth, the absence of financial compensation for attending these courses. Sixth, the continuous repetition in the topic of these courses. Seventh, this course sometimes could be imported from other countries, and cannot be implemented within the Jordanian context. Eighth, the absence of follow-up for teachers after attending these courses.

Seventh, obstacles related to the school environment. This study revealed some relating to school facilities that may hinder education in Bani Kinanah. These include crowded classrooms, ratio of classes for each teacher, uncomfortable class environment (mainly hotness and coldness), and uncomfortable school facilities. The reasons for the previously mentioned obstacles may relate to limited financial resources from the Jordanian Ministry of Education.

In general, there is a sort of similarity between the findings of the current study and two studies conducted in the United Arab Emirates by Al-Dhaheri (2013) and Al Taneiji (2009). The quantitative results of Al-Dhaheri (2013) indicated significant practice of the characteristics of PLCs among teachers. On the other hand, Al Taneiji (2009) offered quantitative data showing only two of six characteristics of PLCs in the schools. These two characteristics were the existence of supportive and shared leadership and the presence of a supportive structure. While the interviews indicated that teachers were not contributing to the development of statements on school vision, nor understanding these statements. The researcher explained that the
similarity between the findings stemmed from similarities in context and culture in
the United Arab Emirates and the Hashemite kingdom of Jordan as Arabic countries.

5.6 Recommendations for Implementation

The Ministry of Education in the Hashemite Kingdom of Jordan works hard
to enhance the educational system through achieving a comprehensive reform.
Obviously, the mission of MOE is "To create and administer an education system
based on excellence, energized by its human resources, dedicated to high standards,
social values, and a healthy spirit of competition, that contributes to the nation’s
wealth in a global Knowledge Economy."(MOE Jordan, 2010). In accordance with
the results of this study, the researcher presented the following recommendations that
can help in achieving the required reform:

First, All members of each school should participate in writing and preparing
a shared mission, vision, values, and goals of that school, which should focus on
student learning. This participation will help each educator within the school to
understand the vision and the mission clearly, and contribute in avoiding the
misunderstanding about them. Furthermore, the educational supervision department
in Bani Kinanah Directorate should ensure that mission, vision, values and goals of
any school are actual and not artificial.

Second, the principals at the Bani Kinanah secondary schools should
motivate the teachers toward the teamwork by using both material and moral
stimulation. In order to motivate teachers morally, principal can use the following
suggestions: a) principal should make sure that school is a pleasant environment to
work. b) Principal should stand as role model of teamwork in front of teachers. c)
Principal can present appreciation certificates to the cooperative and distinguished
teachers. On other hand, principals can motivate the teachers materially by providing
some presents and financial rewards to them through the cooperation with the organizations and individuals within the local community under the supervision of Bani Kinanah Directorate. Moreover, principal should explain teachers about the importance of collaboration in improving the student's achievements. In addition, MOE should facilitate the teamwork by issuing the needed legislations that could organize and reinforce the culture of collaboration among teachers.

Third, the principal in each school should practically demonstrate the prominence of collective inquiry to all members, and how that can assist in enhancing the outcomes of students, and in increasing the knowledge and the skills of educators.

Fourth, In order to enhance the level of commitment to continuous improvement among educators, everyone who works in education sector should understand that such profession depends on the continuous development. In addition, principals should facilitate all needed factors that can help Teachers to practice the continuous improvement such as: training, giving the suitable time, and evaluation of performance.

Fifth, teachers should receive the required training to help them understand the importance of results documentation in planning and solve the problem that related to the students learning. Besides, MOE should connect the performance of educators with a compensation system.

Sixth, the training department in the Bani Kinanah directorate needs to arrange sessions on the concept of professional learning communities and their characteristics, to help educators understand the importance of this concept for student learning, and how to operate their schools as PLCs. Moreover, MOE should
arrange all needed requirements and logistics to build support for professional learning communities in the schools.

Seventh, MOE must review and enhance the quality of professional development programs. This enhancement can be achieved through the following procedures: holding internal professional training programs at each school. Also, teachers should participate in planning for these programs. Furthermore, these programs should cover the different needs of teachers, and timing must be suitable for teachers. In addition, teachers must receive financial compensation for attending these courses as motivation. Also, the topic of this program should be appropriate to the Jordanian context whether designed locally or externally.

Eighth, this study’s findings should be shared with all educators in the Bani Kinanah Directorate to assist them in learning more about the benefits of practicing the different components of PLCs at the Bani Kinanah secondary schools. Moreover, sharing these results will enable educators to develop new procedures for enhancement.

5.7 Recommendations for Further Research

The researcher recommends conducting further research on professional learning communities in the schools of the Hashemite Kingdom of Jordan using qualitative methods. This study can be replicated to explore the extent to which different components of PLCs are being practiced in other educational directorates and in both primary and secondary education.
Bibliography

Al – Dhaheri, F. (2013). The extent to which the characteristics of professional learning communities were found in cycle one schools in Al Ain (UAE) from the teachers perspective. (Master's thesis) United Arab Emirates University.


Joyce, B., & Showers, B. (2002). *Student achievement through staff development association for supervision & curriculum development.*


Appendix A

التاريخ 06/03/2015
السيد/ مدير التربية والتعليم لمنطقة بني كنانة المحرر
بعد التحية...

الموضوع: تكميل مهمة بحث

بدايةً بطيب الله أن نتقدم لكم بطيب تحياتنا متميزةكم كل التوفيق والنجاح في الارتأائ بالعملية التعليمية العلمية، هذا في إطار التعاون بين وزارة التربية والتعليم الأردنية وклиника التربية بجامعة الإمارات العربية المتحدة. نود إفادكم علماً بأن الطالب/ رامي عبداً، مسجل في برنامج الماجستير تخصص "قيادة التربية"، يقوم بإعداد بحث بعنوان "مدى ممارسة مفهوم مجتمع التعلم المهني في مدارس مديريت التربية والتعليم في لواء بني كنانة، المملكة الأردنية الهاشمية" من ضمن متطلبات الماجستير. لذا نرجو التكرم بالموافقة على تكميل مهمته البحثية.

شاكرين ومçıرين حسن تماركنكم وتفضلوا بقبول فائق التحية والتقدير والاحترام...

د. علي خلفان الشيخ
مساعد العميد لشؤون البحث العلمي والدراسات العليا

College of Education
Assistant Dean for Research and Graduate Studies
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www.cedu.uaeu.ac.ae/graduateprogram
Appendix B

الموضوع/تسهيل مهمة الباحث التربوي

السيد/ رامي حسين محمد عبد الله

السلام عليكم ورحمة الله وبركاته، وبعد;

إذكرة طلب مهمة الباحث المذكور أعلاه في تكليف متعلق رسالة الماجستير تحت عنوان
( مدى ممارسة مفهوم مجتمع التعلم المهني في مدارس مديرية التربية والتعليم في لواء
بني كاتانة ) مرشّحًا لسنّة

واقب Bueno

مدير التربية والتعليم

مستخدم مدير التدريس التنظيمي والفنية

مستخدم رؤية القرن التذكاري والالتزام والإشراف التربوي

المكتبة العامة

www.moe.gov.gov

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Appendix C

The extent of practicing the different components of PLCs at the Bani Kinanah secondary schools.

A professional learning community is a community that is composed of educators committed to working collaboratively in an ongoing process of collective inquiry and action research to achieve better results for the students they serve. The concept of PLCs became a common term in the educational sector. Thus, the educational organizations in the developed countries have been started to implement this concept. Furthermore, many studies have proven the effectiveness of PLCs, and its direct relationship in improving the academic level and the knowledge of students. Kindly give your attention to the current questionnaire and to answer all questions accurately. That may require 10-15 mints. Please don’t mention your name when you respond to this questionnaire. The data from this questionnaire will be treated confidentially and will be used only for the purpose of the current study.

Rami Abdallah
201370062@uae.ac.ae
Under supervision of: Dr. Mohammad Al Hosani

Rami Abdallah
201370062@uae.ac.ae
Under supervision of: Dr Mohammad Al Hosani
Part 1: personal information:

Please tick the appropriate answer

1- Type of the school: for male ( ) for female ( ).

2- Gender of the participant: male ( ) female ( ).

3- Academic qualification: diploma ( ) bachelor ( ) master ( ) PHD ( ).

4- Years of experience: 1-5 ( ), 6-10 ( ) 11-15 ( ), 16-20 ( ), 21- above ( ).

5- Age: 20-30 ( ), 31-40 ( ) 41-50 ( ), 51-60 ( ), 61- above ( ).

6- Career: teacher ( ), principal ( ) vice principal, social worker ( ) other (write it)

Note: the current questionnaire includes 38 statements to describe the common culture at the school. You must select the statement that compatible with the common culture at your school, by ticking the proper degree as follows.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
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</tbody>
</table>

Part 2: the extent of having a shared mission, vision, values, and goals at school, that all focused on student learning.

<table>
<thead>
<tr>
<th>Category:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-</td>
<td>The school members agreed on clear educational missions.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>1</td>
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<tr>
<td>8-</td>
<td>We have a shared and clear vision, which written and known by all members at our school.</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<tr>
<td>9-</td>
<td>There are some common educational values that all members seek to achieve.</td>
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<td>4</td>
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<td>1</td>
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<tr>
<td>10-</td>
<td>We have common goals that timed and cleared to all members of the school.</td>
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<td>4</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>
11- All teacher and administrative staff participate in writing mission, vision, values, and goals at school.

12- An annual meeting which includes all school members holds to set the mission, vision, values, and goals at school.

Part 3: the extent of collaborative culture availability (teamwork), with a focus on learning among the staff members.

<table>
<thead>
<tr>
<th>Category:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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</thead>
<tbody>
<tr>
<td>13- Staff members talk with each other during the breaks about teaching and learning issues, and far away from social life.</td>
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<td>14- Teachers work as a team, and they avoid isolation.</td>
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<td>15- Every teacher knows the methods and techniques that used by other teachers in teaching the students, never the less of his specialty.</td>
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<td>16- Teachers exchange their experiences to improve the performance to achieve a better learning for students.</td>
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<tr>
<td>17- There are a group of behaviors, concepts, and traditions that hinder the teamwork.</td>
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</tbody>
</table>
18- Every teacher knows his role within the team, and he performs it without any contradiction with the roles of others.

<table>
<thead>
<tr>
<th>Part 4: the extent of conducting a collective inquiry by staff members into best practice and current reality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category:</strong></td>
</tr>
<tr>
<td><strong>19-</strong> Teachers conduct a collective inquiry about the current reality of the school regarding teaching and learning.</td>
</tr>
<tr>
<td><strong>20-</strong> Teachers conduct a collective inquiry into the best educational practices and methods in teaching and learning.</td>
</tr>
<tr>
<td><strong>21-</strong> Teachers exchange the results of all learning activities for the purpose of development.</td>
</tr>
<tr>
<td><strong>22-</strong> Teachers design educational plans for each student according to his learning needs.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5: the extent of implementing learning by doing concept among the staff members.</th>
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<tbody>
<tr>
<td><strong>Category:</strong></td>
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<tr>
<td><strong>23-</strong> The staff members transfer the visions and thoughts into behaviors and actual practices in the school.</td>
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</tbody>
</table>
24- The staff members tend to actual implementation and avoid theorizing.

25- The teachers realize that their experience and knowledge will increase when they apply the plans and thoughts.

26- The staff members use their learned experiences through learning by doing, in the process of planning and improving.

27- The staff members committed to set continuous improvement plans for the students’ learning.

28- The staff members realize the effectiveness of training and courses, in improving their performance, to achieve better learning for students.

29- The staff member receives a continuous training within the school, which has been arranged and planned according to the needs of staff members.

30- The staff members analyze the impact of previous strategies to know what was effective and what was not.

31- The staff members participate in planning and arranging the continuous professional development programs.

<table>
<thead>
<tr>
<th>Category: The extent of commitment to continuous improvement among school staff.</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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</table>

Part 6: The extent of commitment to continuous improvement among school staff.
Part 7: the extent of documenting the results of all activities at school.

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<thead>
<tr>
<th></th>
<th>Category:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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</thead>
<tbody>
<tr>
<td>32-</td>
<td>The staff members realize that results are the reliable evidence to observe the students' performance.</td>
<td>5</td>
<td>4</td>
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<tr>
<td>33-</td>
<td>The staff members continuously assess all activities and initiatives in the school.</td>
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<tr>
<td>34-</td>
<td>All results of activities are kept and saved on the school.</td>
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<tr>
<td>35-</td>
<td>The staff members depend on clear assessment results for the decision-making process and improving their practices.</td>
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<tr>
<td>36-</td>
<td>All staff members can access and go through the results.</td>
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Part 8: the role of the school principal.

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<th></th>
<th>Category:</th>
<th>Strongly Agree</th>
<th>Agree</th>
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<th>Disagree</th>
<th>Strongly disagree</th>
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<tbody>
<tr>
<td>37-</td>
<td>The principal ensures that mission, vision, values, and goals, are clear to all staff members.</td>
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<td>4</td>
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<td>38-</td>
<td>The mission, vision, values, and goals are focused on student learning.</td>
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<td>39-</td>
<td>The principal fosters the collaborative culture in the school, and focuses on learning among the staff members.</td>
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<td>40-</td>
<td>The principal ensures the conducting of collective inquiry by staff members into best practice and current reality.</td>
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<td>41- The principal encourages the staff members for learning by doing.</td>
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<td>42- The principal ensures that all staff members are committed to continuous improvement.</td>
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<td>43- The principal facilitates all needed requirements for all staff members to make them committed to continuous improvement.</td>
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<td>44- The principal assures the documenting the results of all activities at school.</td>
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Appendix D

استبانة مدى ممارسة مفهوم مجتمع التعليم المهني في المدارس الثانوية الحكومية لمديرية التربية والتعليم
في لواء بني كنانة، المملكة الأردنية الهاشمية:

يُعرَف مفهوم مجتمع التعليم المهني أنه التزام مجموعة من التربويين الذين يقومون بتعليم مجموعة من الطلاب بالعمل كفريق وتوحيد الجهود والقيام بالبحث المستمر واتخاذ الإجراءات المناسبة للوصول إلى أفضل النتائج للطلبة. وقد دخلت هذه الفكرة إلى المجال التربوي وبدأت المؤسسات التعليمية في الدول المتقدمة بتطبيق هذا المفهوم، كما أثبتت العديد من الدراسات نجاح هذا المفهوم وارتباطه المباشر في تحسين المستوى المعرفي والكاديسي للطلاب وهذا المفهوم هو عبارة عن توجيه وتحسين ثقافة العاملين في مهنة التعليم والمجال التربوي...

يرجى إعطاء هذه الاستبانة الاهتمام الكافي والإجابة على جميع الأسئلة بدقة وقد يتطلب ذلك حوالي 15-10 دقيقة. ونؤكد على ضرورة عدم ذكر الاسم عند تعبئة الاستبانة، وسيتم التعامل مع بيانات الاستبانة بسرية تامة ولن نستخدم إلا لأغراض هذا البحث العلمي فقط.

مع الشكر الجزيل لتعاونكم.

للاتواصل البحوث: رامي عبد الله
201370062@uaeu.ac.ae
هاتف رقم: 7631 0585 200971
المشرف الأول: الدكتور محمد الحوسني
الجزء الأول: البيانات شخصية

الرجاء وضع ح( ) صحيح في المكان المناسب للإجابة عن السؤال

1- نوع المدرسة: ( ) ذكور ( ) إناث
2- جنس المشارك: ( ) ذكر ( ) أنثى
3- المؤهل العلمي( )لزم متوسط ( ) بكالوريوس ( ) ماجستير ( ) دكتوراة ( )
4- العمر: 30-31 ( ), 31-41 ( ), 41-50 ( ), 51-60 ( ), 61-71 ( )، فما فوق ( )
5- سنوات الخبرة: ( ) 1-2 ( ), 2-3 ( ), 3-4 ( ), 4-5 ( ), 5-6 ( )، فما فوق ( )
6- المهنة: معلم ( ), مساعد مدير ( ), مرشد اجتماعي ( ) غير ذلك، أذكرها...

ملاحظة إرشادية: تحتوي هذه الإجابة على 38 عبارة لوصف الثقافة السائدة في المدرسة اختيار الإجابة التي تمثل مدى موافقة كل عبارة التي تصف الثقافة السائدة في مدرستك، وذلك باختيار الدرجة المناسبة كالآتي:

<table>
<thead>
<tr>
<th>غير موافق بشدة</th>
<th>موافق بشدة</th>
<th>محايد</th>
<th>موافق</th>
<th>غير موافق</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>2</td>
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<td>5</td>
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</tbody>
</table>

الجزء الثاني: مدى توفير مهام وروزية وأهداف وقيم مشتركة لجميع أعضاء الفريق التربوي في المدرسة بحيث تركز جميعها على تعليم الطلبة.

المحور:

<table>
<thead>
<tr>
<th>غير موافق بشدة</th>
<th>موافق بشدة</th>
<th>محايد</th>
<th>موافق</th>
<th>موافق بجادة</th>
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</tbody>
</table>

7- يتفق كافة المعلمين على مهام تربوية واضحة.
8- يتوفر في مدرسة مشتركة واضحة ومكتوبة يعرفها الجميع في المدرسة.
9- هناك مجموعة من القيم التربوية المعروفة للجميع والتي يسعى الجميع لتحقيقها.
10- يوجد أهداف مشتركة واضحة للجميع ومحددة بزمن في المدرسة.
الجزء الثالث: مدى توفر الثقافة التدريسية في المدرسة (العمل الجماعي). يركز على التعليم بين أعضاء الفريق.

<table>
<thead>
<tr>
<th>المحور:</th>
<th>غير موافق بشدة</th>
<th>غير موافق</th>
<th>موافق محدود</th>
<th>موافق بشدة</th>
<th>موافق بشدة</th>
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13 - يتحدث المعلمون أثناء فترات الاستراحة حول أمور تخص الطلاب والعملية التربوية بعيدا عن الأعمال الاجتماعية.

14 - يعمل المعلمون داخل المدرسة بطريقة جماعية بعيدا عن العمل والاستقلالية.

15 - يعرف كل معلم ببعض النصائح عن تخصصه-الطرق والأساليب التعليمية التي يتبناها المعلمون الآخرون في المدرسة لتدريس الطلاب.

16 - يتبنا المعلمون في المدرسة الخبرات التربوية لتحسين أدائهم بما يخدم تعلم الطلاب.

17 - يوجد مجموعة متنوعة من الممارسات والأفكار والعادات التي تعرف العمل الجماعي.

18 - يعرف كل معلم دوره ضمن الفريق ويقوم به دون أن يتعارض ذلك مع دور الآخرين.

الجزء الرابع: مدى قيام أعضاء الفريق بالبحث وجمع المعلومات بشكل جماعي حول الواقع الحالي للأداء وطريقة الوصول إلى أفضل مستوى من الأداء.

<table>
<thead>
<tr>
<th>المحور:</th>
<th>غير موافق بشدة</th>
<th>غير موافق</th>
<th>موافق محدود</th>
<th>موافق بشدة</th>
<th>موافق بشدة</th>
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</tbody>
</table>

19 - يقوم المعلمون بإجراء بحث جماعي حول واقع المدرسة الحالي من الناحية التربوية فيما يخص التعليم والتعلم.

20 - يقوم المعلمون بتحديد جماعياً بإجراء بحث جماعي حول أفضل الأساليب والممارسات التربوية في التعليم والتعلم.

21 - يتم تحليل نتائج الانتشار التعليمية كافة مع المعلمين بعرض التطبيق.

22 - يقوم الخمس:كل جماعي بوضع خطط تعليمية لكل طالب بناءً على احتياجات التعليمية.
الجزء الخامس: مدى قيام أعضاء الفريق بالتعلم بالممارسة:

<table>
<thead>
<tr>
<th>المحور:</th>
<th>غير موافق بشدة 1</th>
<th>غير موافق 2</th>
<th>محاسب 3</th>
<th>موافق بشدة 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>٢٣  - يقوم المعلّمون والإداريون بتحويل الروؤى والأفكار إلى ممارسات وفعالٍّّة مباشرة داخل المدرسة.</td>
<td></td>
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<tr>
<td>٢٤  - يميل المعلّمون والإداريون في المدرسة إلى التطبيق الفعلي ويعدون عن التنظيم.</td>
<td></td>
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<tr>
<td>٢٥  - يدرك المعلّمون في المدرسة بأن خبرتهم ومعرفتهم تزداد عند التطبيق الفعلي للأفكار والخطوة على أرض الواقع.</td>
<td></td>
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<tr>
<td>٢٦  - يوفر المعلّمون والإداريون الخبرات المكتسبة من التعلم بالممارسة في عملية التخطيط والتحسين.</td>
<td></td>
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</table>

الجزء السادس: مدى الالتزام والتعهد بالتطوير المستمر من قبل أعضاء الفريق:

<table>
<thead>
<tr>
<th>المحور:</th>
<th>غير موافق بشدة 1</th>
<th>غير موافق 2</th>
<th>محاسب 3</th>
<th>موافق بشدة 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>٢٧  - يلتزم المعلّمون والإداريون في المدرسة بوضع خطط تحسين مستمرة لتعليم الطلاب.</td>
<td></td>
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<tr>
<td>٢٨  - يدرك المعلّمون والإداريون في المدرسة فاعليّة الدورات والتدريب وأثر ذلك في تحسين أدائهم بما يخدم تعلم الطلاب.</td>
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<tr>
<td>٢٩  - يتلقى المعلّمون داخل المدرسة تدريب مستمر يتم تطبيقه والإعداد له باعتبار احتياجات المعلّمين والإداريين في المدرسة.</td>
<td></td>
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</tr>
<tr>
<td>٣٠  - يقوم المعلّمون والإداريون في المدرسة بتحليل أثر الاستراتيجيات التربوية السابقة لمعرفة ما هي الاستراتيجيات الفعالة وما هي الاستراتيجيات غير الفعالة.</td>
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<tr>
<td>٣١  - يشارك المعلّمون والإداريون في عملية الإعداد والتخطيط لبرامج التطوير المهني المستمر.</td>
<td></td>
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</table>
الجزء السابع: مدى القيام بتوثيق نتائج كافة الأنشطة في المدرسة:

<table>
<thead>
<tr>
<th>المحوّر:</th>
<th>الموافق بشدة</th>
<th>غير موافق بشدة</th>
<th>غير موافق</th>
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</table>

22- يدرك المعلمان والإداريون أن النتائج هي الدليل الفعلي لمراقبة أداء الطلبة.
23- يقوم المعلمون بتقييم كافة النشاطات والمبادئ في المدرسة بشكل مستمر.
24- يتم توثيق النتائج ل كافة الأنشطة في المدرسة والاحتفاظ بها.
25- يعتمد المعلمون والإداريون على نتائج تقييم واضحة في عملية اتخاذ القرارات وتحسين ممارساتهم.
26- يُبسط كفاءة المعلمين والإداريين في المدرسة الدخول للنتائج والإطلاع عليها.

المحوّر الثامن: دور مدير المدرسة:

<table>
<thead>
<tr>
<th>المحوّر:</th>
<th>الموافق بشدة</th>
<th>غير موافق بشدة</th>
<th>غير موافق</th>
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</table>

37- يتأكد مدير المدرسة من أن مهام ورؤية وأهداف وقيم المدرسة واضحة لجميع أعضاء الفريق التربوي.
38- يركز المهام والروية والأهداف والقيم على تعليم الطلبة.
39- يعزز مدير المدرسة التفاوض التعاونية في المدرسة (عمل الجماعي) وتركيز التعليم بين أعضاء الفريق.
40- يتأكد مدير المدرسة من قيام أعضاء الفريق بالبحث وجمع المعلومات بشكل جماعي حول الواقع الحالي للأداء وطريقة الوصول إلى أفضل مستوى من الأداء.
41- يشجع مدير المدرسة قيام أعضاء الفريق بالتعلم بالممارسة.
42- يتأكد مدير المدرسة من قيام أعضاء الفريق بالالتزام والتعمّد بالتطوير.
| 43 | يسهل مدير المدرسة ما يحتاجه أعضاء الفريق للقيام بالالتزام والتعهد بالتطوير. |
| 44 | يؤكد مدير المدرسة على القيام بتوثيق النتائج كافة الأنشطة في المدرسة. |

مع خالص شكري وتقديري الباحث: رامي عبد الله
Appendix E

The Questions of the Interview (the qualitative approach)

1- Could you please present your personal and professional information such as the Academic qualification, the Years of experience, positions, and you're current Career in the educational sector?

2- Are there a shared mission, vision, values, and goals for all staff members at your school?
   a- Can you mention this shared mission, vision, values, and goals?
   b- How the staff members transfer this shared mission, vision, values and goals into practices and activities through the learning process?

3- To what extent does the staff member implement the concept of collaborative culture (teamwork)? In the case of the absence of such concept, what are obstacles that hinder the implementation of the concept of teamwork in your school?

4- Are the staff member conducting a collective inquiry into best practice and current reality to know the weakness and strengthens point?
   a- If your answer is yes, can you explain how?
   b- If your answer is no, can you mention the reasons that prevent the presence of such practice?

5- How do you describe the teachers realizing that their experience and knowledge will increase when they apply the plans and thoughts?
   a- Are there any Financial or Moral incentives which motivate staff members to apply the plans and thoughts?
b- Are there any obstacles that hinder the applying of the plans and thoughts?

6- To what extent you feel the existence of commitment to continuous improvement among school staff?
   a- What are the difficulties, problems, and obstacles?
   b- What are your suggestions in facing the problem of education?

7- Can you describe the extent of documenting the results of all activities at school by the staff members?
   a- Are there plans based on the results?

8- a- for teachers: in lights of your previous answers, what the role of the school principal in supporting the implementation these categories?
    b- For principals: in lights of your previous answers, what is your role as the school principal in supporting the implementation these categories? And what are the difficulties of implementation?

9- According to your experiences, do you think that we need to improve the culture and the behaviors of Bani Kinanah educators? Why?

10- Any suggestions?