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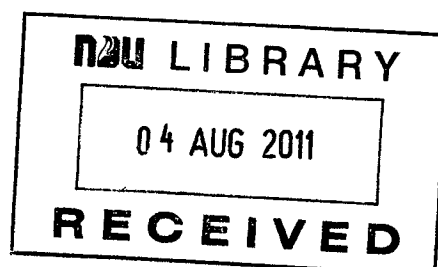
Title:

“Motivation and Empowerment on the Job for Teachers-The Case of Four ‘American-Type’ Private Schools Managed by School Development Consultants (SDC) in Lebanon”

**A Thesis Submitted in Partial Fulfillment of the
Requirements for the Joint Degree of the Master of
Business
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Approval Certificate

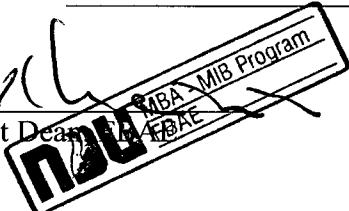
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DECLARATION

I hereby declare that this Thesis is entirely my own work and that it has not been submitted as an exercise for a degree at any other University.

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A handwritten signature in black ink, appearing to be 'Rasha Shukri Hosni', written in a cursive style.

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There are several people who have contributed greatly to the information provided in this research paper, and thus deserve great praise and recognition. First and foremost, the author would like to thank her supervisor, Dr. Elham Hashem, for being very supportive and encouraging of her work. Moreover, the author would like to thank the reader of her study, Dr. Caroline Akhras, for her support and effort in helping her finalize this research document. Furthermore, and of utmost importance to the validity and reliability of this study, the author would like to recognize all of the teachers who were kind enough to answer the survey questions diligently, and provide the author with detailed information for her study, regardless of their demanding schedules. Finally, the author would like to thank the Director of SDC, and the Principals of the four schools, as well as the management teams, for their candid responses to the interview questions, and as well, for their willingness to provide the author with access to information on each of the schools.

ABSTRACT

The topic of this thesis is in the area of **organizational behavior and human resources**, and it is: “**motivation and empowerment** on the job for **teachers**: the case of four ‘American-type’ private schools managed by School Development Consultants (SDC) in Lebanon”. As a result, the following are the two research questions that were explored:

1. What are the problems faced by the faculty of the four schools that are resulting in a lack of intrinsic motivation, specifically empowerment?
2. As a result of the findings in research question 1, what type of plan should management develop to secure an increase in intrinsic motivation through empowerment and other means?

The relationship of this research study to both the author’s job and internship is the management company, SDC that the author works for. As for the international perspective in this study, it takes **international theories of motivation and empowerment** in management, psychology and sociology, and compares them with the motivation and empowerment levels in four private schools in Lebanon. Moreover, theories applied in the recommendations are also derived from similar studies that have been conducted in the United States.

The methodology includes questionnaires conducted with the teachers, interviews with the principals, focus groups, and the review of school literature. The main findings include relatively high levels of motivation and empowerment in the four schools, although not explained fully by participation in the different areas of decision-making at school, but rather by the friendly work environment, and sense of support from both colleagues and management at times, with regard to teachers. The managerial implications include mainly the development of a manual for managerial operations outlining the procedures and processes through which management is expected to empower and motivate teachers, as well as the inclusion of a summary of this manual within the staff manuals of the schools. Moreover, a clear set of criteria is to be included with regard to job description, salary scale and pay-for-performance, and promotion possibilities. Furthermore, a plan to increase the positions of responsibility within the organizational structure of the schools is suggested, in order to give more teachers the chance to participate and use their skills outside of the classroom.¹

¹**Keywords:** Organizational behavior, human resources, teachers, international theories, motivation, empowerment

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Chapter 1

Introduction

1.1 General Background about the Topic

This research paper explores the organizational behavior and human resources in four schools in Lebanon managed by “School Development Consultants” (SDC). According to SDC’s website (www.schooldevelopmentconsultants.org), this company is a small family business established in 1994.

SDC is an international educational services and consultancy firm based in Lebanon. Moreover, it is the managing and consultative body of many International Schools, Colleges and Educational Centers and Projects in Lebanon and the Middle East. SDC is managed by a Board of Trustees made up of specialists in the various areas of education including school management, school design and development, teacher training, special education and educational technology. In addition, this firm is committed to bringing to Lebanon, the Middle East and the rest of the developing world a “learner-centered international education” that is technology-based, relevant to daily life experience, and conducive to the personal growth and creativity of the individual learner.

In fulfilling our mission, School Development Consultants (SDC) will adhere to the following core beliefs:

- The ultimate goal of education is to cultivate in each learner a lifelong passion for learning.

- That each learner's academic potential is most fully realized through a challenging and varied multilevel curriculum integrating the latest technologies combined with the appropriate support.
- Learners learn best in a respectful, supportive community of trust where each learner's needs and abilities are understood and accommodated as fully as possible.
- Intellectual growth requires not only the acquisition of knowledge, but its application in analytical, creative, and expressive ways that make learning meaningful to the learner.
- Physical and emotional health is critical to the development of each learner's personal potential.
- Each learner's life is enriched in a diverse community where differences among people are accepted, recognized, and celebrated.
- Schools share with families the responsibility for fostering in each learner strength of character, a sense of personal responsibility, and an attitude of faith, reverence, and acceptance of others.
- The development of moral leadership in each learner should include instilling a commitment to use one's knowledge, skills and resources in the service of others within the community in order to promote and foster positive change.
- The transformation of teaching institutions into active and cooperative learning environments.
- Developing schools to serve as hubs for promoting educational, environmental, social and cultural awareness within the community at large. (School Development Consultants, 2009)

According to SDC's General Manager, the "Learner's World International Schools" (LWIS) chain managed by School Development Consultants (4 schools in Lebanon, 1 in Dubai) introduced the concept of special needs inclusion services within these schools, in addition to technology-based teaching and learning. SDC has managed the LWIS schools since they were established, the first being in 1997. It is important to note that the school principals are considered "local" representatives of SDC, and thus manage the schools at their own discretion and with a lot of autonomy from SDC. This decentralization has been implemented since SDC first started managing the LWIS schools. The topic of this study is the following: "Motivation and Empowerment on the Job for Teachers-The Case of Four 'American-Type' Private Schools Managed by School Development Consultants (SDC) in Lebanon."

Furthermore, this study will limit itself to researching the four "American-type" schools in Lebanon and exclude the school in Dubai from the research due to the similarities in the schools in Lebanon, and the added variable of multicultural recruitment in Dubai. The latter is very different from the schools in Lebanon whose staff are composed mostly of Lebanese people, whereas the school in Dubai is populated by expatriate staff members, which adds another dimension to the idea of motivation on the job due to the various cultural backgrounds that perceive the concept of empowerment and motivation on the job very differently from one another.

In addition, the concept "American-type" school should be explained. These schools (KG to Grade 12) offer both the Lebanese and American High School programs, but most students follow the American curriculum and graduate from grade 12 to then get enrolled in the freshman class at university. On the other hand, the students enrolled in the Lebanese program present two government exams and usually go on to the sophomore class at university. Also, the methodology of teaching within the schools is based on the American model of "learner-centered" schools. As a result, these schools are not typically American, nor are they purely Lebanese, and hence the term "American-type" schools. It is also important to note that the four schools have a significant population of special needs students who have been part of the schools since their foundation.

According to school literature and the General Manager of SDC, School A was the first school to be established out of the four in 1997. It is owned by a limited liability company (LLC) which hired SDC to set up and manage the entire operation. It started out as a K-12 school from year one. The number of students enrolled in year one reached 187. The school added on a boarding section as of 2002. During the present academic year 2010-2011, the school serves 354 students (including 12 boarding students). The number of teachers at present is 55. The school's management structure includes an SDC appointed principal, a deputy principal and head of senior school (grade 9 to 12), a head of middle school (grade 5 to 8) and a head of infant and primary (nursery to grade 4). SDC has appointed so far two principals to lead the school. The first principal resigned in the year 2000, and the second principal is still leading the school.

School B was established in 1999. It is owned by a share holding company which also hired SDC for the same purposes as School A. This school started out as a K-11 school since there were no 12th graders enrolled in the first year. There were 78 students in its first year of operation. By year two, it became a K-12 school. During this academic year 2010-2011, the school serves 162 students. To date, the school has 36 teachers. The management structure is composed of a school principal appointed by SDC, a head of middle and senior school (grade 8 to 12), and a head of infant and primary (nursery to grade 7). This school was run by three principals. The first resigned in 2004, and the second resigned in 2008. The third principal appointed by SDC is leading the school to date.

School C was also established in 1999. The owners are three individuals who agreed to hire SDC to set up and manage the school. This school started out as a K-8 school with a very limited number of students. The school's first year included 34 students only. Today, during the 2010-2011 academic year, the school has 460 students. Also, the school has 45 teachers. The management structure is as follows: an SDC appointed principal, a head of the high school (grade 10 to 12), a head of middle school (grade 7 to 9), a head of the upper elementary (grade 4 to 6), a head of the lower elementary (grade 1 to 3), and a head of infant (nursery to KG 2). The school has had two principal since its establishment. The first resigned in 2001, whilst the second is still leading the school to date.

Lastly, School D was established in 2003. Like School A, this school is owned by an LLC that also requested that School Development Consultants plan and manage the school. This school started as a K-12 school with 242 students. To date, the school includes 690 students. Moreover, the school has 100 teaching staff members. School D's structure is composed of an SDC assigned principal, a head of high school (grade 9 to 12), a head of middle school (grade 6 to 8), a head of elementary school (grade 1 to 5), and finally, a head of infant (nursery to KG 2). This school has been led by the same principal since its inception.

This research will take the many international theories of management, motivation and empowerment into consideration when exploring the situation with regards to empowerment as a motivating tool in the four schools. As a result of what will be discovered from the research conducted in each of the schools, this study intends to develop a framework for the further empowerment of teaching members of staff that eventually could be implemented. Also depending on how similar or different the results for each of the schools are, a decision will be made on whether to develop one empowerment plan to potentially be applied in all four schools, or individualized "school-specific" plans due to vast discrepancies between school faculty empowerment and motivation levels. Furthermore, for the purposes of privacy with regard to the subjects of this research, SDC's first in command will be referred to as the "General Manager of SDC" throughout this paper. Also, each of the four schools will be identified as "School A", "School B", "School C", and "School D", as well as "School A's Principal" and so on, when referring to the management of each of the schools.

1.2 Need for the Study

SDC is a small family business. By looking at the current levels of motivation and empowerment of teachers and then setting forth a plan to further empower teachers in the four schools it manages in Lebanon if need be, the company would most likely be increasing motivation of the schools' faculty. The latter would thereby potentially decrease employee turnover, cut training costs for the integration of new faculty members, and thus be contributing to a better education for the students, and improving the schools' track record and reputation in the community. The latter

scenario should result in increased student enrollment, a rise in the schools' income, and thus an increase in SDC's share as the managing company of these schools. This as a result, fulfills the vision of the company which is summed up as follows by SDC's General Manager: "to transform all educational practice in our schools to "learner-centered" rather than "teacher-centered". It also ensures our family business's survival and continuity."

1.3 Purpose of the Study

The objectives of this thesis are to explore and understand fully the grievances of the faculty in the four schools and to be aware of their levels of empowerment and motivation, or their perceived level of motivation. Moreover, in an attempt to increase intrinsic motivation, set into place a plan to increase empowerment, specifically, empowering teachers on the job, amongst other motivation tools as a first attempt to apply an intrinsic incentive scheme or schemes (if too many discrepancies are found between the levels of intrinsic motivation across schools) to the four schools.

1.4 Brief Overview of All Chapters

This chapter will be followed by five more chapters. The latter include a chapter (Chapter 2) entailing the literature review for the topic. This involves looking at different management schools of thought, how the concept of motivation was brought about within each era, as well as motivation theories including both extrinsic and intrinsic motivating factors, in addition to motivation methods. This is followed by theories on empowerment as well as empowerment of teachers in schools specifically, and finally the development of research questions based on the topic and literature review.

Furthermore, Chapter 3 discusses the procedures and methods to be used for research. It entails the hypotheses that are developed from the research questions, followed by the type of data used (be it primary or secondary), which in this case will include questionnaires, school and SDC literature, interviews with the principals and information gathered from focus groups. The data will be both quantitative and

qualitative to properly measure motivation and empowerment in the schools. In addition, the chapter will discuss the pilot test that was conducted and the program that was used for the analysis of the quantitative data.

As for Chapter 4, it will focus on the results obtained from the primary and secondary sources of data. It will include the descriptive statistics from the quantitative questions in the survey, as well as the qualitative material obtained from open ended questions in the questionnaire, the interviews with the principals, the focus groups and the schools' literature such as teacher manuals, memos, contracts, mission, vision, objectives, and school hierarchy or organigram.

Additionally, Chapter 5 will discuss the results in detail. After the initial findings of Chapter 4, it is important to analyze the results and decide whether the hypotheses that were developed from the research questions are accepted or rejected. Also, based on the results of the research, the study will set forth a plan, or more individualized "school-specific" plans, as was previously mentioned, in order to integrate, or further develop the concept of empowerment and motivation on the job for teachers.

Finally, Chapter 6 is a concluding chapter where important results are reemphasized and compared to the theoretical framework that was developed in the literature review. Moreover, the limitations of the research will be discussed and recommendations made to the management of the four schools regarding the appropriate type of plan they should consider applying for the further development of empowerment and motivation on the job to positively influence intrinsic motivation in their employees.

Chapter 2

Review of Literature

2.1 State of Knowledge in the Area of Interest

2.1.1 Schools of Thought in Management

The term motivation has been defined by many different scholars in a variety of ways, depending on their professional background and approach to the subject as well as the school of management they belong to. The research conducted for the purposes of this study will be highlighting the various aspects of motivation as they apply to human resources and organizational behavior. In Bloisi, Cook, and Hunsaker's (2006) "Management and Organizational Behavior", the authors discuss four schools of thought in management: the classical, human relations, systems, and contingency schools.

Bloisi et al. (2006) mention two major theories in the classical school of thought dating back to the beginning of the twentieth century: the first, "scientific management", emerged "from Frederick Taylor's assumption that the interest of management and employees could be integrated through the principle of economically motivated self-interest" (Bloisi, Cook, & Hunsaker, 2006, p. 7). Norton (2005) who also classifies schools of thought in management into four eras, quotes Taylor who "stated that the art of management is 'knowing exactly what you want men to do, and then seeing that they do it in the best and cheapest way'" (p. 10).

The second theory that addresses motivation was developed by Henri Fayol who came up with "the first management principles that focused on the administrative aspects of the manager's job" (Bloisi et al., 2006, p. 9). Norton (2005) emphasizes that Fayol's approach was more focused on administration and management whereas Taylor had placed more emphasis on the worker. Fayol's "functions of management" include planning, organizing, coordinating, commanding and controlling. For the purposes of this study, the definition of commanding is

important with regards to the mention of motivation. Commanding is defined as directing and “engaging in those activities that ensure effective operation, including leadership and motivation of employee action towards goals” (Bloisi et al., 2006, p. 9). The five functions that were developed by Fayol have since evolved to what many experts agree on as the “management process”. This progression is outlined in Dessler’s (2008) title, “Human Resource Management”, and includes the following: planning, organizing, staffing, leading and controlling. One notices that unlike Fayol’s original principles, “coordinating” has become part of “organizing” and the term “commanding” has been replaced with “leading”, which is what the term was originally explained as according to Bloisi et al.’s (2006) definition of the term. The new addition is “staffing” in this management process. The latter includes determining recruitment, standards of performance, training, and evaluation of employees (Dessler, 2008, p. 2).

Another school of thought in management is the “human relations or behavioral approach”. This school emphasizes the human element as compared to the more “rational-economic” view that the classical school put forward (Norton, 2005, p. 17). One of the first contributions to this school were made by Mary Parker Follett who championed the “integration” of the human element in an organization through cooperative and collaborative problem solving. She set forth three approaches to resolving problems: “domination”; which she believed was the easiest approach management can take to solve a problem but with mediocre results, “compromise”; which would only give either party partial satisfaction, and “integration”; which is explained above (Norton, 2005, p. 18). As part of this school, Abraham Maslow developed a theory of motivation where he “defined human motivation as ‘the study of ultimate human goals’ in his 1954 book *Motivation and Personality* (Maslow, 1954)” (Bloisi et al., 2006, p. 13).

The following school of thought in management, the “systems approach”, was expressed by Chester Barnard who viewed the organization as an “open system” and emphasized that the executive leader’s task is to set forth open communication in the organization, cooperation and the collaboration of individuals to achieve a goal within the organization (Bloisi et al., 2006, p. 12-14). Within this theory, open communication, a common purpose and contribution to the group are vital for the

system to work. Furthermore, Barnard discussed organizational “effectiveness”, which involves achieving the organization’s goals through cooperative action, and “efficiency”, which he explained as the individual satisfaction of needs. If a leader meets both effectiveness and efficiency, according to Barnard, this is known as the “organization’s capacity of equilibrium” (Norton, 2005, pp. 26-27). Finally, the contingency theory of management emphasizes the situational approach to management. Depending on the circumstances, the manager or leader applies what they deem necessary to get desired results (Bloisi et al., 2006, p. 16).

2.1.2 Organizational Commitment and Leadership Styles

In his article, Scholl (1981) discusses two divergent schools of thought on the concept of “commitment”. The first is the rational, organizational behavior approach:

[The organizational behavior approach] views commitment largely as an employee attitude or, more specifically, a set of behavioral intentions, such as a desire to remain with the organization, an intention to exert high levels of effort on behalf of the organization, and an identification with the organization’s goals. The antecedents of these intentions are basically positive work experiences, personal characteristics, and job characteristics. The outcomes of these intentions are increased performance, reduced absenteeism, and reduced turnover (Steers, 1977). As Staw (1977) suggests, this model takes the general form of expectancy theory, according to which employee behaviors are the result of valued rewards. (Scholl, 1981, p. 589)

The second approach, the behavioral, social psychological school “generally confines itself to the employee membership decision. The behavioral school uses the concept of “investments” to explain membership and in doing so implicitly defines commitment as a type of force directing individual behavior” (Scholl, 1981, p. 590).

The author chooses to make use of the second school of thought on commitment since he claims it is viewed as a motivating factor and not an attitude and a behavior based on expectancy that is portrayed in the rational school of thought. Although this is true, Scholl (1981) does not undermine the stabilizing power of what he calls the “exchange” or expectancy and equity theories of motivation where people expect rewards for their actions and compare the rewards to the amount of work they put into a task as well to others around them doing the same type and amount of work. “For this reason, commitment will be defined here as a stabilizing force that acts to maintain behavioral direction when expectancy/equity conditions are not met and do not function” (Scholl, 1981, p. 593). The author thereby presents four potential “commitment mechanisms” that diverge with the expectancy theory including; “investments” that are the future gains that one expects from continued long term membership in an organization, “reciprocity” that involves remaining committed to those who gave you a job, “lack of alternatives” because one has been performing certain activities for so long in the same organization, and finally, “identification” with one’s status and work that makes it very difficult to change (Scholl, 1981, pp. 593-595).

Moreover, the organization is defined as “a group of people working in a network of relationships and systems towards a common objective” (Bloisi et al., 2006, p. 45). Relative to this is the “need to balance the interests of various groups who have a stake in its actions and outcomes” (Bloisi et al., 2006, p. 45). These various groups, also known as stakeholders, include employees. The latter are part of a hierarchy in the organization and are usually supervised by a manager. The manager plays many roles in relation to employees, one of which is that of a leader. In this particular role, the manager influences employees, and motivates them toward achieving the goal of the organization (Bloisi et al., 2006, p. 59). According to Norton (2005), “using James Hanlon’s Theorem 21 (1968), which is concerned with task involvement and ego involvement on the part of organizational members, the leader might state, ‘If I can persuade all members that this situation does in fact involve them at the level of their ideal goals, the level of energy and commitment toward the situation will be high’” (p. 6).

In order to reach an organization's vision and objectives, it is important to employ people "who are able and willing to do the work necessary" (Bloisi et al., 2006, p. 141), also known as the "person-job fit" which can be defined as "the degree of fit between a person's abilities and motives and a job's demands and rewards" (Bloisi et al., 2006, p. 141). Furthermore, when people join an organization, they usually do so with implicit expectations of what is expected of them, and what they in turn are to receive from the organization. If they expect a raise and do not get one, they may exert less effort on a task. The authors also discuss the "social contract" or combined psychological contracts within a culture. This contract took place in the United States and United Kingdom and included the following; "employees would give regular attendance and effort, along with loyalty, to the organization. In return, employers would provide 'fair' pay and benefits, advancement based on seniority and merit, and job security within reasonable limits" (Bloisi et al., 2006, p. 142). This widely accepted and applied contract has changed recently.

According to Csoka (1995) a revised social contract will probably include the following in defining new relationships. Employees will be expected to provide a high level of performance, a commitment to the company's objectives, and a willingness to innovate or make suggestions and train to improve behavior. Employers, in turn, will provide interesting and challenging work, learning, flexibility, performance-based compensation, and opportunities for participation and involvement. This means that many workers will have to change from their psychological dependence on their employers to a commitment to their craft or profession. (Bloisi et al., 2006, p. 143)

Bloisi et al. (2006) claim that both managers and leaders can be found at all levels of the organization. The difference between the two is that while managers have a title that carries official responsibilities towards employees and the organization, leaders can make use of leadership from any position in the organization's hierarchy.

“Leaders excite people about visions of opportunities and empower them to innovate and excel” (Bloisi et al., 2006, p. 647).

There are several leadership styles that influence others through behaviors that leaders portray. Norton (2005) includes five different styles; “nomothetic leadership” which is centered around the idea “that the most effective means of goal accomplishment is vested in the normative dimension of the institution as opposed to focusing on meeting the need dispositions of individuals in the system” (p. 30). The second style is “idiographic leadership” which presents an opposing view to the previous leadership style, whereas individual needs are given priority over the institution. The third is “transactional leadership” that many view as a balance between the above mentioned leadership styles, but this is not very accurate. This style is related to what the author terms a “barter system”. “The follower completes a needed task of the leader in exchange for some reward. The leader gains the allegiance of the follower since it is considered to be a win-win situation” (Norton, 2005, p. 30). Unlike the latter, and referring to Bennis and Nanus (1985), “transformational leadership” is about “successfully chang[ing] organizations by fostering high organizational expectations and calling upon the highest abilities of individuals through visioning, communicating, trusting, and deploying behaviors” (Norton, 2005, p.49). Finally, Norton (2005) discusses a leadership style that he developed; “competency-based leadership” which is defined as follows:

Identifying the competencies of executive leaders serves three specific purposes: It provides a definition and direction for leader behaviors on the part of the executive; it offers a basis for both self-reflection and external performance evaluation of the work of the executive; and it serves to identify strengths as well as areas that require personal and professional development on the part of the executive. (Norton, 2005, p. 61)

In addition, Avolio, Zhu, Koh, and Bhatia (2004) explore the possibility of “psychological empowerment” reconciling with “the effects of transformational

leadership”. Furthermore, they examine “how structural distance (direct and indirect leadership) between leaders and followers moderated the relationship between transformational leadership and organizational commitment” (Avolio, Zhu, Koh & Bhatia, p. 951). Avolio et al. (2004) use Spreitzer’s (1995) definition of empowerment which is described as “increased intrinsic task motivation manifested in a set of four cognitions reflecting an individual’s orientation to her or her work role: competence, impact, meaning, and self-determination” (p. 953). Empowerment has been identified as a central tenet to transformational leadership and thus to organizational commitment.

As for structural distance, in the context of their article, the authors make use of the term from what they perceive to be a “narrow perspective”, and that is “the hierarchical distance between the leader and follower in terms of job responsibility (i.e., direct [supervisor] versus indirect)” (Avolio et al., 2004, p. 954). To further clarify this point, the authors explain that direct leaders are those to whom subordinates have immediate access, whilst indirect leaders may be at the top of the hierarchy, separated from employees by middle management. Accordingly, the closer the leader’s position to the employee, the better the communication and effectiveness.

The results of Avolio et al.’s (2004) study show “a positive association between transformational leadership and organizational commitment” (p. 962), while the relationship “between transformational leadership at the direct immediate level was only modestly related to followers’ level of empowerment and organizational commitment” (p. 962). The authors explain that this may be due to the fact that employees that are close to their superiors may see “inconsistencies in their leader’s behavior” (p. 962) and that may result in less commitment to the organization. Contrary to the latter, the association between transformational leadership at the indirect level showed that empowered employees had increased commitment to the organization due to a feeling of working for a greater purpose. Moreover, and as a result of the latter, structural distance does influence the relationship between transformational leadership and organizational commitment (Avolio et al, 2004, p. 962).

2.1.3 Theories of Motivation

According to Bloisi et al. (2006), “motivation is at the heart of how innovative and productive things get done within work organizations” and “those who lead need to be aware of how they use language and behavior to arouse in followers a desire to direct effort into activities that benefit the organization and themselves” (p. 195). Bruce and Pepitone (1999) quote renowned psychologist and philosopher William James who said “the deepest principle in human nature is the craving to be appreciated” (p. 11). Norton (2005) claims that behavioral scientists have differed in opinion regarding one’s motivational forces at work; some believe that past experience cues motivation, while others contend that present conditions influence motivation. Finally, a position known as “third-force psychology” that postulates “that future aspirations and goals are basic motivators of individual behavior” (p. 21) is the underlying theory behind Maslow’s hierarchy. It is important to note that people have different needs that motivate them and as such trigger certain behaviors either to approach something desirable or avoid unpleasant situations. The latter has been identified by psychologists as the “approach-avoidance behaviors”. Maslow identified these opposing behaviors and categorized them into “deficiency reduction needs” that trigger avoidance from unpleasant situations, for instance, hunger, and at the other end of the spectrum “growth aspiration needs” that motivate individuals to go toward or approach an experience that is satisfying and meaningful to them (Bloisi et al., 2006, p. 198).

Maslow’s “hierarchy of needs” shows the “need-based motivation” of people from “physical well-being” as the most basic, and then progresses successively through safety, belonging, esteem and self-actualization needs” (Bloisi et al., 2006, p. 199). According to Maslow, these needs are satisfied in order, and as each “lower-level need” is satisfied, one can move up the hierarchy to a “higher-level need” (Norton, 2005, p. 21). The hierarchy was criticized due to the order in which needs should be satisfied. Furthermore, its application to organizational behavior was also a concern for even Maslow himself since his initial study was conducted from a psychiatric perspective in that he was dealing with neurotic patients in his clinic (Bloisi et al., 2006, pp. 198-200).

Bloisi et al. (2006) move on to discuss the ERG Theory developed by Alderfer that was also needs-based, but instead of categorizing needs in a hierarchy like Maslow did, his theory was categorized into three groups based on the initials in the theory's name, and the needs could function simultaneously. "Existence needs refer to basic survival needs", "relatedness needs draw people into interpersonal contact for social-emotional acceptance, caring and status", and "growth needs involve personal development and a sense of self-worth" (Bloisi et al., 2006, p. 200). Another advantage to this theory is the fact that Alderfer developed it for purposes of "understanding adult behavior in task-oriented organizations" (Bloisi et al., 2006, p. 201). Frederick Herzberg developed the "dual-factor theory" that is based on "work-related motivation". He concluded from his research that "job satisfaction and job dissatisfaction derive from different sources" and "simply removing the sources of dissatisfaction will not cause a person to be motivated to produce better results" (Bloisi et al., 2006, p. 202).

Based on the latter, Herzberg developed his theory with two types of needs in a work setting: "hygiene factors", and "motivator factors, which originates from the nature of the job itself and can create job satisfaction" (Bloisi et al., 2006, p. 202). Herzberg suggested "job-enrichment" or adding variety and responsibility to increase motivation and thus job satisfaction. This theory has been criticized in that it is mostly confined to the method that is used and more importantly, it oversimplifies the complex nature of satisfaction and how it relates to motivation (Bloisi et al., 2006, p. 204).

Another motivation theory of note, "Theory X and Theory Y", was developed by Douglas McGregor. Theory X assumes that human behavior is based on the need to satisfy basic needs rather than contribute to the greater good of the organization and its objectives (Norton, 2005, pp. 24-25). As a result, "managers must persuade, reward, punish and control those who do not naturally strive to learn and grow" (Bloisi et al., 2006, p. 205). On the other hand, Theory Y postulates that human behavior is motivated by "higher-order growth needs" and in this case "management's task is to enable people to act on these needs and to grow in their jobs.

McGregor's Theory Y assumes that people enjoy work and work is as natural as play, recognition and self-fulfillment are as important as money, employees are committed to their work and exercise self-direction and seek responsibility, and workers will show creativity and ingenuity when given the chance. (Bruce & Pepitone, 1999, p. 13)

"Management's essential task is to structure the work environment so that people can best achieve their higher-order personal goals by accomplishing organizational objectives" (Bloisi et al., 2006, pp. 205-206). Bloisi et al. (2006) claim that the above theories assume that a person's situation at the time will determine the level of need they will attempt to satisfy. Unlike the latter, another theory suggests that some needs are acquired from one's social environment and remain constant throughout one's life and motivate behavior whenever a possibility to satisfy them arises; "examples of learned motives include the need for achievement, power, affiliation, competence, status and autonomy" (Bloisi et al., 2006, p. 207). The "achievement motive" is used to describe "people who have a high need to achieve and are usually self-motivated" (Bloisi et al., 2006, p. 208). These people seek tasks that are challenging but feasible to accomplish. As for the "power motive", it involves a person's need for power and influence over others. Bloisi et al. (2006) mention the fact that McClelland differentiates managers with a high need for "personal power" and those with "institutional power needs". The former is considered autocratic and controlling whilst the latter influences others for the greater good of the organization. Moving on to the "affiliation motive", it revolves around the need for belongingness and social relationships. It is of note that McClelland viewed a person with a high need for affiliation as more likely to be a weak superior or manager. Another important determinant of motivation is "personal ideology"; "one's values and conception of one's place in the world in relation to meaningful activities that promote a sense of self-worth" (Bloisi et al., 2006, p. 211) enhance a person's self-esteem and consistency in the work itself.

Another set of theories, the "process theories of motivation", revolve around the relationship of "cause-and-effect". One such theory is the "expectancy theory" that

was developed by Vroom to explain that individuals are “motivated to achieve a desired goal as long as they expect that their actions will achieve the goal” (Bloisi et al., 2006, p. 213). Stacy Adams proposed the “equity theory” based on the “effort-performance-reward” relationship and whether it is perceived as fair by individuals. According to this theory, a person’s motivation level is contingent on what they view as a fair reward with respect to their input and output or effort and performance, as well as compared to other individuals in their organization, and people in the same occupation in general (Bloisi et al., 2006, p. 219).

Furthermore, and of relevance to motivation, is that “Hofstede’s (1983) investigation of dominant cultural values in 50 countries found that the United States ranks highest in individualism” (Bloisi et al., 2006, p. 221). This led the authors to infer that motivation is very limited in the “Western” sense in that it focuses on the individual and individual achievement versus the many other cultures that emphasize the group or team. Although this is true, the authors also put forward the idea of a shift in the West, in countries such as the United States, where teamwork is beginning to gain momentum in many organizations. Another interesting observation was made by Harpaz, whom after studying 7 countries including Western, Middle Eastern and South Eastern states, found that the concept of work being interesting or challenging was ranked as one of the most important aspects by individuals who participated in the study (Bloisi et al., 2006, p. 221).

2.1.4 Intrinsic and Extrinsic Rewards

In their book “Motivating Employees”, Bruce and Pepitone (1999) identify intrinsic motivation as behaviors that emanate from internal desires or drives, in order to achieve something. They also state that human beings are affected by factors outside of the self, extrinsic motivators that can be tangible, like financial or material rewards, or verbal. Furthermore, and of note is a statement they make regarding both intrinsic and extrinsic motivation; “But make no mistake about it: whatever we do, it’s always because we believe it will fulfill some current or future personal goal or desire we have (Bruce & Pepitone, 1999, p. 3). Moreover, the authors refer to Kohn’s (1993) “three C’s of motivation”: “Collaboration” that inspires team work and shared responsibility thus eliminating individual

responsibility for a mishap and therefore motivates employees, “Content” through helping employees gain a clear understanding of how their work is contributing to the organization, and “Choice” as a form of empowerment through decision-making regarding one’s own work or task.

Many a time, intrinsic motivation is undermined due to “organizational fear or intimidation, bureaucracy, ..., conflicting goals and messages within the organization, lack of training, ..., lack of time and resources to do the job, and management not valuing frontline staff and their contributions” (Bruce & Pepitone, 1999, p. 5). There are several ways to create a motivating environment for employees through:

Build[ing] self-esteem and complimenting them on good work, ..., ask[ing] for input, then do[ing] something with it, let[ting] employees share responsibility for improving work processes and train[ing] them to do so, ..., tying raises to performance, not seniority, ..., and interact[ing] and communicat[ing] with people. (Bruce & Pepitone, 1999, pp. 6-7)

“According to Steers and Porter (1987) although most people look for some mix of intrinsic and extrinsic rewards, people clearly differ as to which is the more compelling motivational force” (Bloisi et al., 2006., p. 215). In 1985, Spicer wrote an article titled “A Public Choice Approach to Motivating People in Bureaucratic Organizations”. In order to understand this approach, it is important to understand the idea it puts forward; “Olson notes, however, the achievement of any common goal or the satisfaction of a common interest means that a public or collective good has been provided for that group (1971, p. 15)” (Spicer, 1985, p. 518). The author makes use of this approach to look at how people attempt to cooperate in an organization in the pursuit of “common interests”. Furthermore, and consistent with “economic theory”, it is assumed that individuals pursue their self-interests and work toward efficiency in an organization when they expect that their behavior will help them gain extrinsic rewards. Spicer (1985) also refers to Locke et al. (1980)

who concluded in their study that financial incentives were the most important determinants for employee motivation.

Mottaz (1985) suggests three different reward systems that determine work satisfaction: “intrinsic task rewards, extrinsic social rewards and extrinsic organizational rewards” (p. 365). The intrinsic rewards that are derived from the task are related to the job itself; how challenging it is and how creative and independent individuals feel while doing the job. As for the extrinsic social rewards, they are derived from interpersonal relationships at work such as accommodating colleagues and managers. Lastly, extrinsic organizational rewards include pay equity and benefits, good working conditions such as the availability of resources and a fair schedule, and possibilities for promotion. After researching five different occupations and thousands of individuals that work within these occupations, Mottaz (1985) found that intrinsic task rewards and extrinsic social rewards had a greater impact or influence on work satisfaction than extrinsic organizational rewards. The exception was in what he called “lower-level occupations” such as factory workers who emphasized the importance of extrinsic organizational rewards.

Similarly, Cameron and Pierce (1994) examine the effects of reinforcement/reward on intrinsic motivation. The authors refer to Shwartz’s (1990) article that was published in the “American Psychologist” where he explains that intrinsic motivation is greatly undermined by reinforcement because it becomes the objective of completing a task. Moreover, when that reinforcing factor is then taken away, individuals exert even less effort into accomplishing the task at hand. Intrinsic motivation is derived from doing and enjoying the job or task itself. “The result of such behavior is an experience of interest and enjoyment; people feel competent and self-determining, and they perceive the locus of causality for their behavior to be internal” (Cameron & Pierce, 1994, p. 364).

Contrary to the latter, extrinsic motivating factors lead to constant anxiety and low self-esteem due to a reinforcing factor. It is important to understand what distinguishes reinforcement from reward, although most people use them interchangeably. While reward is viewed as a positive term that involves gaining something after accomplishing a task, reinforcement helps direct a behavior and give it consistency. Cameron and Pierce (1994) refer to Deci's (1971) experiments that showed that if an individual participates in an activity for the purposes of getting pleasure out of the activity itself, otherwise known as intrinsic motivation, and then a reward is added, such as money, intrinsic motivation decreases. On the other hand, it was found that verbal praise was an external determinant that contributed positively to intrinsic motivation. Also, when a reward comes unexpectedly, it does not affect intrinsic motivation.

However, Cameron and Pierce (1994) also point out that different experiments have had contradictory results on reinforcement and rewards and their effects on intrinsic motivation. This is partly due to experimental design such as whether a reward is participation or performance contingent, whether the reward was verbal or tangible and finally whether it was an expected or unexpected reward. As a result of taking past experiments into consideration, and conducting their own meta-analysis of reinforcement/reward effects on intrinsic motivation, the authors concluded that "In terms of rewards and extrinsic reinforcement, our overall findings suggest that there is no detrimental effect on intrinsic motivation" (p. 394).

Benabou and Tirole (2003) reiterate the argument that economic theory sets forth, that people respond to financial incentives, and the renowned counterargument that psychology and sociology champion; extrinsic motivators undermine intrinsic motivation. They go on to say that their study titled "Intrinsic and Extrinsic Motivation" is a means to try to put to rights both points of view. The authors claim that an informed superior can use financial incentives as long as they are used with caution.

We consider an individual (the agent, "he") who faces uncertainty about his payoff from taking a particular action. The unknown variable could be a

characteristic of the person himself, such as raw ability, of the specific task at hand (long-run return, how difficult or enjoyable it is to complete, etc.), or of the match between the two. Naturally, the agent will undertake the task only if he has sufficient confidence in his own ability to succeed, and in the project's net return. As a result, people with a stake in his performance have strong incentives to manipulate signals relevant to his self-knowledge. Given that effort and ability are usually complements in the production of performance, they will want to boost his self-confidence, as well as his interest in the task. Thus, in much of this paper, a principal (parent, spouse, friend, teacher, boss, colleague, etc., "she") has a vested interest in (derives a benefit from) the agent's undertaking and succeeding in the activity. (Benabou & Tirole, 2003, p. 491)

Benabou and Tirole (2003) come to several conclusions based on the above premise: first, rewards are seen as short term "positive reinforcers", and when used long term, have what psychologists view as "hidden costs", since their eventual withdrawal results in them becoming "negative reinforcers" and a decrease in intrinsic motivation. Contrary to that, using an intrinsic motivating factor such as empowerment, gives the agent a sense of self-determination and autonomy that increases intrinsic motivation.

In their 2003 article, Huang and Van de Vliert discuss the differences between rich and poor countries with regards to the importance they attach to intrinsic and extrinsic motivating factors in the workplace and job satisfaction. More than one hundred thousand individuals from 49 countries participated in the study and the general results were as follows: The authors found that people in rich countries with good social welfare plans, and individualistic, small power distance cultures view intrinsic motivating factors as highly important in their job characteristics, seen as general working conditions such as wages are regarded as fair, whilst individuals in poorer countries did not attach such importance to them. Contrary to this,

individuals in all countries find extrinsic job factors highly important for satisfaction (Huang & Van de Vliert, 2003, p. 159).

There are several socio-economic and cultural theories that help explain why the above results were found. One of the most relevant socio-economic theories is that of Maslow and his hierarchy of needs. As lower physiological needs are satisfied, one can move toward the satisfaction of higher-level needs. “Workers in richer countries may attach more value to the intrinsic aspects of work and, therefore, may be motivated more by intrinsic rewards, because they have taken survival for granted” (Huang & Van de Vliert, 2003, p. 161). As for the cultural perspective, it is the theory of Hofstede that is put forward as one of the main cultural theories; “Hofstede's (1991) observation that in individualistic cultures people tend to be self-reliant, be self-motivated, and place more value on individual interests” (p. 162). As a result of the latter, it is to be expected that in individualistic, small power distance, richer country, individuals would find intrinsic motivation on the job as highly important.

Kehr (2004) sets forth what he refers to as a “compensatory model” of motivation in the workplace. He believes that modern day notions of motivation on the job do not account for implicit motives (also intrinsic motivating factors) nor do they distinguish between intrinsic and extrinsic motivation and what he calls a “resulting intrapersonal conflict”, “volitional mechanisms to resolve such conflict, and the relation of these processes to perceived abilities and problem solving” (p. 479).

The author makes use of “volitional regulation” that is otherwise expressed as will or practice of control to avoid “lower-level” behavioral impulses to make up for a lack of motivation “due to discrepancies between implicit and explicit motives” (p. 485). As for “problem solving”, which is described as “repeated behavioral experiences [that] lead to [the] development of automatic control processes, ..., non-routine situations, environmental obstacles, or personal mistakes lead to script interruptions and require additional problem solving (March & Simon, 1958) and planning (Schank & Abelson, 1977)” (Kehr, 2004, p. 486); it is used to make up for unsatisfactory “perceived ability” which is the individual’s perception of whether

he/she is able to accomplish a task otherwise expressed as competence, which closely relates to Bandura's (1977) concept of self-efficacy. The author claims:

To overcome these limitations, I have developed the compensatory model of work motivation and volition. In this article I describe the structural components of the model (implicit motives, explicit motives, and perceived abilities) and explain the interrelations and interactive effects of these determinants of work motivation. I then discuss the functional processes of the model (volition and problem solving). Because these functions compensate for inadequate motivation (volition) and inadequate perceived abilities (problem solving), I call the model "compensatory." (Kehr, 2004, p. 479-480)

Moreover, Gagne and Deci (2005) discuss the "cognitive evaluation theory" (CET) that postulates that extrinsic "tangible rewards tend to diminish feelings of autonomy, prompt a change in perceived locus of causality (PLOC) from internal to external (deCharms, 1968; Heider, 1958), and undermine intrinsic motivation" (p. 333). Other researchers differ with this view:

In contrast, some external factors such as providing choice about aspects of task engagement tend to enhance feelings of autonomy, prompt a shift in PLOC from external to internal, and increase intrinsic motivation (Zuckerman et al., 1978). (Gagne & Deci, 2005, p. 333)

The above premise was developed into "self-determination theory" (SDT) which suggested three processes through which external factors were internalized to reconcile extrinsic and intrinsic motivation. Gagne and Deci (2004) named these processes "introjections", "identification", and "integration". The first, introjections, is the least internalized concept in that it is "a regulation that has been

taken in by the person but has not been accepted as his or her own” (p. 334). The second, “identified regulation, [makes] people feel greater freedom and volition because the behavior is more congruent with their personal goals and identities. They perceive the cause of their behavior to have an internal PLOC-that is, to reflect an aspect of themselves” (p. 334-335).

The fullest type of internalization, which allows extrinsic motivation to be truly autonomous or volitional, involves the integration of an identification with other aspects of oneself-that is, with other identifications, interests, and values. With integrated regulation, people have a full sense that the behavior is an integral part of who they are, that it emanates from their sense of self and is thus self-determined. (Gagne & Deci, 2005, p. 335)

2.1.5 Motivation Methods

From a manager’s perspective, there are several different options to choose from when it comes to motivating employees. This may come as a challenge since individuals are motivated by different factors, be they internal, external or a mix of both (Bloisi et al., 2006, p. 238). According to Bloisi et al. (2006), “goal-setting” is one way to develop motivation. By setting challenging goals, it is said that people exert greater effort and improve performance. This is also known as the “content” of a goal. Another concept is emphasized in “goal-setting”; “intensity”. Amongst other things, the latter represents the amount of participation in the process of setting a goal which is seen as a way to increase commitment to a goal but not necessarily increase performance more than when managers assign goals instead.

Motivation is also built up through “management by objectives” abbreviated as MBO. This process essentially revolves around management and employees cooperating in the formulation of specific objectives. “The intent of MBO is threefold: (1) to strengthen planning; (2) to encourage participative decision-making; and (3) to motivate performance of tasks that have a high pay-off for the

organization” (Bloisi et al., 2006, pp. 243-244). Bloisi et al. (2006) mention several shortcomings of MBO one of which is that management and employees may not be on good terms and thus collaboration becomes difficult and the entire MBO process is then compromised.

Unlike the above cognitive methods of motivation, “reinforcement” is an external method that is often used in behavior modification with the intention of having someone behave in a certain way. Bloisi et al. (2006) put forward an ABC sequence for behavior modification that begins with an antecedent; “cue that precedes a set of behavior alternatives-the stimulus or circumstance that invites a desired behavior” (p. 246), a behavior; “ in response to the antecedent” (p. 246), and a consequence; “an environmental consequence that is contingent on an appropriate behavior” (p. 246). “Positive reinforcement” takes place when for instance an employee is commended for a work-related accomplishment. “Negative reinforcement” is doing something to avoid a negative result such as being timely to avoid a pay cut. “Punishment” is another way to reinforce a change in behavior. It is important to note the “law of effect” that emphasizes the importance of the reinforcement quickly following the behavior to ensure the connection between the two is understood by the employee (Bloisi et al., 2006, pp. 246-248).

“Organizational behavior modification” or OB mod is the intentional use of the ABC behavior modification technique by managers to ensure they get the behavior they want out of an employee. One of this method’s advantages is that it has been found to reduce absenteeism in addition to it being “useful in improving tangible, observable, measurable, repeatable behaviors” (Bloisi et al., 2006, p. 248). This is slightly criticized by the fact that it is highly difficult for a manager to control the entire workplace environment at all times and reinforce every individual’s behavior systematically.

A relevant form of motivation to that of negative reinforcement and punishment, “fear motivation”, is put forward in Bruce and Pepitone’s (1999) “three most common ways to influence motivation” (p. 7-8). The authors claim that this form of motivation is most apparent in a recession when people are getting laid off, and instead of focusing on the task at hand, they are trying hard to hold on to their jobs

instead. Accordingly, “this approach to motivation might work temporarily, and it can spark an increase in organizational productivity” (Bruce & Pepitone, 1999, p. 8). In the long run, cooperation would decrease throughout the organization.

Another method of motivation is the concept of “pay-for-performance”. The latter is very much related to the expectancy theory whereby individuals compare the reward they get with their expectations, as well as with others to verify how equitable the reward is; “overall, satisfaction is likely to be a composite of how the employee perceives both the extrinsic and intrinsic rewards from the job (Lawler, 1981)” (Bloisi et al., 2006, p. 253). Furthermore, “job design” also contributes to motivation in that the variety of and challenges in tasks lead to some form of satisfaction and productivity through increased responsibility. Furthermore, Bruce and Pepitone (1999) discuss “incentive motivation” as part of their three ways to motivate people. The authors use the concept of “dangling a carrot” (p. 8) otherwise known as a reward in an attempt to improve performance. This incentive scheme is intended to motivate employees and yet “the potential trap in this approach is that employees will continue to want a reward to do any of their tasks” (p. 8). The management will also have to continuously update and improve rewards to keep them attractive.

Finally, and of great importance and relevance to this research, “empowerment” as a motivating tool has come to describe “conditions that enable people to feel competent and in control of their work, and energized to take initiative and persist at meaningful tasks (Conger and Kanungo, 1998)” (Bloisi et al., 2006, p. 269). Another way to understand empowerment is through Norton (2005) who notes that Mary Parker Follett was a pioneer when she took interest in business management and through her publications put forward the idea of “power with the people as opposed to power over people” (p. 18).

Empowerment can come from the self, peers or managers in the workplace. An interesting example of empowerment at work takes place at “W.L. Gore & Associates” where the organization’s culture encourages teamwork for all activities including hiring new employees. According to the latter, when a team feels it needs to add a member, it conducts the interview process as a whole unit and later provides the recruit with a sponsor or a mentor to help integrate them into the culture (Bloisi

et al., 2006). Relative to empowerment is the idea of “personal growth motivation” that increases employees’ capacity and aptitude to give them purpose when coming to work (Bruce & Pepitone, 1999, p.9).

2.2 Previous Research

2.2.1 Intrinsic Motivating Factor: Empowerment

According to Murrell and Meredith (2000), “empowering is mutual influence; it is the creative distribution of power; it is shared responsibility; it is vital and energetic, and it is inclusive, democratic, and long-lasting” (p. 1). A superior should play the role of “facilitator” to support and provide employees with direction and information. Furthermore, “mutual influence” is important in that managers should share their experience and expertise, but should also listen to and gain their employees’ knowledge for the advantage of the organization. When decision-making is shared, the ultimate result is also “shared responsibility” which holds everyone equally accountable. Moreover, managers should look within the organization for talent and capability before seeking to employ new elements for a specific project or potential position. Murrell and Meredith (2000) go on to say that “managers who act in ways that enhance empowerment, then, also foster long-term accomplishment and contribute to building organizations that endure [and] employees who are party to an organization’s purpose often volunteer their skills” (p. 24). The authors discuss the concept of “kaizen” which is Japanese for “continuous improvement”, and relate this term to investment in learning for managers and employees because of how that impacts an organization’s development and long term continuity (Murrell & Meredith, 2000, p. 26).

Murrell and Meredith (2000) also say that “empowering finds the spirit and builds effective relationships” (p. 28). An organization’s spirit refers to its vision, mission, and values that to which individuals become committed. Of relevance to the latter is building relationships based on trust between the organization and its members, the manager and the employee, as well as amongst employees themselves. Providing employees with as much information as possible, through open communication, is imminent for employees to perform to the best of their ability. When employees feel

they are entrusted with valuable company information this should lead to shared commitment to the organization. The authors emphasize the importance of empowering employees that requires that they first be informed of the process that is about to become part of their every day work lives. It is important to explain everything related to empowerment, develop systems to enable the process, and see what is working for your organization, and what is not, and based on that feedback, develop the strategies further (Murrell & Meredith, 2000, p. 54). The authors put forward an interesting theory regarding empowerment: “the three R’s of empowerment”; treating employees with “respect”, providing them with “resources” and “reinvestment” in them for their continued personal growth (Murrell & Meredith, 2000, p. 102).

In thinking about empowerment, consider this perspective: you are not really empowering others-that is, giving power that you can later take away as you see fit. Rather see it as releasing, in a disciplined fashion, the power and abilities that others have inside them to your mutual benefit and the benefit of the organization as whole. (Murrell & Meredith, 2000, p. 73)

Murrell and Meredith (2000) discuss the traditional view of the relationship between an organization’s management and its employees which is the “transactional relationship”; “one in which there’s a trade of exchange of one bit of power for another, of one level of performance for another” (p. 108). They move one to the “transformative relationship” that takes place in an empowering setting; “one in which power is created, in which responsibilities increase, and in which performance continuously improves (p. 108). Between these two stages is a “transition” which “is the process of moving from individual goals, concerns, and changes to organizational goals, concerns and changes...Implementing that transition requires participative management” (p. 109). The latter requires the development of leadership skills to help coach and guide employees, build teamwork, build up a strategic plan, give employees more control through a looser hierarchy and make sure that you implement what you claim you will be doing. The authors claim that financial incentives can be used for the purposes of

empowerment but not based on seniority, promotion or an increased workload. They suggest a system based on teamwork, also “a system that’s responsive to the intrinsic, social, and individual motivations that are inherent in the people you work with” (Murrell & Meredith, 2000, p. 127). Such a performance-based system is important to keep valuable people for the organization, and therefore paying them at market level or above is not only fair but necessary.

In the late twentieth century and early twenty-first, the critical motivational task has been to energize and empower individuals and teams to improve quality and bring about innovation (Randolph and Posner, 1992). Individual behaviors remain important, however producing continuous improvements and innovations is principally a team task. (Bloisi et al., 2006, p. 222)

In their 1988 article, Conger and Kanungo claim that most management theories have not dealt with the concept of empowerment properly seen as they have mostly looked at it from a managerial perspective, where superiors use different methods to make employees feel more autonomous, self-determined, ... and thus more empowered on the job. Theorists “have not paid sufficient attention to its nature of the processes underlying the construct” (p. 471). Many have looked at empowerment as the sharing of power with employees, delegating tasks to them. The authors attempt to integrate or reconcile the management and psychology perspectives. They claim there is a lot more to empowering than the decentralization of power if it is looked at from a psychological perspective.

They refer to McClelland (1975) who believes that all human beings have an underlying need for power and power leads to the need to control. “Individuals’ power needs are met when they perceive that they have power or when they believe they can adequately cope with events, situations, and/or the people they confront” (Conger & Kanungo, 1988, p. 473). As a result of this, management should come up with strategies that enable the need for self-efficacy that was postulated by Bandura, the need for power that was identified by McClelland, the need for competence that was put forward by Deci and the need for self-actualization that is at the top of

Maslow's need hierarchy, and that is how the managerial and psychological views of empowerment reconcile and lead to what the authors call "empowerment as a motivational construct" (Conger & Kanungo, 1988, p. 474).

Therefore, empowerment is defined here as a process of enhancing feelings of self-efficacy among organizational members through the identification of conditions that foster powerlessness and through their removal by both formal organizational practices and informal techniques of providing efficacy information. (Conger & Kanungo, 1988, p. 474)

According to the authors, the above can only be accomplished through the identification of the following factors in an organization: "organizational" factor such as when an organization is going through a major change or transition, "supervisory style" that shows how much confidence the leadership has in its employees, "reward systems" that foster innovation, and "job design" that makes a job more interesting and challenging (Conger & Kanungo, 1988, p. 477-479). The authors go on to say that empowerment may have negative effects; "specifically, empowerment might lead to overconfidence and, in turn, misjudgments on the part of subordinates" (Conger & Kanungo, 1988, p. 480).

Adding to the previous study, Thomas and Velthouse (1990) describe empowerment "as increased intrinsic task motivation" (p. 666). They go on to discuss the "interpretive" model they came up with based on what they refer to as "four task assessments". These include "sense of impact" that implies that one's participation has consistent managerial support, "competence" or expertise and experience, "meaningfulness" or how valuable task goal is to the individual, and "choice" or self-determination in terms of how to go about accomplishing a task (Thomas & Velthouse, 1990, pp. 672-673). The authors refer to the fact that their model builds on the initial theory that was set forth by Conger and Kanungo (1988) (discussed earlier in the study), in that they also refer to power, but define it as "energy" and thus conclude that "to empower" is "to energize", and their model is based on the following:

The concept of empowerment as motivation is made more precise by identifying empowerment with a type of motivation, referred to here as intrinsic task motivation. Second, we attempt to specify a more nearly complete or sufficient set of task assessments that produce this motivation. Third, the model attempts to capture the interpretive processes through which workers arrive at those task assessments. (Thomas & Velthouse, 1990, p. 667)

Spreitzer (1995), like others before him, also claims to be contributing to the theories of empowerment “by developing and validating a measure of psychological empowerment” (p. 1442). The author refers to “Thomas and Velthouse's (1990) notion of the process of empowerment: an individual's work context and personality characteristics shape empowerment cognitions, which in turn motivate individual behavior” (Spreitzer, 1995, p. 1444).

The four dimensions that were developed are all interconnected. If one dimension is missing, then empowerment decreases tremendously; “the four dimensions specify a ‘nearly complete or sufficient set of cognitions’ for understanding psychological empowerment” (Spreitzer, 1995, pp. 1443-4). Spreitzer (1995) develops his own four constructs that he calls antecedents to psychological empowerment: “self-esteem” which describes people feeling competent, “locus of control” or the belief that one has control over his/her life as opposed to a situation being controlled by external factors, “information”, or specifically having access to it, and lastly “rewards” that recognize individual effort and performance.

Unlike all of the positive developments on the concept of empowerment, Mills and Ungson (2003) look at the difficulties that empowerment in an organization may cause from a “structural perspective”. As the structure or hierarchy in an organization is replaced by the empowerment of employees, there is an “agency problem” involving how organizational goals can still be achieved without direct supervision and symmetric information that was available in a more centralized

system. According to the authors, this dilemma can be solved or mediated through less traditional “controls” than reinforcement, rewards, and financial incentives; “organizational constitution” and “system-wide trust” that should result in “performance congruence” or achieving the ultimate goal of the organization (Mills & Ungson, 2003, p. 146).

“Zald defines organizational constitution as a set of agreements and understandings that define the limits and goals of the group (collectivity) as well as the responsibilities and rights of participants standing in different relations to it” (Mills & Ungson, 2003, p. 148). It can also be understood as the implicit “organizational culture” that develops from social relations and commitment to the organization’s goal, and that “will serve to moderate the relationship between individual expectations on the one hand and the requirements of the organization on the other” (Mills & Ungson, 2003, p. 148). As for “system-wide trust”, Mills and Ungson (2003) refer to the following: “Because the organizational constitutions can be construed as interlocking expectations (Schein, 1985), it provides the institutional framework from which the notion of trust emerges (Shapiro, 1987)” (p. 149). Trust is very important in empowerment-oriented organizations because it helps with teamwork in self-managed teams as well as cooperation with colleagues in general.

After looking at the theories on empowerment, Hui, Au, and Fock (2004) point out that empowerment as a motivating force is different across cultures. This may be due to the different cultural values that apply dissimilar management techniques in the workplace. In high-power distance countries, employees in organizations are used to taking orders from their superiors instead of using their own discretion or autonomy. Contrary to this, empowerment is very important to employees in low-power distance countries, as was previously pointed out by Huang and Van de Vliert (2003).

2.2.2 Empowering Teachers

In his 1988 article, Sickler discusses how teachers in a district in the United States gained control of curriculum and staff development in 1986 and 1987, and had direct access and discretion to use a one million dollar budget for the above mentioned purposes, as well as the ability to decide class assignments, student assignments to specific classrooms, and authority to design disciplinary policies in their schools. The teachers felt that having control over the curriculum led to “the resulting materials [being] far more useful because those who will teach the new curriculum feel a sense of ownership” (Sickler, 1988, p. 355). Moreover, for these changes to take place, the school principal had to commit to such transformation which was teacher participation in decision-making on the curricular and staff development levels. An interesting activity was developed to promote teacher empowerment: all the district’s schools organized retreats to discuss the changes that were about to take place in the schools.

The author emphasizes the importance of developing the principal’s leadership skills in order to support and coach the teachers toward a more empowered organization. Also, developing staff communication, team building efforts and conflict resolution contribute to empowerment. Another method of empowering teachers was developed; the concept of “mentor” teachers who conducted workshops for other teachers in their schools. This position was gained through filling out an application form, and the final picks are chosen by current mentor teachers (Sickler, 1988, p. 375).

In his title “A Blueprint for Empowering Teachers”, Maeroff (1988) claims:

If teachers can be lifted in three key areas—each of which compliments the others— they will be able to flex muscles that have been allowed to atrophy. These three areas include their status, their knowledge and their access to decision-making. (p. 473)

Furthermore, developing relationships at work with the principal and other members of management, as well as other teachers is important for the empowerment process, not to mention participation in decision-making. Maeroff (1988) refers to Sizer who says that there are three elements that the American culture uses to show individuals respect: “autonomy, money and recognition” (p. 474). The author claims that while increasing teacher salaries may be difficult, developing autonomy and recognition is more feasible through a concept known as “in-service education”. This system helps teachers expand their networks and relationships on the job as well as gain more experience, knowledge and a sense of excitement and fulfillment in their field through programs where “teachers were paid to spend time learning in intensive summer sessions, and their learning was reinforced by activities throughout the school year for which they were given released time” (Maeroff, 1988, p. 474).

They were also treated with dinners and field trips, as well as developing contacts with people in both the education and business fields. Furthermore, teachers’ needs were addressed in that they could set the session agendas, and as a result, gained recognition as professionals. One of the needs that teachers had was a more flexible schedule with regards to teaching hours to give them more time to be involved in decision-making matters relevant to curriculum, training new teachers and other organizational matters. “Bells are always ringing, and you're running back and forth’, Shahdia Khan, an English teacher in Seattle, said of the usual schedule. ‘You get a half-hour for lunch, and there's no time to interact professionally with your colleagues’” (Maeroff, 1988, p. 475).

Relative to the previous article, Stimson and Appelbaum (1988) state:

For our study we used Paul Hersey and Walter Natemeyer's Power Perception Profile, 7. All seven types - four of them positional and three of them personal - are based on the subordinate's perception of the supervisor. The positional power bases are 1) reward (based on the perceived power to determine the distribution of rewards), 2) coercive (based on the perceived power to punish), 3) legitimate (based on the perceived authority to prescribe behavior), and 4) connection

(based on the perception that the supervisor has relationships with influential people inside or outside the organization). The personal power bases are 1) referent (based on a subordinate's identification with the supervisor), 2) information (based on the perception that the supervisor has valuable information), and 3) expert (based on the perception of the supervisor's special knowledge or expertise). (p. 314)

The authors refer to a form of power they believe is essential to educational settings: "power as a shared resource" (Stimson & Appelbaum, 1988, p. 314). This view of power as empowerment should change teachers' sense of powerlessness through increased participation in decision-making, especially when the decisions affect them. It also helps them develop a positive outlook on the organization they work in, as well as the principal. The teachers preferred principals who relied first on personal power, followed closely by expert, and referent. On the other hand, all positional power bases were negatively related to teacher satisfaction. The authors believe principals need to figure out techniques to get feedback from teachers and use it for the development of empowerment throughout the organization (Stimson & Appelbaum, 1988, p. 316).

Rosenholtz and Simpson (1990) discuss how teachers' lack of commitment to the workplace can be measured through absenteeism and hostility toward or dissatisfaction with the workplace. The latter can only be measured through qualitative questions in a questionnaire. They go on to discuss "organizational conditions in school" that influence teacher commitment. "Performance efficacy" is one of the most important determinants for work commitment. Efficacy is a sense of worth or usefulness that teachers get from their job. "Teachers report deriving their greatest rewards from positive and successful relations with students and from observing their students' success (for reviews, see Guskey 1984; Rosenholtz 1985)" (Rosenholtz & Simpson, 1990, p. 244).

Moreover, “task autonomy and discretion” also contribute to commitment. “Jobs that allow autonomy and discretion require the exercise of judgment and choice and, in doing so, make people the main causal agents in their own performances” (Rosenholtz & Simpson, 1990, p. 244).

Also, “learning possibilities” increase teacher commitment due to decreased routine and the possibility of personal growth that learning provides. Rosenholtz and Simpson (1990) go on to say that “in effective organizations, managers, who have the greatest stake in the survival of an organization, buffer workers to reduce extraneous forces that may upset the pursuit of organizational goals (Thompson 1967)” (p. 245). Principals can do this by taking care of needed resources, and mediating communication between teachers and parents to ensure that parents help teachers, and as a result, minimize any form of distraction from quality teaching time.

In addition to the above, in her article, White (1992) explores three questions: “(a) How do teachers respond to opportunities for more influence? (b) How do these opportunities affect their teaching? (c) How do these opportunities affect teachers' work life and sense of efficacy?” (p. 71). These inquiries were developed as a result of decentralization from the district to the schools themselves, and their staff. Teachers report that some of the limitations to their increased participation in decision-making include time, training and funding. Although this is true, empowerment led to several positive changes with regards to teacher influence on the organization; better morale and increased communication amongst teachers, as well as access to more information, improved student motivation and lastly, incentives to bring in valuable human resources. White (1992) goes on to say that there was a notable difference in budget allocation with regards to material and equipment that the teachers needed. Once they were asked to develop a budget, they used the funds with a lot more care. Teachers were also given more say with regards to curriculum design, adding or getting rid of courses, developing the schedule, and choosing in service workshops that were beneficial to their needs.

Furthermore, teachers were given the opportunity to be on recruitment panels, thereby becoming essential to the hiring of new and qualified teachers (White, 1992, p. 74). Moreover, principals had “open-door policies” that helped maintain an open line of communication between management and employees. Although decentralization increased teachers’ sense of self-esteem and authority, there were several constraints such as the financial restrictions that limited the “amount of training offered on shared decision making” (White, 1992, p. 81), as well as the fact that the school hierarchical structure was still considered an impediment in that administrators were viewed as the top of the ladder and teachers at the bottom.

According to Taylor and Bogotch (1994), “like many constructs in the social sciences, [teacher] participation is multifaceted and difficult to define” (p. 191). Although this is true, Taylor and Bogotch (1994) refer to Belasco and Alutto (1972) who claim that participation does increase teacher satisfaction, although others refute that the relationship is still unknown. The authors find:

Data consistently suggest that teachers perceive their efforts in the classroom as less central to their satisfaction with teaching than their involvement in activities outside of the classroom. This appears to us to be a contradiction in terms and a cause for reexamining the purpose of involving teachers in decision making. (Taylor & Bogotch, 1994, p. 315)

As a result of the latter, the authors caution that empowering teachers through decision-making was initially developed to improve a teacher’s impact on students in the classroom, and therefore, the focus of teacher participation should remain on students and teaching.

Cohen (2002) refers to several motivational tools for teachers’ satisfaction. The author suggests teachers be given sabbaticals, also known as paid leaves, where they can conduct research, “stands as a key characteristic of intellectual teaching” (Cohen, 2002, p. 535). Furthermore, Cohen (2002) proposes budgets be reallocated for teachers to purchase books of their choice and chose how they teach the material.

Furthermore, she recommends that teachers be involved in the evaluation of potential new teachers. “The decision on how best to structure the day should be left to the teachers, who will weigh the merits of any scheduling system according to how they feel they can best present the material” (Cohen, 2002, p. 537). If the latter is not taken into consideration, the school may often be faced with hostility from the teachers.

Different from other articles related to teacher empowerment, in his study, Lavy (2007) claims the following:

Tying teachers' pay to their classroom performance should, says Victor Lavy, improve the current educational system both by clarifying teaching goals and by attracting and retaining the most productive teachers. But implementing pay for performance poses many practical challenges, because measuring individual teachers' performance is difficult. (p. 87)

The author maintains that teachers are paid based on input rather than output. If they are to be paid on output or performance, it is difficult to measure that output due to the fact that the work is unique and often team-oriented. He mentions the three different pay-for-performance schemes already used in the education profession: “merit pay”; usually given to an individual teacher based on his/her students’ results, “knowledge and skill-based compensation” based on individual teacher skills, and “school-based compensation” that is a general incentive given based on students’ general performance (Lavy, 2007, p. 90).

Lavy (2007) mentions the potential negative effects of individual incentives on motivation and collegiality due to an abundance of competition that may weaken collaboration. Also, the author refers to potential undermining of intrinsic motivation that is derived from group work with colleagues and even more so from watching one’s students succeed. Furthermore, the author refers to the idea that performance-based pay would not usually motivate teachers who are intrinsically motivated by the task of teaching and mentoring children, and may result in

backlash against the school's management. Finally, Lavy (2007) refers to the fact that the implementation of this system would be a lot easier in private schools than public ones due to the fact that it is quite costly and public schools have a much larger number of teaching faculty members.

2.3 Conclusions

After looking at different theories of motivation that were developed in the various eras of management, one should be able to draw the many similarities that are shared by some theories as well as the differences that show contradiction in the topic of motivation. This study focuses on an intrinsic form of motivation that is inevitably affected by external factors; empowerment was defined in many ways by the many scholars that this research refers to, but there seems to be agreement on the fact that the term can be viewed from a managerial perspective as well as from a socio-psychological perspective. It is understood that management cannot empower, but rather influence the intrinsic feeling of empowerment through providing employees with a sense of what Bandura called self-efficacy and what Maslow referred to as self-esteem and self-actualization which are all understood to be a sense of worth and competence.

The latter is influenced through management sharing power with employees by leading them, inspiring and supporting them, providing them with autonomy and self-determination or discretion to go about their tasks or jobs. Furthermore, providing financial incentives can also empower employees when used appropriately. It is important to note that developing an organization and transforming it to become an empowered organization includes a transition phase through which open communication between management and employees is vital, an understanding, acceptance and integration of the philosophy of empowerment is attained by the employees, and everyone has a feeling of commitment to the organization through shared vision and core values or principles.

Furthermore, for the purpose of this study, one cannot undermine the importance of Hofstede's cultural dimensions, specifically, power-distance. Lebanon as a Middle-Eastern country has been identified as a high power-distance country meaning that

employees are accustomed to taking orders from superiors and respecting the hierarchy. The idea of a more flattened hierarchy followed by autonomy and self-determination may not be desirable. Furthermore, Lebanon is not considered a rich country and as a result, employees' "lower-level needs" as identified by Maslow, are not completely satisfied. Working conditions such as salaries are not viewed as satisfactory and this may be an obstacle for the desire and possibility of employees to satisfy their "higher-level" intrinsic needs.

As for the literature on "empowering teachers on the job", it is mostly related to public schools in the United States. This may be due to the fact that most schooling in that country is public, which differs from the situation in Lebanon, where private schools outnumber public schools. Although this is true, the literature can still be applied to teachers in private schooling, especially in the case of the four "American-type" private schools managed by School Development Consultants (SDC) that will be mentioned throughout the study. The reasoning behind the latter is that since the decentralization of public schools in the United States and the autonomy that it gave the schools and the teachers in them was given by the district, one can compare SDC to the district since it also manages the four schools in Lebanon in a decentralized manner (this idea will be reexamined throughout the paper).

Based on the above, this study puts forth two essential research questions:

1. What are the problems faced by the faculty of the four schools that are resulting in a lack of intrinsic motivation, specifically empowerment?
2. As a result of the findings in research question 1, what type of plan should management develop to secure an increase in intrinsic motivation through empowerment and other means?

Chapter 3

Procedures and Methodology

3.1 Introduction

In the previous chapter, the literature review, several theories were discussed ranging from the different schools or eras of management; the classical, human relations, systems, and contingency schools (Bloisi et al., 2006), to organizational commitment and leadership styles. The latter showed the origins of motivation as a concept in management. Furthermore, when leadership styles were discussed, there was emphasis on the various methods that leaders use to motivate their employees. Moreover, motivation theories and methods in general were discussed, including: financial incentives, verbal praise, empowerment, and job enrichment amongst others. This was followed by extrinsic versus intrinsic factors of motivation, and finally, to the focus of this study; empowerment as an intrinsic motivating factor, specifically with regards to teaching staff in schools. It is then understood that empowerment can be viewed as managerial and/or psychological.

While Murrell and Meredith (2000) believe that developing and enhancing empowerment within employees begins with the management's ability to delegate and decentralize decision-making to include subordinates, Conger and Kanungo (1988) emphasize the internal construct or psychological view of empowerment that they believe has been undermined by managerial approaches to empowerment. They discuss the underlying feelings that influence empowerment including; the need for power and control, enhancing the need for self-efficacy which was developed by Bandura and expressed a need to feel competent, and the similar concept of self-esteem that was put forward by Maslow in his hierarchy of needs. This idea was further developed when empowerment was equated to "intrinsic task motivation" by Thomas and Velthouse (1990). These theories are reconciled in that management, being made aware of the internal constructs of empowerment in individuals and how that makes them behave, can enhance empowerment through the above mentioned managerial methods appropriately.

Moreover, the previous chapter makes reference to several studies that were conducted in schools in the United States mainly. These articles refer to empowerment in the school system in the United States mainly. Specifically, how the decentralization of public schools from their districts has led to increased local initiatives from both school management, and teaching faculty. Sickler (1988) discusses how decentralization empowered teachers by making them an integral and essential part of both curriculum and staff development. The author also notes that it is of great importance to strengthen the principal's leadership skills in order to help transform an institution into an empowered one, where decision-making is a group effort across the hierarchy which in turn is flattened as a result.

The previous chapter took note of one important factor regarding the theories included on empowering teacher; they are all based on studies conducted in public schools in the United States. While this study is exploring four schools in the private system in Lebanon, it can still benefit greatly from research conducted in public schools since the difference is based on the fact that the United States has a much larger number of public schools than it does private schools and thus the abundance of research conducted in public schools, and the opposite is true for Lebanon. The connecting factor and core subject of this study is the empowerment of teachers, and this within itself, is sufficient to justify the use of the articles, since the job's characteristics are assumed to be more or less the same be it in the private or public sector. The following research problems or questions were identified in Chapter 2:

1. What are the problems (if any) faced by the faculty of the four schools that are resulting in a lack of intrinsic motivation, specifically empowerment?
2. As a result of the findings in research question 1, what type of plan should management develop to secure an increase in intrinsic motivation through empowerment and other means?

3.2 Hypotheses and Variables

Three null hypotheses were developed for research question 1:

Null hypothesis 1;

H₀: The more participatory the school management is in including teachers in decision-making at all levels of school work, the more empowered the teachers will feel. Thus increased participation in decision-making is believed to have a positive linear correlation with the empowerment of teachers.

Null hypothesis 2;

H₀: The greater the level of empowerment, the greater the self-motivation. Thus the level of empowerment, and self-motivation have a positive linear correlation.

Null hypothesis 3;

H₀: The greater the support from management, the greater the self-motivation. Thus managerial support and self-motivation are positively correlated.

While research question 1 is explored through the above mentioned null hypotheses, question 2 does not require the development of hypotheses since it is contingent on the results found in the study, and will be answered in the recommendations and managerial implications in the final chapter of this study, Chapter 6.

3.2.1 The Independent Variables

The independent variable included in null hypothesis 1, decision-making, will be measured quantitatively through the analysis of the responses to question 1 of the questionnaire (see Appendix 1a). This question dissects the independent variable of decision-making to several more independent variables including: decision-making in the areas of planning one's work, job description, contribution to change at school, self-evaluation and the evaluation of others, as well as promotion and the promotion of others (for more details, refer to the questionnaire in Appendix 1a).

The independent variable included in null hypothesis 2, empowerment level, will be measured quantitatively through the analysis of the responses to question 9 of the questionnaire (see Appendix 1a).

The independent variable included in null hypothesis 3, managerial support, will be measured quantitatively through the analysis of the responses to question 12 of the questionnaire (see Appendix 1a).

Furthermore, both independent variables will be further analyzed through the qualitative data that the teachers included when responding to the questionnaire, as well as the interviews that were conducted with the principals, the focus groups, and lastly, the schools' literature.

3.2.2 The Dependent Variables

The dependent variable included in null hypothesis 1, how empowered teachers feel, will be measured quantitatively through the analysis of the responses to question 9 of the questionnaire (see Appendix 1a).

The dependent variable included in null hypotheses 2 and 3, rate of self-motivation in teachers, will be measured quantitatively through the analysis of the responses to question 11 of the questionnaire (see Appendix 1a).

As is the case for the independent variables, the dependent variables will also be scrutinized through qualitative means such as the above-mentioned focus groups, interviews with principals, school literature, and open-ended questions included in the questionnaire.

3.3 Methodology

3.3.1 Type of Data

The data used throughout this study is both primary and secondary in nature. While all the theories that are included in Chapter 2, the literature review, are secondary in

nature, in that they have been collected from books and online database journals, the rest of the data such as information collected from the schools, is all primary in nature, with the exception of the four schools' literature such as teacher manuals, vision, mission, etc. that will be handed to me in hard copy, while some material is found on the schools' websites, or will be sent to me in soft copy via email. Also, SDC's literature will be collected from its website.

3.3.2 Instrumentation

The instrumentation used for the purposes of this study includes a questionnaire for the teachers, interviews with the principals, focus groups and a review of school literature. The questionnaire comprises of fifteen different questions that explore levels of intrinsic motivation, support and motivation from superiors, how bureaucratic and hierarchical the institutions are and accordingly how easy it is to communicate with superiors, how empowered the teachers feel, how committed and comfortable they feel within the organization, and which extrinsic and intrinsic motivators are important to them (see Appendix 1a for questionnaire). As for the interviews, they will be conducted with the SDC-appointed principals to the four schools, whom in turn are considered to be local representatives of SDC, accountable and fully responsible for the management of the schools. The interviews include questions that address the following areas: hierarchy and communication, teacher motivation levels, evaluation of management (self-evaluation) and the teaching staff, and lastly, and of great importance and relevance to this study, the empowerment of teachers within the organization.

As for the focus groups, they will consist of teachers of different subjects, different grade levels, coordinators or department heads, as well as section heads. The variety of the positions included selectively for the focus groups is intended to increase the perspectives on the questions included in the questionnaire, as well as fill in any gaps, or even give the members of faculty the chance to further elaborate on the answers they will provide in the questionnaire. Another important instrument used for the purpose of this study is the school literature. The latter provides this research with the "official perspective" of the school regarding the treatment of its employees, specifically, its teaching staff. Reviewing documents such as the

teacher's manual should supply this study with sufficient evidence regarding the participatory approach of management when it comes to the inclusion of teachers in decision-making in the various areas of school affairs. This should be clarified in the teacher's job description. Also, reading the schools' visions and missions, as well as their objectives, should help clarify the actual concept of empowered teachers within the four institutions in this study. Furthermore, reviewing contract samples, memos, and teacher turnover within the last few years will also present clues on the motivation of teachers and how they are regarded by the management since the wording of documents like memos that provide teachers with warnings for instance, can provide insight on how respected they are by superiors.

The above-mentioned instrumentation that will be used throughout the study is primarily qualitative in nature since they include the revision of literature as well as open-ended questionnaire responses, discussions that take place within the focus groups, and open-ended responses to the interviews. Although this is true, the use of quantitative data to measure hypotheses is just as important and will be used through the analysis of the quantitative questions included in the questionnaire addressed to teachers that will be conducted through the "SPSS 17 Statistical Package". After inputting raw data from the select quantitative survey questions, the study intends to conduct analysis that will include descriptive statistics including minimum, maximum, standard deviation and mean, followed by frequencies of each of the variables. The next step will be inferential statistics that will determine correlation, as well as the level of significance (alpha .05 and .01) that in turn will automatically calculate the t-test to determine whether the correlations are significant or random. Two-tail analysis will be conducted due to the nature of the hypotheses. Both the Pearson and Spearman correlations will be examined since the Pearson correlation coefficient is used in general studies assuming a normal distribution. Although this is true, in order to be prudent, this study intends to use the non-parametric Spearman rank correlation coefficient because it is specifically designed for analysis when questions involve ranking on a scale (similar to the 1 to 4 scale found in this study's questionnaire).

After establishing the significant correlations, regression will be automatically calculated to determine the relationship between the variables (how one influences

the other). This will be done exclusively for the Spearman correlations since they are more relevant in terms of the types of questions used in the questionnaire. The results will then contribute to determining whether null hypotheses one, two and three are accepted or rejected in terms of the quantitative data.

3.3.3 Pilot Test

A pilot test will be conducted to look at the validity of the questionnaires and interview questions. I will choose one out of four schools at random as well as one of the four school principals at random. I will then select a sample of faculty members at random (between 8 and 10), and include them on an initial focus group that will help further develop the questionnaire draft to ensure the survey addresses all areas of concern to teachers. After the questionnaire is improved and finalized, it will be sent back to the same school where all the teachers are expected to respond. This will be followed by a review of the answers to the questions to decide how valid they are with regards to the number of responses, and blank spaces left due to misunderstood questions. Also, this should show how objective the questions were considered, with regards to them not leading respondents on to answer favorably or unfavorably.

3.3.4 Conceptual Framework for Analyzing the Data

As for the conceptual framework that will be used to analyze the data, research question 1 is directly related to null hypotheses one, two and three that will be examined through quantitative parts of the questionnaire as well as qualitative parts. Furthermore, the hypotheses will be explored through the interviews with principals as well as focus groups and a thorough review of the literature. The triangulation of data from the schools' official perspective, the managerial perspective and lastly, the employees' opinions, is rather important for the validity of this study. Research question 1 is an essential part of the study since it examines the present situation within the four schools including intrinsic motivation levels, specifically empowerment, based on the participatory approach of management to decision-making at school.

In addition, research question 2 addresses the theoretical plan(s) that should be developed in order to improve the current levels of empowerment on the job for teachers. This plan will be developed based on the findings related to research question 1. In order to enhance the theoretical plan(s) the questionnaire will include two quantitative questions that give teachers the opportunity to state their preferences from a list of extrinsic motivators as well as intrinsic motivators. The responses should give the management of these schools sufficient data regarding what elements should be added for increased motivation, namely, empowerment. More importantly, theories in Chapter 2's literature review, specifically in section "2.2 Previous Research-Empowering Teachers", will determine the appropriate plan of action that should be developed to enhance empowerment on the job for teachers. Moreover, the qualitative part of the questionnaire as well as the interviews and focus groups will also help in the development of school-specific plans to increase intrinsic motivation, namely empowerment on the job for teachers.

3.4 Conclusions

This chapter has summed up the procedures and methodology that will be used throughout this study. Based on the research questions developed in Chapter 2 as a result of the compiled theories relevant to motivation and empowerment, three null hypotheses were developed for research question 1. The independent and dependent variables were identified for all hypotheses as well. It is important to reiterate why hypotheses were not developed for research question 2. Unlike the core question 1 that is directly related to the results obtained both qualitatively and quantitatively from the various instruments used throughout the study to observe the situation in each of the schools with respect to empowerment on the job for teachers, research question 2 is considered to be more relevant to managerial implications and recommendations this study will come up with based on results from research question 1.

The theoretical plan or plans that will be developed, depending on how similar or different the actual situations are in the four schools, will come as a result of the findings from the first research question. The latter is a result of time constraints to conduct this study (this will be elaborated in the section that discusses the

limitations of this study in Chapter 6), that are an impediment to actually measuring a change in motivational, specifically empowerment levels, within the four schools through the application of the theoretical plan of action to develop or enhance motivation in the schools. As a result, the answer to research question 2 will have to come as a recommendation to the management of the four schools, based on responses to questions in the survey, interviews, focus groups, as well as material in the school literature, and most importantly, from the various recommendations and plans, as well as study results included in the literature review, specifically, in the section that discusses previous studies on empowering teachers.

Chapter 4

Findings

4.1 Introduction

The previous chapter, Chapter 3, “Procedures and Methodology, put forward three hypotheses that were developed from research question 1 that stated the following: What are the problems (if any) faced by the faculty of the four schools that are resulting in a lack of intrinsic motivation, specifically empowerment? Based on the latter, the following are the three hypotheses:

Null hypothesis 1;

H_0 : The more participatory the school management is in including teachers in decision-making at all levels of school work, the more empowered the teachers will feel. Thus increased participation in decision-making is believed to have a positive linear correlation with the empowerment of teachers.

Null hypothesis 2;

H_0 : The greater the level of empowerment, the greater the self-motivation. Thus the level of empowerment, and self-motivation have a positive linear correlation.

Null hypothesis 3;

H_0 : The greater the support from management, the greater the self-motivation. Thus managerial support and self-motivation are positively correlated.

As was previously stated, hypothesis 1’s independent variable “decision-making”, was further dissected into 15 independent variables related to decision-making in all areas of school work that were measured quantitatively through question 1’s several sections in the questionnaire. The other independent and dependent variables remain the same and are each measured quantitatively by individual questions on a scale of 1 to 4. It is of note that the hypotheses were also measured qualitatively through open-ended questions in the questionnaire, focus groups, interviews with the principals, and the school literature.

The quantitative results herewith (obtained using the SPSS 17 Statistical Package) include the following: descriptive statistics that look at maximum and minimum scores, standard deviation and mean, as well as the frequencies (translated into percentages) that express the respondents' choices on a scale of 1 to 4, as well as their preferences in terms of extrinsic and intrinsic motivating factors that will later contribute to recommendations and managerial implications as a response to research question 2 which is; as a result of the findings in research question 1, what type of plan should management develop to secure an increase in intrinsic motivation through empowerment or other means?

The latter is followed by inferential statistics that include the correlation between the independent and dependent variables, and where correlation is significant, regression was calculated as well. It is of note that the correlation was calculated based on a two-tail test, and results were found using both the Pearson Correlation Coefficient and the Spearman Rank Correlation Coefficient. The former is generally used in statistical studies assuming a normal distribution, whilst the latter is more specific to ordinal quantitative data where ranking was used on a scale throughout a survey. Due to the ordinal nature of the data in this study, the significant results from the Spearman Rank Correlation Coefficient were then exclusively used to calculate linear regression. Furthermore, the SPSS program automatically chooses which of the regression results are significant to examine by looking at the data "stepwise", and calculates only these results. The regression determines in what way variables affect one another, specifically, how the independent variable influences the dependent variable.

4.2 Descriptive Statistics

School A***Descriptive***

School A has 55 teachers. The questionnaire was answered by 34 (almost 62%) of the total number of teachers. As the following table shows, not all of the 34 responded to all of the quantitative questions. The scale used for the quantitative questions has a minimum score of 1 and a maximum score of 4. For details on the mean of each of the variables as well as the standard deviations, refer to Table 1 below.

Table 1: School A Descriptive Statistics
(Source: SPSS 17)

	N	Minimum	Maximum	Mean	Std. Deviation
Curr. design+delivery	32	1	4	3.22	1.008
Lesson plans+teach. meth.	34	2	4	3.53	.706
Plan. act.+trips	33	1	4	2.79	.960
Discipline systems	34	1	4	3.06	.886
Choice of workshops	34	1	4	2.97	1.000
Assess. needs+budget	34	1	4	1.91	.996
Timetable	34	1	4	2.15	1.209
Job description	32	1	4	3.03	1.031
Strategic plan.	33	1	4	2.64	1.084
Action plan.	33	1	4	2.82	1.014
School literature	33	1	4	2.64	1.168
Self-evaluation	34	1	4	3.18	.904
Evaluation of others	34	1	4	2.59	.988
Promotion	33	1	4	2.30	1.212
Promotion of others	34	1	4	1.74	.963
Perceived empowerment	30	2	4	3.10	.548
Self-motivation level	34	2	4	3.26	.618
Management motivation	34	2	4	2.88	.808
Valid N (listwise)	25				

Frequencies

In terms of the frequencies of the above-mentioned variables, the following are the results:

Table 2: School A Curr. Des. + Del. Frequencies
(Source: SPSS 17)

		Curr. design+delivery^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	8.8	9.4	9.4
	Rarely	4	11.8	12.5	21.9
	Often	8	23.5	25.0	46.9
	Always	17	50.0	53.1	100.0
	Total	32	94.1	100.0	
Missing	System	2	5.9		
Total		34	100.0		

a. School = School A

Table 3: School A Lesson Plans + Teach. Meth. Frequencies
(Source: SPSS 17)

		Lesson plans+teach. meth.^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	4	11.8	11.8	11.8
	Often	8	23.5	23.5	35.3
	Always	22	64.7	64.7	100.0
	Total	34	100.0	100.0	

a. School = School A

Table 4: School A Plan. Act. + Trips Frequencies
(Source: SPSS 17)

		Plan. Act.+Trips^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	8.8	9.1	9.1
	Rarely	10	29.4	30.3	39.4
	Often	11	32.4	33.3	72.7
	Always	9	26.5	27.3	100.0
	Total	33	97.1	100.0	
Missing	System	1	2.9		
Total		34	100.0		

a. School = School A

Table 5: School A Discipline Systems Frequencies
(Source: SPSS 17)

		Discipline Systems^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	5.9	5.9	5.9
	Rarely	6	17.6	17.6	23.5
	Often	14	41.2	41.2	64.7
	Always	12	35.3	35.3	100.0
	Total	34	100.0	100.0	

a. School = School A

Within the area of decision-making, for curriculum design and development (Table 2), 50% of the respondents gave this variable a rank of 4, meaning they always participate in working on the curriculum, and 23.5% gave it a rank of 3, meaning they often participate. As for lesson planning and teaching methodology (Table 3), 64.7% gave this variable a rank of 4 (always participate), whilst 23.5% gave it a rank of 3 (often participate). The next variable, planning activities and trips (Table 4), 32.4% gave it a rank of 3 (often), 29.4% gave it a rank of 2 (rarely participate), and 26.5% gave it a rank of 4 (always). For the variable of discipline systems (Table 5), 41.2% gave it a rank of 3 (often), whilst 35.3% gave it a rank of 4 (always).

Table 6: School A Choice of Workshops Frequencies
(Source: SPSS 17)

		Choice of Workshops^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	11.8	11.8	11.8
	Rarely	5	14.7	14.7	26.5
	Often	13	38.2	38.2	64.7
	Always	12	35.3	35.3	100.0
	Total	34	100.0	100.0	

a. School = School A

Table 7: School A Assess. Needs + Budget Frequencies
(Source: SPSS 17)

		Assess. Needs+Budget^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	16	47.1	47.1	47.1
	Rarely	7	20.6	20.6	67.6
	Often	9	26.5	26.5	94.1
	Always	2	5.9	5.9	100.0
	Total	34	100.0	100.0	

a. School = School A

Table 8: School A Timetable Frequencies
(Source: SPSS 17)

		Timetable^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	15	44.1	44.1	44.1
	Rarely	6	17.6	17.6	61.8
	Often	6	17.6	17.6	79.4
	Always	7	20.6	20.6	100.0
	Total	34	100.0	100.0	

a. School = School A

Table 9: School A Job Description Frequencies
(Source: SPSS 17)

		Job Description^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	5	14.7	15.6	15.6
	Rarely	1	2.9	3.1	18.8
	Often	14	41.2	43.8	62.5
	Always	12	35.3	37.5	100.0
	Total	32	94.1	100.0	
Missing	System	2	5.9		
Total		34	100.0		

a. School = School A

For the choice of workshops (Table 6), 38.2% gave it a rank of 3 (often), and 35.3% gave it a rank of 4 (always). In terms of the assessment of needs and budgeting (Table 7), 47.1% gave it a rank of 1 (never participate), and 26.5% gave it a rank of 3 (often). As for the timetable (Table 8), 44.1% gave it a rank of 1 (never), and 20.6% gave it a rank of 4 (always). Moreover, for participation in the development of their job description (Table 9), 41.2% gave it a rank of 3 (often), and 35.3% gave it a rank of 4 (always).

Table 10: School A Strategic Plan
(Source: SPSS 17)

		Strategic Plan^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	11.8	12.1	12.1
	Rarely	15	44.1	45.5	57.6
	Often	3	8.8	9.1	66.7
	Always	11	32.4	33.3	100.0
	Total	33	97.1	100.0	
Missing	System	1	2.9		
Total		34	100.0		

a. School = School A

Table 11: School A Action Plan Frequencies
(Source: SPSS 17)

		Action Plan^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	8.8	9.1	9.1
	Rarely	11	32.4	33.3	42.4
	Often	8	23.5	24.2	66.7
	Always	11	32.4	33.3	100.0
	Total	33	97.1	100.0	
Missing	System	1	2.9		
Total		34	100.0		

a. School = School A

Table 12: School A School Literature Frequencies
(Source: SPSS 17)

		School Literature^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	7	20.6	21.2	21.2
	Rarely	9	26.5	27.3	48.5
	Often	6	17.6	18.2	66.7
	Always	11	32.4	33.3	100.0
	Total	33	97.1	100.0	
Missing	System	1	2.9		
Total		34	100.0		

a. School = School A

Table 13: School A Self-Evaluation Frequencies
(Source: SPSS 17)

Self-Evaluation^a				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	3	8.8	8.8	8.8
Rarely	2	5.9	5.9	14.7
Often	15	44.1	44.1	58.8
Always	14	41.2	41.2	100.0
Total	34	100.0	100.0	

a. School = School A

Table 14: School A Evaluation of Others Frequencies
(Source: SPSS 17)

Evaluation of Others^a				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	6	17.6	17.6	17.6
Rarely	8	23.5	23.5	41.2
Often	14	41.2	41.2	82.4
Always	6	17.6	17.6	100.0
Total	34	100.0	100.0	

a. School = School A

In terms of contributing to the strategic plan (Table 10), 44.1% gave it a rank of 2 (rarely), whilst 32.4% gave it a rank of 4 (always). As for the action plan (Table 11), 32.4% gave it a rank of 2 (rarely), and another 32.4% gave it a rank of 4 (always). As for school literature (Table 12), 32.4% gave in a rank of 4 (always), while 26.5% gave it a rank of 2 (rarely). In terms of self-evaluation (Table 13), 44.1% gave it a rank of 3 (often), and 41.2% gave it a rank of 4 (always). For the following variable, evaluation of others (Table 14), 41.2% of respondents gave it a rank of 3 (often), and 23.5% gave it a rank of 2 (rarely).

Table 15: School A Promotion Frequencies
(Source: SPSS 17)

		Promotion^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	13	38.2	39.4	39.4
	Rarely	4	11.8	12.1	51.5
	Often	9	26.5	27.3	78.8
	Always	7	20.6	21.2	100.0
	Total	33	97.1	100.0	
Missing	System	1	2.9		
Total		34	100.0		

a. School = School A

Table 16: School A Promotion of Others Frequencies
(Source: SPSS 17)

		Promotion of Others^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	19	55.9	55.9	55.9
	Rarely	7	20.6	20.6	76.5
	Often	6	17.6	17.6	94.1
	Always	2	5.9	5.9	100.0
	Total	34	100.0	100.0	

a. School = School A

Table 17: School A Perceived Empowerment Frequencies
(Source: SPSS 17)

		Perceived Empowerment^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	3	8.8	10.0	10.0
	Often	21	61.8	70.0	80.0
	Always	6	17.6	20.0	100.0
	Total	30	88.2	100.0	
Missing	System	4	11.8		
Total		34	100.0		

a. School = School A

Table 18: School A Self-Motivation Level Frequencies
(Source: SPSS 17)

		Self-Motivation Level ^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	3	8.8	8.8	8.8
	Often	19	55.9	55.9	64.7
	Always	12	35.3	35.3	100.0
	Total	34	100.0	100.0	

a. School = School A

Table 19: School A Management Motivation Frequencies
(Source: SPSS 17)

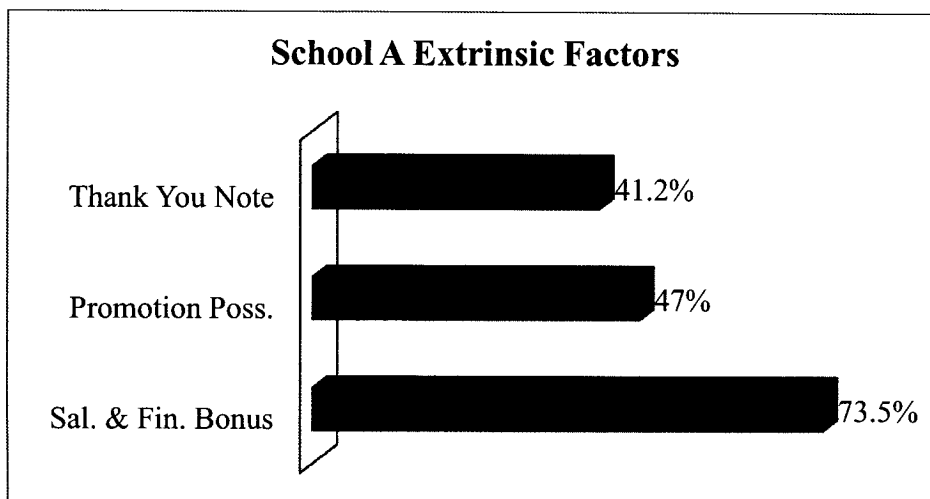
		Management Motivation ^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	13	38.2	38.2	38.2
	Often	12	35.3	35.3	73.5
	Always	9	26.5	26.5	100.0
	Total	34	100.0	100.0	

a. School = School A

Also, in terms of their involvement in their own promotion (Table 15), 38.2% gave it a rank of 1 (never), and 26.5% gave it a rank of 3 (often). For the promotion of others (Table 16), 55.9% gave it a rank of 1 (never), and 20.6% gave it a rank of 2 (rarely). For perceived empowerment (Table 17), 61.8% gave it a rank of 3 (often). As for the level of self-motivation (Table 18), 55.9% gave it a rank of 3 (often), while with regard to managerial motivation and support (Table 19), 38.2% gave it a rank of 2 (rarely), and 35.3% gave it a rank of 3 (often).

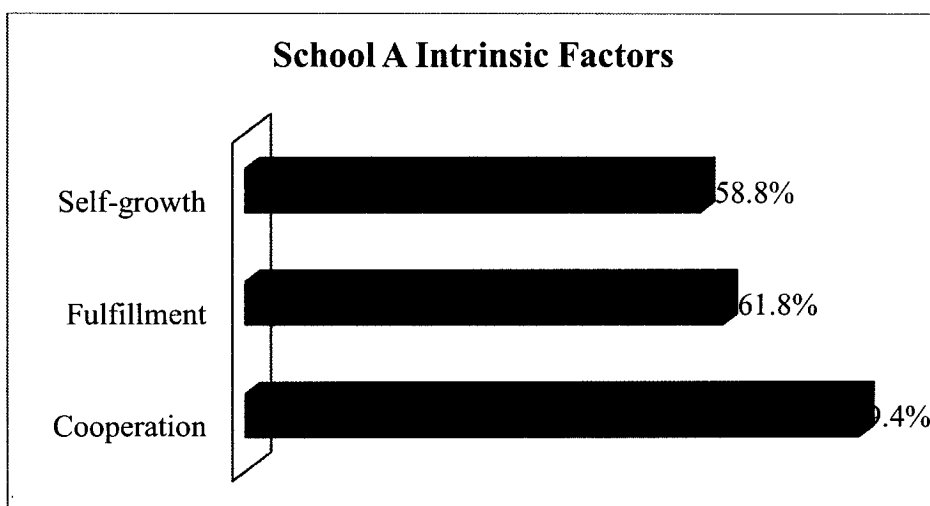
As for the frequencies of the extrinsic and intrinsic motivating factors that are supposed to contribute to the development of an empowerment plan for the schools, the following was found in terms of extrinsic factors (Figure 1): The most in demand extrinsic motivating factor is salary and financial bonuses (73.5%), followed by promotion possibilities (47%), and thank you notes or certificates (41.2%).

Figure 1: School A Extrinsic Factors Percentages
(Source: Microsoft Excel)



The preferences for intrinsic factors (Figure 2) were as follows: cooperation or teamwork was first (79.4%), followed by fulfillment on the job (61.8%) and finally self-growth (58.8%).

Figure 2: School A Intrinsic Factors Percentages
(Source: Microsoft Excel)



For details regarding the minimum, maximum, mean and standard deviation, as well as more detail regarding the frequencies, refer to the descriptive and frequency tables in Appendices 2a and 2b respectively.

School B

Descriptive

School B has 36 teachers. The questionnaire was answered by 29 (almost 85%) of the total number of teachers. As the following table shows, not all of the 29 responded to all of the quantitative questions. The scale used for the quantitative questions has a minimum score of 1 and a maximum score of 4. For details on the mean of each of the variables as well as the standard deviations, refer to Table 20 below.

Table 20: School B Descriptive Statistics
(Source: SPSS 17)

	N	Minimum	Maximum	Mean	Std. Deviation
Curr. design+delivery	27	1	4	2.93	.958
Lesson plans+teach. meth.	29	1	4	3.72	.702
Plan. act.+trips	29	1	4	2.52	1.184
Discipline systems	26	1	4	2.92	1.164
Choice of workshops	29	1	4	2.48	.949
Assess. needs+budget	27	1	4	1.63	.926
Timetable	28	1	4	1.89	1.197
Job description	26	1	4	2.42	1.301
Strategic plan.	28	1	4	1.79	.957
Action plan.	28	1	4	1.93	.940
School literature	29	1	4	2.10	1.113
Self-evaluation	29	1	4	3.03	.906
Evaluation of others	29	1	4	2.07	.884
Promotion	28	1	4	2.11	.994
Promotion of others	28	1	4	1.68	.819
Perceived empowerment	29	2	4	3.31	.604
Self-motivation level	27	1	4	3.74	.712
Management motivation	29	1	4	3.24	.951
Valid N (listwise)	20				

Frequencies

In terms of the frequencies of the above-mentioned variables, the following are the results:

Table 21: School B Curr. Des. + Del. Frequencies
(Source: SPSS 17)

		Curr. Design+Delivery^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	10.3	11.1	11.1
	Rarely	4	13.8	14.8	25.9
	Often	12	41.4	44.4	70.4
	Always	8	27.6	29.6	100.0
	Total	27	93.1	100.0	
Missing	System	2	6.9		
Total		29	100.0		

a. School = School B

Table 22: School B Lesson Plans + Teach. Meth. Frequencies
(Source: SPSS 17)

		Lesson Plans+Teach. Meth.^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	3.4	3.4	3.4
	Rarely	1	3.4	3.4	6.9
	Often	3	10.3	10.3	17.2
	Always	24	82.8	82.8	100.0
	Total	29	100.0	100.0	

a. School = School B

Table 23: School B Plan. Act. + Trips Frequencies

(Source: SPSS 17)

		Plan. Act.+Trips^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	9	31.0	31.0	31.0
	Rarely	3	10.3	10.3	41.4
	Often	10	34.5	34.5	75.9
	Always	7	24.1	24.1	100.0
	Total	29	100.0	100.0	

a. School = School B

Table 24: School B Discipline Systems Frequencies

(Source: SPSS 17)

		Discipline Systems^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	5	17.2	19.2	19.2
	Rarely	3	10.3	11.5	30.8
	Often	7	24.1	26.9	57.7
	Always	11	37.9	42.3	100.0
	Total	26	89.7	100.0	
Missing	System	3	10.3		
Total		29	100.0		

a. School = School B

Within the area of decision-making, for curriculum design and development (Table 21), 41.4% of the respondents gave this variable a rank of 3, meaning they often participate in working on the curriculum, and 27.6% gave it a rank of 4, meaning they always participate. As for lesson planning and teaching methodology (Table 22), 82.8% gave this variable a rank of 4 (always participate). The next variable, planning activities and trips (Table 23), 34.5% gave it a rank of 3 (often), and 31% gave it a rank of 1 (never participate). For the variable of discipline systems (Table 24), 37.9% gave it a rank of 4 (always), whilst 31.4% gave it a rank of 3 (often).

Table 25: School B Choice of Workshops Frequencies
(Source: SPSS 17)

		Choice of Workshops^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	5	17.2	17.2	17.2
	Rarely	9	31.0	31.0	48.3
	Often	11	37.9	37.9	86.2
	Always	4	13.8	13.8	100.0
	Total	29	100.0	100.0	

a. School = School B

Table 26: School B Assess. Needs + Budget Frequencies
(Source: SPSS 17)

		Assess. Needs+Budget^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	17	58.6	63.0	63.0
	Rarely	4	13.8	14.8	77.8
	Often	5	17.2	18.5	96.3
	Always	1	3.4	3.7	100.0
	Total	27	93.1	100.0	
Missing	System	2	6.9		
Total		29	100.0		

a. School = School B

Table 27: School B Timetable Frequencies
(Source: SPSS 17)

		Timetable^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	16	55.2	57.1	57.1
	Rarely	4	13.8	14.3	71.4
	Often	3	10.3	10.7	82.1
	Always	5	17.2	17.9	100.0
	Total	28	96.6	100.0	
Missing	System	1	3.4		
Total		29	100.0		

a. School = School B

Table 28: School B Job Description Frequencies
(Source: SPSS 17)

		Job Description^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	10	34.5	38.5	38.5
	Rarely	3	10.3	11.5	50.0
	Often	5	17.2	19.2	69.2
	Always	8	27.6	30.8	100.0
	Total	26	89.7	100.0	
Missing	System	3	10.3		
Total		29	100.0		

a. School = School B

For the choice of workshops (Table 25), 37.9% gave it a rank of 3 (often), and 31.4% gave it a rank of 2 (rarely). In terms of the assessment of needs and budgeting (Table 26), 58.6% gave it a rank of 1 (never participate). As for the timetable (Table 27), 55.2% gave it a rank of 1 (never). Moreover, for participation in the development of their job description (Table 28), 34.5% gave it a rank of 1 (never), and 27.6% gave it a rank of 4 (always).

Table 29: School B Strategic Plan Frequencies
(Source: SPSS 17)

		Strategic Plan^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	14	48.3	50.0	50.0
	Rarely	8	27.6	28.6	78.6
	Often	4	13.8	14.3	92.9
	Always	2	6.9	7.1	100.0
	Total	28	96.6	100.0	
Missing	System	1	3.4		
Total		29	100.0		

a. School = School B

Table 30: School B Action Plan Frequencies
(Source: SPSS 17)

		Action Plan^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	11	37.9	39.3	39.3
	Rarely	10	34.5	35.7	75.0
	Often	5	17.2	17.9	92.9
	Always	2	6.9	7.1	100.0
	Total	28	96.6	100.0	
Missing	System	1	3.4		
Total		29	100.0		

a. School = School B

Table 31: School B School Literature Frequencies
(Source: SPSS 17)

		School Literature^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	12	41.4	41.4	41.4
	Rarely	6	20.7	20.7	62.1
	Often	7	24.1	24.1	86.2
	Always	4	13.8	13.8	100.0
	Total	29	100.0	100.0	

a. School = School B

Table 32: School B Self-Evaluation Frequencies
(Source: SPSS 17)

		Self-Evaluation^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	6.9	6.9	6.9
	Rarely	5	17.2	17.2	24.1
	Often	12	41.4	41.4	65.5
	Always	10	34.5	34.5	100.0
	Total	29	100.0	100.0	

a. School = School B

Table 33: School B Evaluation of Others Frequencies
(Source: SPSS 17)

		Evaluation of Others^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	9	31.0	31.0	31.0
	Rarely	10	34.5	34.5	65.5
	Often	9	31.0	31.0	96.6
	Always	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

a. School = School B

In terms of contributing to the strategic plan (Table 29), 48.3% gave it a rank of 1 (never), whilst 27.6% gave it a rank of 2 (rarely). As for the action plan (Table 30), 37.9% gave it a rank of 1 (never), and another 34.5% gave it a rank of 2 (rarely). As for school literature (Table 31), 41.4% gave in a rank of 1 (never), while 24.1% gave it a rank of 3 (often). In terms of self-evaluation (Table 32), 41.4% gave it a rank of 3 (often), and 34.5% gave it a rank of 4 (always). For the following variable, evaluation of others (Table 33), 34.5% of respondents gave it a rank of 2 (rarely), 31% gave it a rank of 3 (often) and 31% gave it a rank of 1 (never).

Table 34: School B Promotion Frequencies
(Source: SPSS 17)

		Promotion^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	10	34.5	35.7	35.7
	Rarely	7	24.1	25.0	60.7
	Often	9	31.0	32.1	92.9
	Always	2	6.9	7.1	100.0
	Total	28	96.6	100.0	
Missing	System	1	3.4		
Total		29	100.0		

a. School = School B

Table 35: School B Promotion of Others Frequencies
(Source: SPSS 17)

		Promotion of Others^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	14	48.3	50.0	50.0
	Rarely	10	34.5	35.7	85.7
	Often	3	10.3	10.7	96.4
	Always	1	3.4	3.6	100.0
	Total	28	96.6	100.0	
Missing	System	1	3.4		
Total		29	100.0		

a. School = School B

Table 36: School B Perceived Empowerment Frequencies
(Source: SPSS 17)

		Perceived Empowerment^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	2	6.9	6.9	6.9
	Often	16	55.2	55.2	62.1
	Always	11	37.9	37.9	100.0
	Total	29	100.0	100.0	

a. School = School B

Table 37: School B Self-Motivation Level Frequencies
(Source: SPSS 17)

		Self-Motivation Level^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	3.4	3.7	3.7
	Rarely	1	3.4	3.7	7.4
	Often	2	6.9	7.4	14.8
	Always	23	79.3	85.2	100.0
	Total	27	93.1	100.0	
Missing	System	2	6.9		
Total		29	100.0		

a. School = School B

Table 38: School B Management Motivation Frequencies
(Source: SPSS 17)

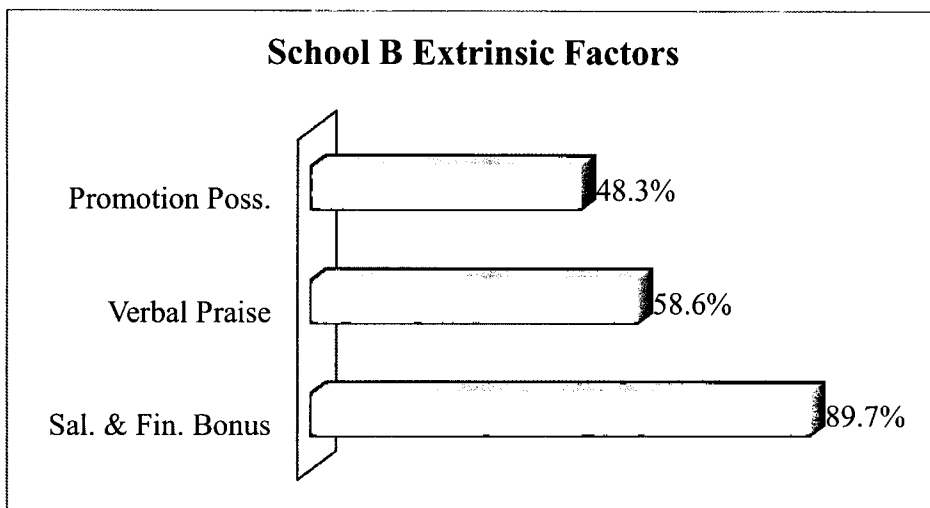
		Management Motivation^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	3.4	3.4	3.4
	Rarely	7	24.1	24.1	27.6
	Often	5	17.2	17.2	44.8
	Always	16	55.2	55.2	100.0
	Total	29	100.0	100.0	

a. School = School B

Also, in terms of their involvement in their own promotion (Table 34), 34.5% gave it a rank of 1 (never), and 31% gave it a rank of 3 (often). For the promotion of others (Table 35), 48.3% gave it a rank of 1 (never), and 34.5% gave it a rank of 2 (rarely). For perceived empowerment (Table 36), 55.2% gave it a rank of 3 (often). As for the level of self-motivation (Table 37), 79.3% gave it a rank of 4 (always), while with regard to managerial motivation and support (Table 38), 55.2% gave it a rank of 4 (always).

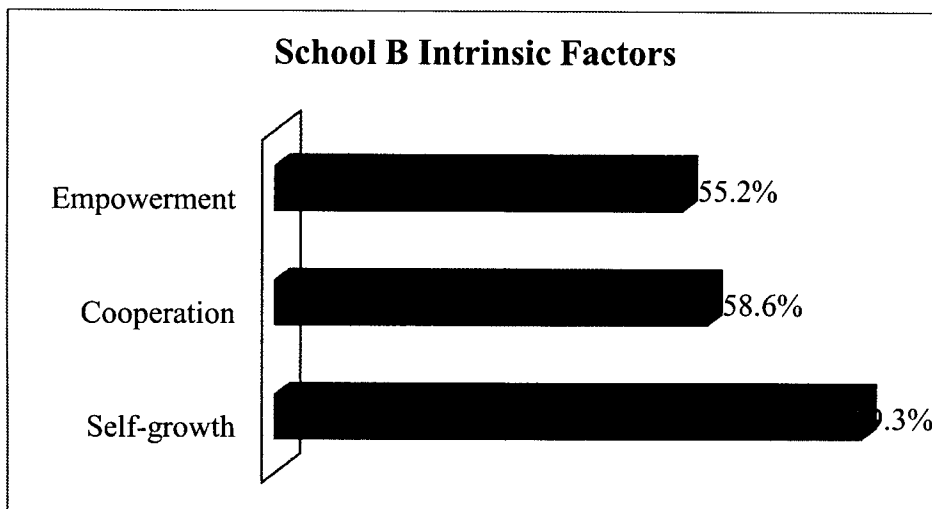
As for the frequencies of the extrinsic and intrinsic motivating factors that are supposed to contribute to the development of an empowerment plan for the schools, the following was found in terms of extrinsic factors: The most in demand extrinsic motivating factor is salary and financial bonuses (89.7%), followed by verbal praise (58.6%), and promotion possibilities (48.3%).

Figure 3: School B Extrinsic Factors Percentages
(Source: Microsoft Excel)



The preferences for intrinsic factors were as follows: self-growth was first (79.3%), followed by cooperation or teamwork (58.6%) and finally, empowerment in terms of increased authority, as well as challenge on the job, equally (55.2%).

Figure 4: School B Intrinsic Factors Percentages
(Source: Microsoft Excel)



For details regarding the minimum, maximum, mean and standard deviation, as well as more detail regarding the frequencies, refer to the descriptive and frequency tables in Appendices 2a and 2b respectively.

School C

Descriptive

School C has 45 teachers. The questionnaire was answered by 28 (almost 62%) of the total number of teachers. As the following table shows, not all of the 28 responded to all of the quantitative questions. The scale used for the quantitative questions has a minimum score of 1 and a maximum score of 4. For details on the mean of each of the variables as well as the standard deviations, refer to Table 39 below.

Table 39: School C Descriptive Statistics
(Source: SPSS 17)

	N	Minimum	Maximum	Mean	Std. Deviation
Curr. design+delivery	28	1	4	3.36	.870
Lesson plans+teach. meth.	28	3	4	3.57	.504
Plan. act.+trips	28	1	4	3.00	1.155
Discipline systems	27	1	4	2.89	.934
Choice of workshops	27	1	4	2.37	.926
Assess. needs+budget	25	1	4	1.92	1.077
Timetable	28	1	4	2.50	1.139
Job description	26	1	4	2.96	1.113
Strategic plan.	28	1	4	1.96	1.036
Action plan.	27	1	4	2.11	1.050
School literature	28	1	4	2.36	1.129
Self-evaluation	26	1	4	2.92	1.164
Evaluation of others	27	1	4	2.30	1.103
Promotion	28	1	4	2.00	1.054
Promotion of others	28	1	4	1.68	1.124
Perceived empowerment	25	1	4	3.32	.802
Self-motivation level	28	2	4	3.36	.559
Management motivation	27	2	4	3.22	.698
Valid N (listwise)	16				

Frequencies

In terms of the frequencies of the above-mentioned variables, the following are the results:

Table 40: School C Curr. Des. + Del. Frequencies
(Source: SPSS 17)

Curr. Design+Delivery^a

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	2	7.1	7.1	7.1
Rarely	1	3.6	3.6	10.7
Often	10	35.7	35.7	46.4
Always	15	53.6	53.6	100.0
Total	28	100.0	100.0	

a. School = School C

Table 41: School C Lesson Plans + Teach. Meth.
(Source: SPSS 17)

Lesson Plans+Teach. Meth.^a

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Often	12	42.9	42.9	42.9
Always	16	57.1	57.1	100.0
Total	28	100.0	100.0	

a. School = School C

Table 42: School C Plan. Act. + Trips Frequencies
(Source: SPSS 17)

Plan Act.+Trips^a

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	5	17.9	17.9	17.9
Rarely	3	10.7	10.7	28.6
Often	7	25.0	25.0	53.6
Always	13	46.4	46.4	100.0
Total	28	100.0	100.0	

a. School = School C

Table 43: School C Discipline Systems Frequencies
(Source: SPSS 17)

		Discipline Systems^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	7.1	7.4	7.4
	Rarely	7	25.0	25.9	33.3
	Often	10	35.7	37.0	70.4
	Always	8	28.6	29.6	100.0
	Total	27	96.4	100.0	
Missing	System	1	3.6		
Total		28	100.0		

a. School = School C

Within the area of decision-making, for curriculum design and development (Table 40), 53.6% of the respondents gave this variable a rank of 4, meaning they always participate in working on the curriculum. As for lesson planning and teaching methodology (Table 41), 57.1% gave this variable a rank of 4 (always participate). The next variable, planning activities and trips (Table 42), 46.4% gave it a rank of 4 (always), and 25% gave it a rank of 3 (often participate). For the variable of discipline systems (Table 43), 35.7% gave it a rank of 3 (often), whilst 28.6% gave it a rank of 4 (always).

Table 44: School C Choice of Workshops Frequencies
(Source: SPSS 17)

		Choice of Workshops^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	5	17.9	18.5	18.5
	Rarely	10	35.7	37.0	55.6
	Often	9	32.1	33.3	88.9
	Always	3	10.7	11.1	100.0
	Total	27	96.4	100.0	
Missing	System	1	3.6		
Total		28	100.0		

a. School = School C

Table 45: School C Assess. Needs + Budget Frequencies
(Source: SPSS 17)

Assess. Needs+Budget^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	12	42.9	48.0	48.0
	Rarely	6	21.4	24.0	72.0
	Often	4	14.3	16.0	88.0
	Always	3	10.7	12.0	100.0
	Total	25	89.3	100.0	
Missing	System	3	10.7		
Total		28	100.0		

a. School = School C

Table 46: School C Timetable Frequencies
(Source: SPSS 17)

Timetable^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	6	21.4	21.4	21.4
	Rarely	10	35.7	35.7	57.1
	Often	4	14.3	14.3	71.4
	Always	8	28.6	28.6	100.0
	Total	28	100.0	100.0	

a. School = School C

Table 47: School C Job Description Frequencies
(Source: SPSS 17)

		Job Description^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	10.7	11.5	11.5
	Rarely	7	25.0	26.9	38.5
	Often	4	14.3	15.4	53.8
	Always	12	42.9	46.2	100.0
	Total	26	92.9	100.0	
Missing	System	2	7.1		
Total		28	100.0		

a. School = School C

For the choice of workshops (Table 44), 35.7% gave it a rank of 2 (rarely), and 32.1% gave it a rank of 3 (often). In terms of the assessment of needs and budgeting (Table 45), 42.9% gave it a rank of 1 (never participate), and 21.4% gave it a rank of 2 (rarely). As for the timetable (Table 46), 35.7% gave it a rank of 2 (rarely), and 21.4% gave it a rank of 1 (never). Moreover, for participation in the development of their job description (Table 47), 42.9% gave it a rank of 4 (always), and 25% gave it a rank of 2 (rarely).

Table 48: School C Strategic Plan Frequencies
(Source: SPSS 17)

		Strategic Plan^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	12	42.9	42.9	42.9
	Rarely	8	28.6	28.6	71.4
	Often	5	17.9	17.9	89.3
	Always	3	10.7	10.7	100.0
	Total	28	100.0	100.0	

a. School = School C

Table 49: School C Action Plan Frequencies
(Source: SPSS 17)

		Action Plan^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	9	32.1	33.3	33.3
	Rarely	10	35.7	37.0	70.4
	Often	4	14.3	14.8	85.2
	Always	4	14.3	14.8	100.0
	Total	27	96.4	100.0	
Missing	System	1	3.6		
Total		28	100.0		

a. School = School C

Table 50: School C School Literature Frequencies
(Source: SPSS 17)

		School Literature^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	9	32.1	32.1	32.1
	Rarely	5	17.9	17.9	50.0
	Often	9	32.1	32.1	82.1
	Always	5	17.9	17.9	100.0
	Total	28	100.0	100.0	

a. School = School C

Table 51: School C Self-Evaluation Frequencies
(Source: SPSS 17)

		Self-Evaluation ^a			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	Never	4	14.3	15.4	15.4
	Rarely	6	21.4	23.1	38.5
	Often	4	14.3	15.4	53.8
	Always	12	42.9	46.2	100.0
	Total	26	92.9	100.0	
Missing	System	2	7.1		
Total		28	100.0		

a. School = School C

Table 52: School C Evaluation of Others Frequencies
(Source: SPSS 17)

		Evaluation of Others ^a			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	Never	9	32.1	33.3	33.3
	Rarely	5	17.9	18.5	51.9
	Often	9	32.1	33.3	85.2
	Always	4	14.3	14.8	100.0
	Total	27	96.4	100.0	
Missing	System	1	3.6		
Total		28	100.0		

a. School = School C

In terms of contributing to the strategic plan (Table 48), 42.9% gave it a rank of 1 (never), whilst 28.6% gave it a rank of 2 (rarely). As for the action plan (Table 49), 35.7% gave it a rank of 2 (rarely), and another 32.1% gave it a rank of 1 (never). As for school literature (Table 50), 32.1% gave in a rank of 3 (often), while 32.1% gave it a rank of 1 (never). In terms of self-evaluation (Table 51), 42.9% gave it a rank of 4 (always), and 21.4% gave it a rank of 2 (rarely). For the following variable, evaluation of others (Table 52), 32.1% of respondents gave it a rank of 3 (often), and 32.1% gave it a rank of 1 (never).

Table 53: School C Promotion Frequencies
(Source: SPSS 17)

		Promotion^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	11	39.3	39.3	39.3
	Rarely	10	35.7	35.7	75.0
	Often	3	10.7	10.7	85.7
	Always	4	14.3	14.3	100.0
	Total	28	100.0	100.0	

a. School = School C

Table 54: School C Promotion of Others Frequencies
(Source: SPSS 17)

		Promotion of Others^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	19	67.9	67.9	67.9
	Rarely	3	10.7	10.7	78.6
	Often	2	7.1	7.1	85.7
	Always	4	14.3	14.3	100.0
	Total	28	100.0	100.0	

a. School = School C

Table 55: School C Perceived Empowerment Frequencies
(Source: SPSS 17)

		Perceived Empowerment^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	3.6	4.0	4.0
	Rarely	2	7.1	8.0	12.0
	Often	10	35.7	40.0	52.0
	Always	12	42.9	48.0	100.0
	Total	25	89.3	100.0	
Missing	System	3	10.7		
Total		28	100.0		

a. School = School C

Table 56: School C Self-Motivation Level Frequencies
(Source: SPSS 17)

		Self-Motivation Level^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	1	3.6	3.6	3.6
	Often	16	57.1	57.1	60.7
	Always	11	39.3	39.3	100.0
	Total	28	100.0	100.0	

a. School = School C

Table 57: School C Management Motivation Frequencies
(Source: SPSS 17)

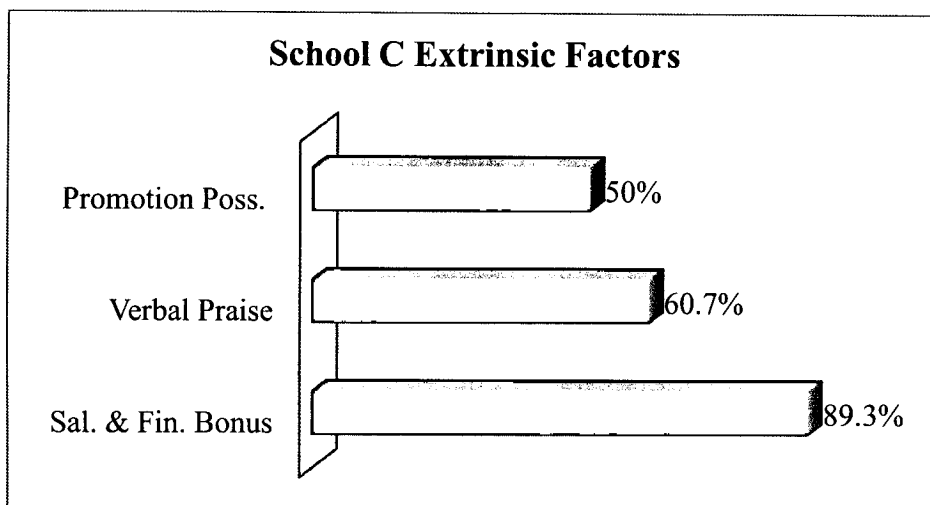
		Management Motivation^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	4	14.3	14.8	14.8
	Often	13	46.4	48.1	63.0
	Always	10	35.7	37.0	100.0
	Total	27	96.4	100.0	
Missing	System	1	3.6		
Total		28	100.0		

a. School = School C

Also, in terms of their involvement in their own promotion (Table 53), 39.3% gave it a rank of 1 (never), and 35.7% gave it a rank of 2 (rarely). For the promotion of others (Table 54), 67.9% gave it a rank of 1 (never). For perceived empowerment (Table 55), 42.9% gave it a rank of 4 (always), and 35.7% gave it a rank of 3 (often). As for the level of self-motivation (Table 56), 57.1% gave it a rank of 3 (often), while with regard to managerial motivation and support (Table 57), 46.4% gave it a rank of 3 (often), and 35.7% gave it a rank of 4 (always).

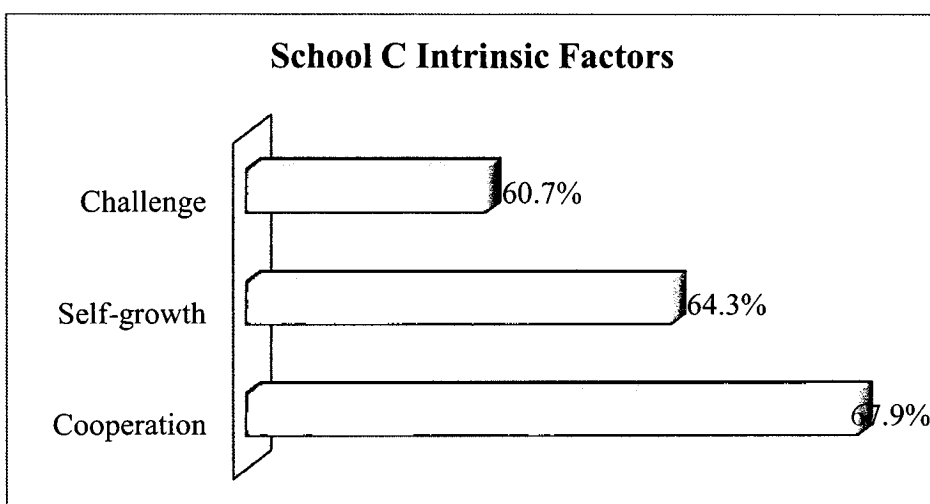
As for the frequencies of the extrinsic and intrinsic motivating factors that are supposed to contribute to the development of an empowerment plan for the schools, the following was found in terms of extrinsic factors: The most in demand extrinsic motivating factor is salary and financial bonuses (89.3%), followed by verbal praise (60.7%), and promotion possibilities (50%).

Figure 5: School C Extrinsic Factors Percentages
(Source: Microsoft Excel)



The preferences for intrinsic factors were as follows: cooperation or teamwork was first (67.9%), followed by self-growth (64.3%) and challenge on the job (60.7%).

Figure 6: School C Intrinsic Factors Percentages
(Source: Microsoft Excel)



For details regarding the minimum, maximum, mean and standard deviation, as well as more detail regarding the frequencies, refer to the descriptive and frequency tables in Appendices 2a and 2b respectively.

School D

Descriptive

School D has 100 teachers. The questionnaire was answered by 77 (exactly 77%) of the total number of teachers. As the following table shows, not all of the 77 responded to all of the quantitative questions. The scale used for the quantitative questions has a minimum score of 1 and a maximum score of 4. For details on the mean of each of the variables as well as the standard deviations, refer to Table 58 below.

Table 58: School D Descriptive Statistics
(Source: SPSS 17)

	N	Minimum	Maximum	Mean	Std. Deviation
Curr. design+delivery	75	1	4	3.39	.804
Lesson plans+teach. meth.	77	2	4	3.75	.463
Plan. act.+trips	76	1	4	2.88	.923
Discipline systems	71	1	4	2.55	.938
Choice of workshops	75	1	4	2.63	.983
Assess. needs+budget	75	1	4	1.55	.722
Timetable	75	1	4	2.01	1.133
Job description	69	1	4	2.72	.983
Strategic plan.	72	1	4	1.96	.985
Action plan.	71	1	4	2.06	.984
School literature	72	1	4	2.04	1.013
Self-evaluation	77	1	4	3.18	.790
Evaluation of others	76	1	4	2.43	.943
Promotion	71	1	4	2.13	1.027
Promotion of others	74	1	4	1.49	.815
Perceived empowerment	72	1	4	2.75	.746
Self-motivation level	72	1	4	3.14	.657
Management motivation	72	1	4	2.72	.791
Valid N (listwise)	51				

Frequencies

In terms of the frequencies of the above-mentioned variables, the following are the results:

Table 59: School D Curr. Des. + Del. Frequencies
(Source: SPSS 17)

		Curr. Design+Delivery^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	3.9	4.0	4.0
	Rarely	6	7.8	8.0	12.0
	Often	25	32.5	33.3	45.3
	Always	41	53.2	54.7	100.0
	Total	75	97.4	100.0	
Missing	System	2	2.6		
Total		77	100.0		

a. School = School D

Table 60: School D Lesson Plans + Teach. Meth. Frequencies
(Source: SPSS 17)

		Lesson Plans+Teach. Meth.^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	1	1.3	1.3	1.3
	Often	17	22.1	22.1	23.4
	Always	59	76.6	76.6	100.0
	Total	77	100.0	100.0	

a. School = School D

Table 61: School D Plan. Act. + Trips Frequencies
(Source: SPSS 17)

		Plan. Act.+Trips^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	5	6.5	6.6	6.6
	Rarely	22	28.6	28.9	35.5
	Often	26	33.8	34.2	69.7
	Always	23	29.9	30.3	100.0
	Total	76	98.7	100.0	
Missing	System	1	1.3		
Total		77	100.0		

a. School = School D

Table 62: School D Discipline Systems Frequencies
(Source: SPSS 17)

		Discipline Systems^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	11	14.3	15.5	15.5
	Rarely	21	27.3	29.6	45.1
	Often	28	36.4	39.4	84.5
	Always	11	14.3	15.5	100.0
	Total	71	92.2	100.0	
Missing	System	6	7.8		
Total		77	100.0		

a. School = School D

Within the area of decision-making, for curriculum design and development (Table 59), 53.2% of the respondents gave this variable a rank of 4, meaning they always participate in working on the curriculum. As for lesson planning and teaching methodology (Table 60), 76.6% gave this variable a rank of 4 (always participate). The next variable, planning activities and trips (Table 61), 33.8% gave it a rank of 3 (often), 29.9% gave it a rank of 4 (always). For the variable of discipline systems (Table 62), 36.4% gave it a rank of 3 (often), whilst 27.3% gave it a rank of 2 (rarely).

Table 63: School D Choice of Workshops Frequencies
(Source: SPSS 17)

Choice of Workshops^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	12	15.6	16.0	16.0
	Rarely	19	24.7	25.3	41.3
	Often	29	37.7	38.7	80.0
	Always	15	19.5	20.0	100.0
	Total	75	97.4	100.0	
Missing	System	2	2.6		
Total		77	100.0		

a. School = School D

Table 64: School D Assess. Needs + Budget Frequencies
(Source: SPSS 17)

Assess. Needs+Budget^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	43	55.8	57.3	57.3
	Rarely	24	31.2	32.0	89.3
	Often	7	9.1	9.3	98.7
	Always	1	1.3	1.3	100.0
	Total	75	97.4	100.0	
Missing	System	2	2.6		
Total		77	100.0		

a. School = School D

Table 65: School D Timetable Frequencies
(Source: SPSS 17)

		Timetable^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	35	45.5	46.7	46.7
	Rarely	16	20.8	21.3	68.0
	Often	12	15.6	16.0	84.0
	Always	12	15.6	16.0	100.0
	Total	75	97.4	100.0	
Missing	System	2	2.6		
Total		77	100.0		

a. School = School D

Table 66: School D Job Description Frequencies
(Source: SPSS 17)

		Job Description^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	9	11.7	13.0	13.0
	Rarely	18	23.4	26.1	39.1
	Often	25	32.5	36.2	75.4
	Always	17	22.1	24.6	100.0
	Total	69	89.6	100.0	
Missing	System	8	10.4		
Total		77	100.0		

a. School = School D

For the choice of workshops (Table 63), 37.7% gave it a rank of 3 (often), and 24.7% gave it a rank of 2 (rarely). In terms of the assessment of needs and budgeting (Table 64), 55.8% gave it a rank of 1 (never participate). As for the timetable (Table 65), 45.5% gave it a rank of 1 (never), and 20.8% gave it a rank of 2 (rarely). Moreover, for participation in the development of their job description (Table 66), 32.5% gave it a rank of 3 (often), and 23.4% gave it a rank of 2 (rarely).

Table 67: School D Strategic Plan Frequencies
(Source: SPSS 17)

		Strategic Plan^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	31	40.3	43.1	43.1
	Rarely	18	23.4	25.0	68.1
	Often	18	23.4	25.0	93.1
	Always	5	6.5	6.9	100.0
	Total	72	93.5	100.0	
Missing	System	5	6.5		
Total		77	100.0		

a. School = School D

Table 68: School D Action Plan Frequencies
(Source: SPSS 17)

		Action Plan^a			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	25	32.5	35.2	35.2
	Rarely	24	31.2	33.8	69.0
	Often	15	19.5	21.1	90.1
	Always	7	9.1	9.9	100.0
	Total	71	92.2	100.0	
Missing	System	6	7.8		
Total		77	100.0		

a. School = School D

Table 69: School D School Literature Frequencies
(Source: SPSS 17)

		School Literature ^a			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	Never	28	36.4	38.9	38.9
	Rarely	20	26.0	27.8	66.7
	Often	17	22.1	23.6	90.3
	Always	7	9.1	9.7	100.0
	Total	72	93.5	100.0	
Missing	System	5	6.5		
Total		77	100.0		

a. School = School D

Table 70: School D Self-Evaluation Frequencies
(Source: SPSS 17)

		Self-Evaluation ^a			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	Never	2	2.6	2.6	2.6
	Rarely	12	15.6	15.6	18.2
	Often	33	42.9	42.9	61.0
	Always	30	39.0	39.0	100.0
	Total	77	100.0	100.0	

a. School = School D

Table 71: School D Evaluation of Others Frequencies
(Source: SPSS 17)

Evaluation of Others^a					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	13	16.9	17.1	17.1
	Rarely	28	36.4	36.8	53.9
	Often	24	31.2	31.6	85.5
	Always	11	14.3	14.5	100.0
	Total	76	98.7	100.0	
Missing	System	1	1.3		
Total		77	100.0		

a. School = School D

In terms of contributing to the strategic plan (Table 67), 40.3% gave it a rank of 1 (never), whilst 23.4% gave it a rank of 2 (rarely), and another 23.4% gave it a rank of 3 (often). As for the action plan (Table 68), 32.5% gave it a rank of 1 (never), and another 31.2% gave it a rank of 2 (rarely). As for school literature (Table 69), 36.4% gave in a rank of 1 (never), while 26% gave it a rank of 2 (rarely). In terms of self-evaluation (Table 70), 42.9% gave it a rank of 3 (often), and 39% gave it a rank of 4 (always). For the following variable, evaluation of others (Table 71), 36.4% of respondents gave it a rank of 2 (rarely), and 31.2% gave it a rank of 3 (often).

Table 72: School D Promotion Frequencies
(Source: SPSS 17)

Promotion^a					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	26	33.8	36.6	36.6
	Rarely	17	22.1	23.9	60.6
	Often	21	27.3	29.6	90.1
	Always	7	9.1	9.9	100.0
	Total	71	92.2	100.0	
Missing	System	6	7.8		
Total		77	100.0		

a. School = School D

Table 73: School D Promotion of Others Frequencies
(Source: SPSS 17)

Promotion of Others^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	51	66.2	68.9	68.9
	Rarely	12	15.6	16.2	85.1
	Often	9	11.7	12.2	97.3
	Always	2	2.6	2.7	100.0
	Total	74	96.1	100.0	
Missing	System	3	3.9		
Total		77	100.0		

a. School = School D

Table 74: School D Perceived Empowerment Frequencies
(Source: SPSS 17)

Perceived Empowerment^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	6	7.8	8.3	8.3
	Rarely	13	16.9	18.1	26.4
	Often	46	59.7	63.9	90.3
	Always	7	9.1	9.7	100.0
	Total	72	93.5	100.0	
Missing	System	5	6.5		
Total		77	100.0		

a. School = School D

Table 75: School D Self-Motivation Level Frequencies
(Source: SPSS 17)

		Self-Motivation Level ^a			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	Never	2	2.6	2.8	2.8
	Rarely	5	6.5	6.9	9.7
	Often	46	59.7	63.9	73.6
	Always	19	24.7	26.4	100.0
	Total	72	93.5	100.0	
Missing	System	5	6.5		
Total		77	100.0		

a. School = School D

Table 76: School D Management Motivation Frequencies
(Source: SPSS 17)

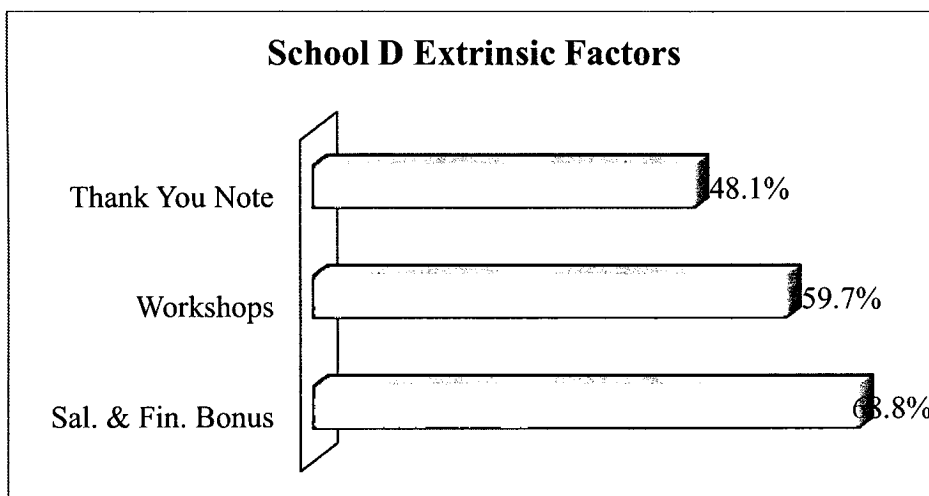
		Management Motivation ^a			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	Never	5	6.5	6.9	6.9
	Rarely	20	26.0	27.8	34.7
	Often	37	48.1	51.4	86.1
	Always	10	13.0	13.9	100.0
	Total	72	93.5	100.0	
Missing	System	5	6.5		
Total		77	100.0		

a. School = School D

Also, in terms of their involvement in their own promotion (Table 72), 33.8% gave it a rank of 1 (never), and 27.3% gave it a rank of 3 (often). For the promotion of others (Table 73), 66.2% gave it a rank of 1 (never). For perceived empowerment (Table 74), 59.7% gave it a rank of 3 (often). As for the level of self-motivation (Table 75), 55.7% gave it a rank of 3 (often), while with regard to managerial motivation and support (Table 76), 48.1% gave it a rank of 3 (often), and 26% gave it a rank of 2 (rarely)..

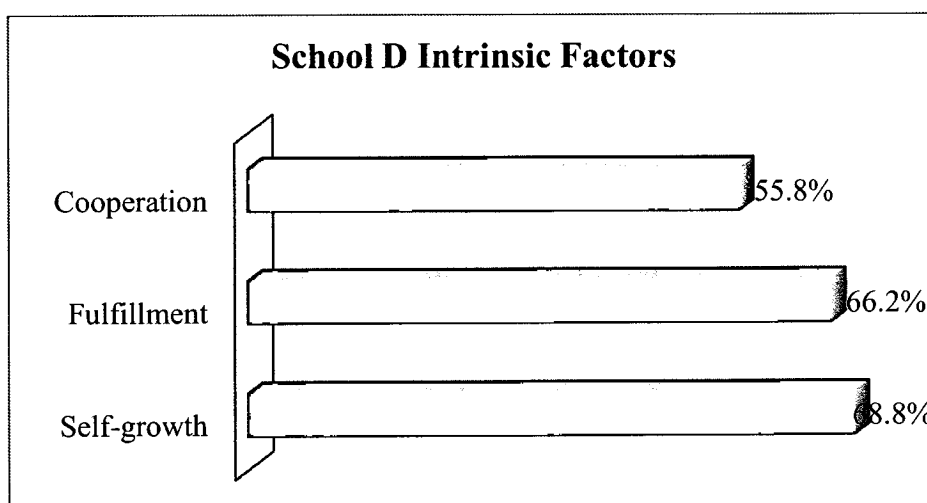
As for the frequencies of the extrinsic and intrinsic motivating factors that are supposed to contribute to the development of an empowerment plan for the schools, the following was found in terms of extrinsic factors: The most in demand extrinsic motivating factor is salary and financial bonuses (68.8%), followed by self-development workshops (59.7%), and thank you notes and certificates (48.1%).

Figure 7: School D Extrinsic Factors Percentages
(Source: Microsoft Excel)



The preferences for intrinsic factors were as follows: self-growth was first (68.8%), followed by fulfillment on the job (66.2%) and cooperation or teamwork (55.8%).

Figure 8: School D Intrinsic Factors Percentages
(Source: Microsoft Excel)



For details regarding the minimum, maximum, mean and standard deviation, as well as more detail regarding the frequencies, refer to the descriptive and frequency tables in Appendices 2a and 2b respectively.

4.3 Inferential Statistics

School A

Correlation

In terms of null hypothesis 1, and according to the Pearson Correlation Coefficient, the following in the area of decision-making were found to be correlated to the level of perceived empowerment at a 5% significance level: curriculum design and delivery, and empowerment have a correlation coefficient of 0.387 or 38.7% (a positive, medium correlation). Planning trips and activities, and empowerment have a correlation coefficient of 0.368 or 36.8% (a positive, medium correlation).

Discipline systems and empowerment have a correlation coefficient of 0.417 or 41.7% (a positive, medium correlation). Strategic planning and empowerment have a correlation coefficient of 0.437 or 43.7% (a positive, medium correlation). Finally, participating in decision-making regarding the action plan, and the level of empowerment have a correlation coefficient of 0.413 or 41.3% (a positive, medium correlation).

Since the questions in the survey are ordinal and respondents were asked to rank their answers on a scale, the Spearman Rank Correlation Coefficient is better suited for the purposes of this study. The following are the results based on a 5% significance level: curriculum design and delivery, and empowerment have a rank correlation coefficient of 0.377 or 37.7% (a positive, medium correlation). Strategic planning and empowerment have a rank correlation coefficient of 0.454 or 45.4% (a positive, medium correlation). Lastly, participating in decision-making regarding the action plan, and the level of empowerment have a rank correlation coefficient of 0.398 or 39.8% (a positive, medium correlation). Refer to Appendix 3a for more information regarding correlation.

With regard to null hypothesis 2, there was no significant correlation found between the variables of empowerment and self-motivation for School A with both the Pearson and Spearman correlation coefficients. Moreover, and in terms of null hypothesis 3, there was no significant correlation found between the variables of managerial support and motivation, and self-motivation levels for School A with both the Pearson and Spearman correlation coefficients.

Regression

As was previously mentioned, the calculation of linear regression is determined by the presence of significant correlations between variables. “A linear regression line has an equation of the form $Y = a + bX$, where X is the explanatory variable and Y is the dependent variable. The slope of the line is b , and a is the intercept (the value of y when $x = 0$)” (Yale University, 1997). Also, since the data from the questionnaire is ordinal, the regression line will be calculated based on the results from the Spearman Rank Correlation Coefficient. Accordingly, curriculum design and delivery, and empowerment are considered a significant model because the significance level of $0.042 < 0.05$, the R^2 which is the coefficient of determination expressed as a percentage of an explained variable. R^2 is 15% which implies that the 15% result explains the variation in the dependent variable is accounted for by the variation in the independent variable. The rest, 85%, is unexplained. Accordingly, the variation is not explained by the result.

Strategic planning and empowerment are also considered a significant model because the significance level of $0.016 < 0.05$. The R^2 is 19.1%, meaning 80.9% of the variation is not explained by the result. As for participating in decision-making regarding the action plan, and the level of empowerment, this model is considered significant because the significance level of $0.026 < 0.05$. R^2 is 17%, meaning that 83% of the variation remains unexplained. Refer to Appendix 3b for more information on regression.

School B***Correlation***

With regard to null hypotheses 1, there was no significant correlation found between the variables in the area of decision-making and levels of empowerment using both the Pearson and Spearman coefficient correlations. Furthermore, in terms of null hypothesis 2, empowerment and self-motivation for School B, there was no significant correlation found between the variables, with both the Pearson and Spearman correlation coefficients. Moreover, and in terms of null hypothesis 3, there was no significant correlation found between the variables of managerial support and motivation, and self-motivation levels for School B with both the Pearson and Spearman correlation coefficients. Refer to Appendix 3a for more information regarding correlation.

Regression

Due to the lack of any significant correlations between any of the variables in the three hypotheses, regression cannot be calculated.

School C***Correlation***

In terms of null hypothesis 1, and according to the Pearson Correlation Coefficient, the following in the area of decision-making were found to be correlated to the level of perceived empowerment at a 5% significance level: evaluation of others and empowerment have a correlation coefficient of 0.414 or 41.4% (a positive, medium correlation). As for null hypothesis 2, there was no significant correlation found between empowerment and self-motivation.

Lastly, null hypothesis 3, managerial support and motivation, and self-motivation, have a correlation coefficient of 0.564 or 56.4% (a positive, large correlation, at a 1% significance level).

Since the questions in the survey are ordinal and respondents were asked to rank their answers on a scale, the Spearman Rank Correlation Coefficient is better suited for the purposes of this study. The following are the results based on a 5% significance level: school literature and empowerment have a rank correlation

coefficient of 0.454 or 45.4% (a positive, medium correlation). Promotion of others and empowerment have a rank correlation coefficient of 0.411 or 41.1% (a positive, medium correlation).

In terms of empowerment and self-motivation, they have a rank correlation coefficient of 0.405 or 40.5% (a positive, medium correlation). Finally, null hypothesis 3, managerial support and motivation, and empowerment, have a rank correlation coefficient of 0.605 or 60.5% (a positive, large correlation, at a 1% significance level). Refer to Appendix 3a for more information regarding correlation.

Regression

As was previously mentioned, the calculation of linear regression is determined by the presence of significant correlations between variables. Also, since the data from the questionnaire is ordinal, the regression line will be calculated based on the results from the Spearman Rank Correlation Coefficient. Accordingly, school literature and empowerment are considered an insignificant model by the automated regression calculation in SPSS. Furthermore, promotion of others and empowerment is also an insignificant model as determined by the automated program.

In addition, empowerment level and self-motivation level were also found insignificant in terms of regression. As for managerial support and motivation, this model was found significant since the significance level of $0.002 < 0.05$. R^2 is 31.8% meaning that the result explains the variation to the extent of the percentage. Nevertheless, 68.2% of the variation remains unexplained. Refer to Appendix 3b for more information on regression.

School D

Correlation

In terms of null hypothesis 1, and according to the Pearson Correlation Coefficient, the following in the area of decision-making were found to be correlated to the level of perceived empowerment at a 5% significance level: discipline systems and empowerment level have a correlation coefficient of 0.271 or 27.1% (a positive, small correlation). Strategic planning and empowerment have a correlation

coefficient of 0.240 or 24% (a positive, small correlation). Action plan and empowerment have a correlation coefficient of 0.252 or 25.2% (a positive, small correlation). School literature and empowerment have a correlation coefficient of 0.311 or 31.1% (a positive, medium correlation, at a 1% significance level).

Self-evaluation and empowerment have a correlation of 0.286 or 28.6% (a positive, small correlation). The evaluation of others and empowerment have a correlation coefficient of 0.245 or 24.5% (a positive, small correlation). Finally, the promotion of others and empowerment have a correlation coefficient of 0.250 or 25% (a positive, small correlation). As for null hypothesis 2, empowerment and self-motivation, they have a correlation coefficient of 0.342 or 34.2% (a positive, medium correlation, at a 1% significance level). Lastly, null hypothesis 3, managerial support and motivation, and self-motivation, have a correlation coefficient of 0.296 or 29.6% (a positive, small correlation).

Since the questions in the survey are ordinal and respondents were asked to rank their answers on a scale, the Spearman Rank Correlation Coefficient is better suited for the purposes of this study. The following are the results based on a 5% significance level: curriculum design and delivery, and empowerment level have a rank correlation coefficient of 0.249 or 24.9% (a positive, small correlation). Strategic planning and empowerment have a rank correlation coefficient of 0.256 or 25.6% (a positive, small correlation). The action plan and empowerment have a 0.263 or 26.3% rank correlation coefficient (a positive, small correlation).

Lastly, school literature and empowerment have a rank correlation coefficient of 0.273 or 27.3% (a positive, small correlation). Finally, null hypotheses 2 and 3, empowerment and self-motivation, and managerial support and motivation, and empowerment, respectively, have no significant rank correlations. Refer to Appendix 3a for more information regarding correlation.

Regression

As was previously mentioned, the calculation of linear regression is determined by the presence of significant correlations between variables. Also, since the data from the questionnaire is ordinal, the regression line will be calculated based on the

results from the Spearman Rank Correlation Coefficient. Accordingly, curriculum design and delivery, and empowerment level are considered an insignificant model by the automated regression calculation in SPSS.

On the other hand, strategic planning and empowerment is a significant model since the significance level $0.048 < 0.05$. R^2 is 5.8% meaning 94.2% of the variation is unexplained by the result. Moreover, action plan and empowerment is a significant model since the significance level $0.04 < 0.05$. R^2 is 6.3% meaning 93.7% of the variation is unexplained by the result. In addition to the latter, school literature and empowerment is a significant model since the significance level $0.009 < 0.05$. R^2 is 9.7% meaning 90.3% of the variation is unexplained by the result. Refer to Appendix 3b for more information on regression.

4.4 Main Results

4.4.1 Quantitative Results

School A

Descriptive

The main and significant results in terms of frequencies for the quantitative data in terms of decision-making include the following: for lesson planning and teaching methodology, 64.7% (the greatest percentage amongst the variables for a rank of 4) gave this variable a rank of 4 (always participate). For the promotion of others, 55.9% (the greatest percentage amongst the variables for a rank of 1) gave it a rank of 1 (never).

As for perception of empowerment, as described above, most teachers often feel empowered. In terms of self-motivation, similar to empowerment, most teachers often feel self-motivated, whilst managerial support and motivation is found to be rare by most of the faculty who responded to the questionnaire. Moreover, salaries and financial bonuses are the preferred extrinsic motivating factor by the majority of the teachers in School A, while cooperation or teamwork is the preferred intrinsic factor.

Inferential

According to the Spearman Rank Correlation Coefficient, participation in decision-making in the areas of curriculum design and delivery and empowerment levels, participation in decision-making with regard to strategic planning and empowerment levels, and participation in decision-making relative to the action plan and empowerment levels all have a significant correlation coefficient (two-tailed, 5% significance level).

On the other hand, the variables of both hypotheses 2 and 3 do not have any significant correlations. Based on the latter, regression was calculated for the three significant correlation models, each of which was found to be significant because the significance levels were all under the 5% level. Nevertheless, the R^2 of all three models was found to explain a very small part of the variation in the dependent variables relative to the variation in the independent variables.

School B

Descriptive

The main and significant results in terms of frequencies for the quantitative data in terms of decision-making include the following: for lesson planning and teaching methodology, 82.8% (the greatest percentage amongst the variables for a rank of 4) gave this variable a rank of 4 (always participate). For the assessment of needs and budgeting, 58.6% (the greatest percentage amongst the variables for a rank of 1) gave it a rank of 1 (never).

As for perception of empowerment, as described above, most teachers often feel empowered. In terms of self-motivation, most teachers always feel self-motivated, whilst managerial support and motivation is found to be always present for most of the faculty who responded to the questionnaire. Moreover, salaries and financial bonuses are the preferred extrinsic motivating factor by the majority of the teachers in School B, while self-growth is the preferred intrinsic factor.

Inferential

According to the Spearman Rank Correlation Coefficient, the variables of all three hypotheses do not have any significant correlations. Based on the latter, regression could not be calculated.

School C

Descriptive

The main and significant results in terms of frequencies for the quantitative data in terms of decision-making include the following: for lesson planning and teaching methodology, 57.1% (the greatest percentage amongst the variables for a rank of 4) gave this variable a rank of 4 (always participate). For the promotion of others, 67.9% (the greatest percentage amongst the variables for a rank of 1) gave it a rank of 1 (never).

As for perception of empowerment, as described above, most teachers always feel empowered. In terms of self-motivation, most teachers often feel self-motivated, whilst managerial support and motivation is always present according to most of the faculty who responded to the questionnaire. Moreover, salaries and financial bonuses are the preferred extrinsic motivating factor by the majority of the teachers in School C, while cooperation or teamwork is the preferred intrinsic factor.

Inferential

According to the Spearman Rank Correlation Coefficient, participation in decision-making in the areas of school literature and empowerment levels, participation in decision-making with regard to the promotion of others and empowerment levels, have a significant correlation coefficient (two-tailed, 5% significance level). Also, the variables of empowerment levels and self-motivation levels, from null hypothesis 2, have a significant correlation coefficient (two-tailed, 5% significance level). Moreover, the variables of managerial support and motivation, and self-motivation levels, from null hypothesis 3, have a significant correlation coefficient (two-tailed, 1% significance level).

Based on the latter, regression was calculated for the four significant correlation models. The first two models related to decision-making were found insignificant in terms of regression. As for the correlation model regarding empowerment levels and self-motivation, it was found to be significant because the significance level was smaller than 5%. Nevertheless, the R^2 of model was found to explain just a fair part of the variation in the dependent variables relative to the variation in the

independent variables. Lastly, the model involving managerial support and motivation, and self-motivation, was found to be insignificant in terms of regression.

School D

Descriptive

The main and significant results in terms of frequencies for the quantitative data in terms of decision-making include the following: for lesson planning and teaching methodology, 76.6% (the greatest percentage amongst the variables for a rank of 4) gave this variable a rank of 4 (always participate). For the promotion of others, 66.2% (the greatest percentage amongst the variables for a rank of 1) gave it a rank of 1 (never).

As for perception of empowerment, as described above, most teachers often feel empowered. In terms of self-motivation, similar to empowerment, most teachers often feel self-motivated, whilst managerial support and motivation is found is often present according to most of the faculty who responded to the questionnaire. Moreover, salaries and financial bonuses are the preferred extrinsic motivating factor by the majority of the teachers in School D, while self-growth is the preferred intrinsic factor.

Inferential

According to the Spearman Rank Correlation Coefficient, participation in decision-making in the areas of curriculum design and delivery, and empowerment levels, strategic planning and empowerment levels, action plans and empowerment levels, and school literature and empowerment levels, have a significant correlation coefficient (two-tailed, 5% significance level). On the other hand, the variables of empowerment levels and self-motivation levels, from null hypothesis 2, and the variables of managerial support and motivation, and self-motivation levels, from null hypothesis 3, have insignificant correlation coefficients.

Based on the latter, regression was calculated for the four significant correlation models. The first model related to decision-making in curriculum design and delivery, and empowerment, was found insignificant in terms of regression. On the other hand, the three other models in decision-making, including strategic planning

and empowerment levels, action plans and empowerment levels, and school literature and empowerment levels, were all found significant in that their significance levels were less than the 5% level. Nevertheless, the R^2 of models were found to explain a very small part of the variation in the dependent variables relative to the variation in the independent variables.

4.4.2 Qualitative Results

School A

School Literature

According to School A's *Handbook for Teachers* (2008), the following is their **vision** and **mission** respectively:

[School A] will continue to inspire and guide learners to embrace the future and reach their full potential in a creative, safe and supportive atmosphere. We will serve as a model for national and international education through a holistic learner-centered environment. We will empower our students to lead, excel and become active change agents in a global community through innovative learning experiences. (p. 2)

[School A] promotes life-long learning through a nurturing environment where students, parents, staff and community members work together to develop academic excellence, ethical behavior and personal growth. (p. 2)

Moreover, some of the school's **values** include motivation, equality and respect. It is of note that in the school's **organizational structure**, also known as an organigram, teachers are at the bottom of the hierarchy. When discussing the characteristics of effective teachers, the following is said: "Effective teachers are intrinsically motivated, inspire and motivate students to learn, communicate through active listening, engage in continuous self-evaluation, facilitate all aspects of the learning process with passion, ..." ("Handbook for Teachers," 2008, p. 8).

The school believes in professional development, and as such has both a formal and informal evaluation process including self-evaluation, along with an evaluation from students and administrators or middle and top management. For the purpose of this study, a principal evaluation form, a director evaluation form, a peer evaluation form

and a self-evaluation form were examined. The evaluation of the principal is completed upward by all teachers and directors and includes sections of the principal's leadership skills, organization, planning and analysis in terms of the school's strategic plan, personnel recruitment, compensation and growth, program and service support in terms of student programs and records maintained for school purposes as well as governmental purposes, the safety and harmony of the environment, the school's finances, student enrollment, institutional image, and plant management and maintenance.

As for the directors, who are evaluated upward by the teachers, their evaluation form includes visibility and involvement, communication and interaction, school operations, their participation and initiation of meetings and conferences and lastly, their contribution to a safe and orderly environment. The teachers are evaluated by their peers in terms of student engagement, teaching methods and techniques, projects and activities, etc. This form is then reviewed by the teacher being observed, and she in turn can comment on her peer's review in a form of rebuttal and self-evaluation. As was mentioned above, teachers are also informally evaluated by their superiors through informal means such as observation ("Handbook for Teachers," 2008).

As for the rules and regulations for student behavior and consequences, they are set by school management and explained in detail in the handbook. Also, and according to the *Handbook for Teachers*, "faculty will meet once a week"; "Student record keeping: all notes going home to parents must be seen by the section director"; and "Parent/teacher conferences: teachers are expected to be courteous and professional when speaking with parents" (p. 22). Furthermore, and with regard to out of class requirements,

Out of class responsibilities: full-time teachers will be involved in certain hours of student supervision. Supervision includes recess and morning duties, where teachers should ensure students are interacting with each other in a safe, cooperative and constructive manner and drop-off/pick-up duty

where the role of the supervisor is to ensure student safety. Other supervision duties may be fieldtrips and other activities/events. (“Handbook for Teachers,” 2008, p. 22)

The school’s teacher handbook goes on to address concerns such as problems that teachers may face and how important it is to help teachers overcome them through “expressing their concern in a professional manner to the appropriate parties” (“Handbook for Teachers,” 2008, p. 24). Moreover, the school acknowledges the different personal beliefs, values and viewpoints that teachers have and claims to respect them in that it hires staff based solely on qualifications. Also, the school says that it promotes a safe and comfortable work environment. Accordingly, “Staff morale: happy and motivated staff members are correlated to school’s success. As such, we are consistently adjusting our system on their input in order to instill a sense of ownership” (“Handbook for Teachers,” 2008, p. 28). Furthermore, “staff involvement in decision-making: the administration encourages employee’s participation in the decisions made at school. At this school participation may include, but is not limited to: policy development, curriculum planning, and facilities planning” (“Handbook for Teachers,” 2008, p. 28). The latter is then elaborated to include the support of teachers in their initiatives.

As for hiring practices, the latter is done through the principal, the leadership team and experts who teach the subject that a person is being interviewed for. Furthermore, promotions and assignments to designated positions are determined by the management, including the principal and the leadership team. In addition, and in terms of “professional growth: In addition to participating in workshops held at school, staff member are encouraged to attend external workshops....The school may cover half the cost for pre-approved workshops of employees that have at least two years of service at School A” (“Handbook for Teachers,” 2008, p. 33).

Job descriptions for management are not published or in the teacher's handbook although the principal did claim that each of the middle managers as well as the principal have been given a job description. As for **memos**, School A's management provided me with a sample of a written warning that was issued to a teacher after three verbal reminders (as per the rules and regulations included in the teacher handbook). This warning started with a positive comment: "thank you for your hard work". It then went on to point out where the teacher was breaching regulations and what corrective action she should take. Furthermore, a memo addressed to a person as a second written warning did not start with a positive comment, but rather expressed the problem, and went on to "urge the person to take corrective action immediately to avoid negative consequences". Another memo included a thank you note in recognition of a teacher's self-initiated action and dedication. Lastly, a general memo addressed to all teachers to remind them of a deadline started with the word "kindly" and ended with a respectful "thank you for your cooperation. It is of note that all these memos were sent from the office of the school principal, and few included a "C.C." to the Head of Section involved, also known as the middle management. School rules require that written warnings be sent from the office of the deputy principal or principal.

In terms of **teacher turnover**, the past two academic years (2008-09 and 2009-10) were marked by the following: eighteen teachers left the school, whereas eight teachers joined in the academic year 2008-09. Of the teachers that left, eight were not rehired, three moved to other schools, and 2 left the country. As for the following academic year, thirteen teachers left, and twenty-one teachers joined the school. Of the thirteen that left, three were not rehired and four left the country.

Interview with principal

When discussing the topic of motivation and empowerment of teachers with the school principals (who are considered to be the top managers of a school), the topics of hierarchy and communication are important to address. The principal of School A explained the hierarchy of his school in that he reports to both SDC and the Board of Trustees (BOT). Directly under the principal, there are three section directors (director of infant and primary, director of middle school and director of high school). Beneath the section directors, there are heads of departments (math,

English, Arabic, etc.). The teachers report to their head of section on all issues except for academics; in that case, they report to the head of that subject's department. Although this hierarchy exists for there to be some order within the organization, the principal claims that communication within this hierarchy is more than just vertical, it is horizontal, even circular in that open lines of communication exist that flatten this hierarchy. The principal explained that he has an open door policy that the middle managers or heads of sections sometimes dislike. He tries to make sure that the teachers have spoken to their direct supervisors first, and following the latter, they are welcome to discuss the issue with him.

As for employee motivation, when asked if management had some kind of extrinsic or intrinsic reward system, the principal went on to explain that there is no formal reward system be it extrinsic or intrinsic. Informally, three people were recognized during the first trimester of the 2010-2011 academic year, and were awarded gift certificates. Furthermore, the principal discussed ongoing workshops aimed at increasing intrinsic motivation. He went on to discuss the limitations or problems associated with incentive schemes including the need to be more systematic and organized for them to be more effective. One way he claims he has started to do that is through a paper that he hands out at the beginning of every academic year asking teachers, old and new, if they are recognized, whether they would want that to be public, private, financial, material, verbal, etc.

School A's principal goes on to say that he believes that more than almost 70% of the teachers are motivated. When asked about their motivating factors, the principal claims that involving them in what the school is all about, along with the good relationship they share with their students, immediate superiors and himself. The principal goes on to say: "So it's a human relation factor and a sense of fairness in how I treat them". When asked about the evidence that shows the teachers are motivated, he used the example of the Christmas party which is a function that teachers attend voluntarily. He explained that in the past, less than 50% of the faculty attended, whilst the past two years have been marked by an increase in attendance up to 80 or 90%. This, according to him, is feedback from the informal rewards and ongoing motivational workshops. Also, generally speaking, when the teachers are asked to do something, the response is almost always positive and they

have a pride that this school is different and they are valued. In a written evaluation of the directors and the principal, between 50 and 90% of the faculty evaluated management positively.

With regards to the leadership skills the principal believes to have as senior manager, he claims to be proactive, a symbolic leader, very much in touch with the human relations side of leadership. He goes on to say that situational leadership and empowerment of people best describe his managerial approach. Besides the teachers, the principal is also evaluated by the directors. The principal claims to be adding the students and BOT to the list of people who evaluate him. On the other hand, teachers are evaluated by their students, their directors and the principals. According to the principal, the data that is collected is in the process of becoming computerized and thus more useful for change.

The interview included questions on the empowerment of employees, specifically teaching members of staff. The school principal claimed that the system is becoming more transparent in that the report on the school that is given to the BOT is now accessible to the teachers in the library. When it comes to finances, each department and section director has to submit what they believe should be included in their budget. As for salaries, although the principal claims to be comfortable with sharing salaries, he says he does not recommend it because he does not believe our culture allows that just yet. Moreover, he was very assertive when saying that he values privacy.

When asked about teachers' involvement in the institution's strategic plan, the principal assured me that teachers are part of the whole process. He claimed the following: "At least every year, we review the vision, the mission, look at the values, the goals, etc". Teachers are included in decision-making in their participation in the development of the strategic plan, curriculum reflection, consultations regarding students, committees that recommend matters for accreditation, functions, etc. The principal states that at least 95% of the faculty feel highly respected by him. Finally, and relevant to school development, the principal was asked about the school's "Management/Leadership team". In this particular school, this team is titled the "Leadership Team" because the principal prefers the

term leadership to management for the following reasons: “I like the leadership term rather than the management term because leadership is doing the right thing...sense of a value system that I believe in, and leaders empower others to do their best. Leadership density...everybody feels they are a leader”. The members of this team include the section directors, department chairs, learning support coordinator, and head of boarding school. Everybody with an administrative role is on the team. Refer to Appendix 1b for details on the questions in the interview.

Responses to Qualitative Questions from Teacher Questionnaire and Focus Groups

According to the school management and teachers, School A went through the accreditation process with the New England Association of Schools and Colleges (NEASC) as of 2007. Both management and employees acknowledged the role that this process had in increasing teacher participation in all aspects of school life including budgeting, strategic planning, decision-making processes, evaluation and self-study. The school was accredited in 2009.

It is important to note that of the 55 teachers at school, 34 responded to the questionnaire (almost 62%) and focus groups were made up of ten members. When asked about basic reporting systems when it comes to teachers needing permission to photocopy material, leave for medical appointments, and gain approval for the purchase of new material for the classroom, most responses were that the system is acceptable. A signature for photocopying is usually required by the head of department of a certain subject, while the head of section and principal need to be informed when one needs to leave school. As for new material, it requires the approval of the head of section followed by the business and purchasing manager.

In terms of salary, most teachers in School A found that their salaries are unfair, but explained that that is due to what they believe to be low salaries in the country in general, as well as low salaries dictated by the government for teachers. When asked whether the salary is equitable, of those who responded, almost half said their salary did not compare fairly with their colleagues, while the other half said they didn't know how it compared because they were not aware of what their peers' salaries were.

Moreover, when teachers were asked about who makes the decisions that ultimately affected their performance and/or life at school, most of them responded that that came down to one person, either the head of section, or the principal, the latter being named more than the former. The teacher handbook refers to the open-door policy that the principal encourages, and most of the teachers agree to that statement in that they claim to see the principal very often and if they need to meet with him at length, take an appointment and see him within a day or two at most.

When it came to discussing empowerment on the job for teachers, most teachers referred to the authority they have to conduct their classes, plan lessons and make small modifications to the curriculum. They also noted that their jobs entailed planning field trips. As such, most feel relatively in control and empowered, but also sense that they are made aware of changes that take place at school in general, but do not necessarily participate in decision-making outside of what they feel is their job description; instruction within the classroom and matters pertaining directly to students.

When teachers were questioned about their subjective definition of motivation, most responded that their concept of motivation includes being happy, challenged, satisfied and excited while doing the job. Many defined motivation through students and their results, as well as the ability to learn on a daily basis and add to one's experience and knowledge. The self-motivating factors of teachers in School A included the school's happy atmosphere, setting goals, loving their job, being free to make decisions in their classrooms, helping students, salary and financial bonuses, empowerment, promotion and the support of management. As for the school management, the teachers revealed that their superiors conduct workshops on motivation, give them liberty to apply new strategies in the classroom, recognize their efforts through verbal praise, gestures, and thank you messages. Furthermore, the teachers claim to be supported and helped by management, and provided with a comfortable working environment. As a result of the latter, most people claim to be happy and comfortable working in this organization, and according to both the teachers and management, absenteeism is relatively low. For details regarding the open-ended questions in the questionnaire, refer to Appendix 1a.

School B***School Literature***

According to School B's *The Staff Handbook* (2010), the following are their **mission** and **vision**:

The mission of [School B] is to create a nurturing learning environment where children faculty and families work together to enhance everyone's cognitive, emotional and spiritual development. Guided by the core values of respect, responsibilities, partnership and lifelong learning, and within a safe and flexible learning environment, [School B] will honor the special gift in every child and support every learner to become a contributor to positive change in his/her country, and in an ever-diverse international community of learners. (p. 8)

The vision of [School B] is to have a school, capitalizing on partnership with parents, staff, and administrators to enable and empower learners to reach their maximum potential. To have a school that prepares learners to be active citizens in their own countries who can contribute positively in building our ever-advancing world. To build a learning community, that empowers staff to utilize their professional training and provides them with ample opportunities for thorough ongoing professional development, personal growth, and self-actualization. To have a school that is constantly engaged in continuous improvement planning. (p. 14)

As for the **organizational structure** of the school, teachers are at near the center of a circle (that is learner-centered) rather than a hierarchy or a pyramid. According to the principal, it symbolizes a support system rather than a reporting system that indicates power based on status. Furthermore, "teachers, administrators, learners,

and parents are responsible and accountable for learner learning” (“The Staff Handbook,” 2010, p. 15).

The handbook notes that teachers are extremely valuable to an effective education and as such, need to have up-to-date knowledge in their field, collaborate with peers and management in the development of the curriculum, and “will initiate growth and change in his/her own intellectual and professional development, seeking out [School B] and other international staff development programs, conferences, courses and other opportunities to learn” (“The Staff Handbook,” 2010, p. 16). Moreover, teachers are asked to model creativity and take initiative. As a result, the management’s role is to ensure teachers are supported, oriented but also monitored, and build the concept of teamwork throughout the organization. Also, superiors are to discuss both positive and negative aspects of a teacher’s work with her, in addition to praising and constructively critiquing their work.

The [school] leader will value and work to improve teaching and to ensure the full implementation of the [school’s] educational system through classroom visits, discussions with teachers and other methods that are fair and consistent with the [school’s] policies and procedures. Evaluation will be based on clearly articulated criteria that teachers have helped define and occur in a context of respect for the teacher’s professional knowledge and decision making capability. The supervisor will also monitor his/her own work by inviting suggestions and critiques from teachers. (“The Staff Handbook,” 2010, p. 16)

Like School A, School B also emphasizes the importance of helping staff members resolve their problems through the appropriate channels, and should the issue not be resolved, the principal can then be informed and help the teacher reach a solution. As such, the school principal maintains an open-door policy. The school also claims to maintain utmost respect for the varying value or belief systems that teachers come

from. The job descriptions of heads of section and school principal are included in the handbook, in addition to what is expected from teachers. The head of section is “to maintain positive communication with the staff in the section”, “to encourage teamwork, “to ensure class setup that is conducive to learning and promotes group work and cooperate learning”, and “to support the professional development of teaching staff and make recommendations to meet staff training needs” (“The Staff Handbook,” 2010, p. 22) amongst other responsibilities.

As for the school principal’s role, it includes the following: “[To] administer equitable systems as approved by the BOT of compensation, working conditions, discipline, and development for all schools employees”, “work to approve standards to measure and maintain reasonable performance and professional growth among all employees: approve the dismissal of those who fail to meet the standards. (With SDC and BOT approval during the course of the year and at the end of the year)”, “establish practices and procedures to promote harmonious and constructive relationships among all personnel”, and “manage teachers and staff for optimal performance of their duties and for the achievement of the mission of the school” (“The Staff Handbook,” 2010, p. 42).

Moreover, on-going professional development is essential at this school. They require teachers to attend several workshops or conferences held off campus on a yearly basis, and to ensure that teachers are aware of these events, the management claims to continuously send announcements. In addition, and according to *The Staff Handbook* (2010), “teachers are requested to willingly participate in all school events. This participation shows their commitment and loyalty to the school, and is reflected in their annual evaluation” (p. 60).

- Teacher and Classroom Evaluation Report: filled out by the Resource Teacher, Division Head and/or Deputy Principal at least three times each academic year. After completing the observations, the teacher being observed is called for a confidential conference with the observer to discuss the comments and recommendations.

- Self-Growth Report for Teachers: filled out by all the teaching staff members at the end of Term I.
- Self-Evaluation Report: filled out by all the teaching staff members and supervisors at the beginning and end of the year.
- Summative Evaluation Report for Teachers: filled out by Resource Teachers, Division Heads, Deputy Principal, and/or School Principal at least three times each academic year. After completing the reports, the teacher is called for a confidential conference with the administrator to discuss the comments and recommendations.
- Summative Evaluation Report for Administrators: filled out by the Director of Administration and/or School Principal at least three times each academic year. After completing the reports, the administrator is called for a confidential conference with the Director of Administration or the School Principal to discuss the comments and recommendations.
- Evaluation Report for Resource Teachers, Division Heads, Director of Administration, Deputy Principal and School Principal: filled out by their respective academic and non-academic staff". ("The Staff Handbook," 2010, p. 60-61)

The teacher and classroom evaluation form includes sections on lesson design, teaching methodology and motivation techniques, communication skills, classroom management, additional comments from the observer as well as recommendations. It also entails a section for the teacher who has been observed to sign that she has read, discussed, but not necessarily agreed to the evaluation.

In terms of **teacher turnover**, the statistics were only provided for the academic year 2009-2010. Fourteen people left the school and sixteen joined. This took place,

according to School B's principal, because a very rigorous set of expectations with regard to qualification and dedication to work was implemented, leading to the management asking six teachers to leave due to unsatisfactory work as per the new demands. Furthermore, four teachers resigned because the school introduced new programs for which these teachers felt they had no appropriate qualifications (no job-person fit). The other four moved to different schools.

As for **memos** that circulated via e-mail to teachers, the management provided several different reminders and thank you notes addressed to individuals as well as the entire teaching staff. A memo from the principal's office was sent to inform people about a subject and asked for their help. It was started by a greeting "Good morning" and ended with "always appreciative of your assistance". Also, several memos to thank people individually and as a group for their hard work were sent out. As for another memo that was sent out to teachers also from the principal; this message also started with a greeting, but was followed by "consider this e-mail the last reminder for the following school regulation", and ended with "the school policies are there to protect your rights. It is your decision to meet us half way". Another example of a memo that was sent by a head of section to the teaching staff started with the term "kindly" and ended with "thank you all for your hard work".

Interview with Principal

When discussing the issue of hierarchy and communication with the principal of School B, she explained that the principal reports to SDC and the BOT. Directly under the principal come the heads of sections (lower school director, and upper school director). Teachers in turn report to the heads of sections. Due to the school's small size, there are no department heads or subject coordinators, so the heads of sections are responsible for all matters including academic issues the teachers may face. The principal goes on to say that there is a hierarchy to respect but she maintains an open door policy. The teachers need to inform their direct superiors when they want to talk to the principal.

In terms of employee motivation, the principal says that she would like to implement an extrinsic scheme of motivation, but she has not done so to date. She however claims to conduct workshops and trainings for the enhancement of intrinsic

motivation but also not as often as she should. Moreover, in terms of intrinsic motivation, the principal claims that her experience has led her to maintain an open door policy and talk a lot to the staff because she empathizes with them. She believes that financial constraints limit the school management from increasing the number of workshops conducted by external consultants, and from developing an attractive financial incentive scheme. The principal of School B believes that only half of her teachers are motivated, and that she claims, is an attempt at “being very optimistic”. She sees the motivation when the teachers increase their workloads just to improve the school’s reputation, when they plan trips, events, volunteer to work on the yearbook, as well as volunteer to run home visits for children with learning difficulties.

When asked about her self-perception as a manager and the leadership skills she has, the principal claimed to be a team player. She dislikes being referred to as a manager. As a leader, she believes that her mission is to work with the students, their families and the staff. She has three populations she needs to pay attention to. The principal is evaluated by SDC, the directors and the teachers, as well as a self-evaluation. Evaluations throughout the school are done both upward and downward. She claims that evaluation forms are analyzed, reviewed, and discussed.

In terms of employee empowerment, the principal believes teachers should know a bit about the institution’s finances but not everything since financial matters tend to cause more stress. As for the strategic plan, the teachers are involved in discussing the mission, vision and objectives; they go over all handbooks with management, contribute and discuss their grievances. Besides the latter, teachers are involved in decision-making with regard to the admission of students. The principal claims that the teachers feel respected and appreciate the openness and there seems to be no apprehensiveness in the organization. When asked about the school’s “Management Team”, the principal said that it is composed of herself, the two heads of sections, the business manager, the supervisor of the alternative program for children with special needs, and at times, the health specialist (depending on the issue being discussed), and the head of the counseling department (also depending on the matter at hand). Refer to Appendix 1b for details on the questions in the interview.

Responses to Qualitative Questions from Teacher Questionnaire and Focus Groups

School B has not been through the accreditation process, nor is it accredited for the moment. Of the 36 faculty members, 29 (almost 81%) responded to the questionnaire. The focus group, like School A, was made up of 10 people. When asked about technicalities such as signatures needed to get photocopies, the people who need to be informed before a teacher can leave school for a medical appointment and the number of signatures required to order new material for the classroom, most teachers said that the entire process was acceptable. While a signature was previously required for photocopying, the management decided to allow teachers to photocopy at their own discretion. As for permission to leave school or purchase new material, the responses were similar to School A.

As for the discussion that took place regarding salary, after the qualitative results indicated that most people found that their salaries were not fair, the study required further clarification. Although postulated by Lebanese law, the teachers found that the amount of energy and time they put into the job was underappreciated financially. As for it being equitable to colleagues, almost a third said their salary does compare fairly with colleagues, while a third argued against the latter, and the last third did not know how their salary compared to peers.

In terms of decision-making, most people agreed that a small group of people is responsible for their performance and life at school and it included the head of section and the principal. Most teachers also claim to see their principal very often, even on a daily basis, and unless she is in a meeting, they do not have to wait at all to meet with her.

Empowerment on the job as a teacher was generally described as being allowed to do the job, referring to people with concerns and suggestions, being able to apply changes in instruction without having to justify it to superiors, having an open-door policy with management that results in the participation of several people in decision-making. Empowerment was also defined in terms of feeling appreciated, and gaining more financial motivation.

As for motivation, most people described it as the enjoyment of the job, feeling happy, challenged and excited doing the job, students as the motivation factor, and a sense of appreciation. Their self-motivating factors mainly included passion for the job itself, the humanitarian aspect of working with children with special needs, the love they have for their students, peer and managerial support and praise, teamwork, thank you notes, students' results, salary and bonuses, and ambition toward getting a promotion. The school management's motivation schemes according to the faculty include the following: workshops, verbal praise and thank you messages, giving them the liberty to apply new strategies in the classroom, a show of appreciation, whilst few people noted that the management seemed to lack the time to motivate them. As a result of the above, most people claim to be both comfortable and happy in their work environment and most would not consider absenteeism as a form of avoiding discomfort in the workplace. The management confirmed the low absenteeism claimed by the faculty. For details regarding the open-ended questions in the questionnaire, refer to Appendix 1a.

School C

School Literature

According to School C's *Staff Manual* (2008), the school's **mission** and **vision** are as follows:

The school's mission is to create a nurturing and safe environment where quality education lays the foundation of life-long learning through building self-esteem, confidence, creativity, and preparing our students to be effective group members, within the family, direct community, country, and the globe at large... (p. 3)

We believe that student learning is the chief priority and that the child's educational program should be a shared responsibility involving the home, school, teacher, and students....We believe that the school should provide a safe environment and an educational program to meet the needs of

each child so that he/she is encouraged to function at his/her full potential. We believe that each child should be provided with opportunities to establish him/herself both as an individual and a member of a group. We believe that educational experiences should enable students to learn to communicate effectively, solve problems competently, think critically and creatively, and behave responsibly. We believe that integrating technology in a meaningful way enables students to develop information technology skills and be updated with most recent advances in computer education. We believe in promoting awareness at the social, environmental, and multicultural levels.

(p. 3)

It is of note that the **organizational structure** or organigram of the school is not included in the staff handbook. Furthermore, the staff should treat parents and students respectfully, support students and promote the best interests of the school. Moreover, “evaluations will take place for all staff members in the school. Informal and formal evaluations will take place by the principal and office manager. A self evaluation form will be completed by each staff member twice a year. The objective of the evaluation process is to enhance performance and efficiency” (“Staff Manual,” 2008, p. 6).

Evaluations of the school principal and the head of department also take place. The evaluation of the principal includes several aspects of her work including; how understanding and respectful she is, if she shows enthusiasm toward the work, how much she empowers teachers. As for the evaluation of the heads, it includes the following: how well they evaluate teachers, whether they provide appropriate instruction on behalf of the principal, help teachers improve their performance, assess teacher’s needs, and are willing to try new approaches to teaching.

“The results will help to:

- Promote professional conduct
- Ensure that staff’s conduct is consistent with the school’s mission and philosophy
- Enhance professional development through self-evaluation” (“Staff Manual, ” 2008, p. 7).

As is the case in both School A and B, the staff member’s problems and feelings are taken into consideration and the faculty is thereby requested to deal with these problems through the appropriate channels and in a professional manner. The principal of this school also has an open-door policy. According to the Staff Manual (2008), “staff members with personal issues concerning the workplace need to approach the principal. All staff members must take the time to raise questions and work together to reach solutions in order for our work place to be supportive of the school’s mission (p. 8)”. This school’s manual also upholds the diversity in beliefs and values of its faculty and maintains that the school’s hiring practices are based on qualifications only. Accordingly, the staff is expected to maintain positive relationships with their peers and abide by the school’s policies.

In addition to the latter, “the administration encourages employees’ participation in the decisions made at school. At School C participation may include, but is not limited to, policy development and facilities planning (“Staff Manual, ” 2008, p. 7). Moreover, if the employee makes a mistake, the management makes her aware of the deficiency and the teacher is then given an opportunity and appropriate help to correct that fault. Continued violation however, as is the case in the other schools, could result in the termination of the teacher’s contract, after due process is taken including several verbal and written warnings. If, however, the violation is extreme, the management reserves the right to terminate employment immediately. **Job descriptions** of superiors and the roles they play relative to the faculty have not been published in this teacher manual.

As for **teacher turnover**, the school provided several academic years dating back to 2003-04. The total number of teachers who left the school from 2003 to the 2007-08

academic year was 28. From the total number that left, ten left the country, seven were asked to leave, and four found the commute too long and were thus transferred to one of the three sister schools managed by SDC that are mentioned in the study. In addition, the school did not provide any **memos** to be examined for the purpose of this study.

Interview with Principal

Firstly, with regards to hierarchy and communication, the school principal of School C described the school' structure as follows; the BOT is at the top of the hierarchy beside SDC, under which the position of the principal is placed. This is followed by heads of sections (the head of infant, head of lower primary, head of upper primary, head of middle school, and head of upper school), as well as coordinators for the various subjects, and finally teachers. Similar to the situation in School A, this school's teachers report to the head of section for issues regarding student behavior, and to the coordinators for subject-based matters. The principal believes that the teachers have access to her especially with regard to personal matters that they prefer not to share with their direct supervisors, but she also goes on to say that the head of section is informed first and the principal is referred to as a last resort.

As for the subject of employee motivation, this school does not have a formal extrinsic or intrinsic reward system in place. On an informal basis, the management offers faculty rewards for extra tasks they take on. This goes to show who goes beyond the regular work that is required of them. The principal goes on to discuss the problems that arise from rewarding a select number of people and seems to prefer rewarding everyone to avoid the resentment that develops from the people who were not rewarded. She also believes that the enhancement of intrinsic motivation within the teachers is a must. The principal claims that a good majority of the teachers (around 80%) are motivated. She says that they enjoy their profession and aim to move on and up in their careers. She gets feedback informally through their work, tardiness, effectiveness with the students, results in the classroom, and school events if they participate.

When asked about her self-perception as a manager and leadership skills she believes to have, the principal begins by stating that she teaches. She claims to be

involved the school organizes events. She refers to herself as “hands on”. In managerial terms, she says she practices management by walking around, and interacting with everyone. The principal is evaluated by the BOT and SDC, as well as the teachers. As for teachers, they are evaluated by heads of sections, coordinators, the principal and peers although the latter is rare since it is very difficult to have them take time off from their own schedules to observe the work of their peers. The data that is collected from evaluations is used according to the principal “for teaching purposes...to enhance and improve”. She goes on to say that when she is evaluated as principal, she seems to score low on fairness in interacting with different members of faculty. The principal feels this is due to resentment from teachers who do not always get what they want. Moreover, she goes on to say that “our culture makes us evaluated according to personal issues instead of professional capacity”.

With regard to the empowerment of employees, the principal of School C feels that teachers should have access to financial information to a certain extent. Involving them in budgeting, tuition fees, and expenses is fair, but access to salaries, profit and scholarships for students should not be given to teachers. As for strategic planning, the principal claims that the teachers are involved in that department. They look at the school needs from resources, to safety, student life, curriculum, community, and events. When asked about other ways that teachers are involved in decision-making, she believes that teachers do not fully understand this concept in that it goes beyond the classroom, although she claims that they make decisions involving the design of the curriculum, student behavior, event planning, and school needs. Furthermore, the principal says that she feels the teachers feel respected in general, and when she has a disagreement with a member of faculty, tends to apologize. As for the “Management Team”, it includes the principal, heads of sections, and an administrative representative. The members are chosen based on experience, knowledge, leadership skills, seniority, and commitment. The principal believes that this group represents the faculty well. Refer to Appendix 1b for details on the questions in the interview.

Responses to Qualitative Questions from Teacher Questionnaire and Focus Groups

According to the school principal and the teachers, School C went through the accreditation process with NEASC as of 2008 and was awarded its accreditation in 2009. Out of the 45 faculty members at this school, 28 (almost 62%) responded to the questionnaire and there were 10 members in the focus group. They noted that participating in the accreditation process increased their participation in decision-making in all areas of the school, as was the case for School A, and yet since the accreditation was awarded, the situation seems to have moved back to “business as usual”. When asked about signatures needed to get photocopies, the number of people who need to be informed before a teacher leaves the premises, and the signatures required to purchase new material for the classroom, most of the teachers found the process acceptable, and the numbers are similar to the previous two schools.

As for the salary, while most teachers find it fair, they still believe that the salaries in Lebanon in general are below average, and that the hard work they put into being good teachers is undervalued. When asked whether it compares fairly with colleagues, the majority of the teachers said that they were not aware of their peers’ salaries since the school policy emphasizes privacy regarding salary.

As for the number of decision-makers that affect their life at school, most teachers agreed that a small group of people, the management team, comprised of the school principal, heads of sections and heads of departments are responsible for the latter. With regard to having access to the principal, almost everyone claimed to see the principal on a daily basis, and when she is busy, they do not need to wait more than a day or two to meet with her.

When discussing what empowerment means to them, most of the responses included the following: participation, empowerment in the classroom, decision-making in terms of student behavior within the school policy, and being respected. As for motivation, it was defined as being happy, excited and challenged on the job as well as students being a huge motivation factor. Many teachers shared grievances regarding motivation on the job in that they felt that the verbal praise was not

sufficient, and also claimed that decreasing their teaching hours to give them time to participate more in other matters involving decision-making at school would also boost their motivation levels. The self-motivating factors of the teachers at School C include their love to learn, gifts, a sense of fulfillment and self-esteem, passion for the job, their love for their students, the students' results, verbal praise from their students, colleagues and superiors, peer and management support, and a friendly workplace where they can communicate openly. When it comes to the management, their motivation techniques include workshops and activities, bonuses, thank you notes, a show of respect and trust toward teachers in that they are given the liberty to apply new strategies in the classroom, and yet, verbal praise seems to be lacking. As a result, all of the faculty claim to be at the least, very comfortable in their work environment and never consider taking days off, and that coincides with the low absenteeism according to the management. For details regarding the open-ended questions in the questionnaire, refer to Appendix 1a.

School D

School Literature

According to School D's *Staff Manual* (2010), the following are the **mission** and **vision**:

The Mission of [School D] is to create a nurturing environment where students, faculty, and families work together to develop academic excellence, ethical behavior, and personal responsibility. (p. 2)

The vision of [School D] is to cater to all learners regardless of their social, ethnic, or academic backgrounds or abilities. Guided by our values: Respect, Responsibility, Relationship, and the promotion of lifelong learning, our goal is to motivate students to become independent, analytical thinkers, problem solvers, responsible, ethical adults, good communicators, and technologically able researchers. (p. 2)

The school stresses the involvement of teachers in training and development programs, and promotes a safe and comfortable working environment for its staff. One of the school's core beliefs is that "each individual is worthy of praise, encouragement, respect, and the opportunity to be challenged to full potential one of the school's beliefs" ("Staff Manual," 2010, p. 3). By the end of each year, teachers are expected to revise the curriculum, make recommendations for the students, and request resources for the following academic year.

Teachers should use their judgment when it comes to dressing appropriately for school, and are expected to be hygienic. Furthermore, teachers have to respect the diverse backgrounds that their peers come from as does the school. The school expects teachers to conduct themselves ethically and professionally both in and out of the classroom since they are considered role models for students. Also, "it is a staff member's duty to attend all school functions such as overnight camping trips, school events, field trips etc..." ("Staff Manual," 2010, p. 5). It is also mandatory to attend all meetings, participate in break duty, proctoring and substitution if the need arises. Teacher development is also encouraged and attending local or international conferences or workshops is accepted by filling a request to the head of department. Similar to Schools A, B and C,

The feelings and problems of each staff member are important. In an effort to keep problems from escalating, we ask each staff member to take steps to express his/her concern in an appropriate and professional manner and according to the organizational chart.

If the problem cannot be solved, the school principal will step in if there is a need. The principal has an open door policy to hear staff concerns and recommendations. Staff members with personal issues concerning the workplace need to approach the principal.

All staff members must take the time to raise questions and work together to reach solutions in order for our work place to be supportive of the school's mission. ("Staff Manual," 2010, p. 12)

The evaluations provided for the purposes of this study include a teacher evaluation to be completed by the Head of Department regarding performance in the classroom and discussed with the teacher being evaluated, as well as a teacher evaluation form to be completed by the students. Furthermore, a teacher evaluation to be completed by other superiors is also available and contains a section for the evaluation of teachers' personality traits as well as conduct outside of the instructional role. As for the **job descriptions** of the management and how they relate to the teachers, they have not been published in the staff manual. Also, the school did not provide any **memos** to be examined for the purposes of this study.

Teacher turnover was provided for the academic years 2008-09 and 2009-10. For the former academic year, nine teachers left the school. Of the nine, two were asked to leave, while two got married and left, one went to a different school, and one changed carriers. As for the following academic year 2009-10, fourteen teachers left; three were asked to leave, two got married and left the country, three established private businesses and one became a priest. The management of School D did not make note of any new members that joined the school to replace the teachers that left.

Interview with Principal

This school's organizational structure is composed of the BOT and SDC at the top, followed by the principal, and then the heads of sections (head of infant, head of primary school, head of middle school, and head of high school), and coordinators or heads of departments. Lastly, the teachers fall under the supervision of both the heads of sections and coordinators. They report to the heads of sections on behavioral matters, whilst the academic affairs are dealt with through the coordinators. The principal claims that the teachers can make an appointment with him very quickly, but they have a hierarchy they are supposed to go through. He emphasizes the chain of command, and how important it is not to jump above direct

managers because the organization then becomes a mess. However, there are issues for which teachers bypass their direct superiors immediately; for instance conditions of work (salaries, hours), and personal matters (family).

As for employee motivation, the school does not have a formal system in place. The principal claims that they are building a system in which teachers in need of training to improve their performance are sent to external workshops. Also, if teachers seem highly motivated, they are possibly entitled to promotion with financial rewards. He goes on to say that almost forty people in the organization have titles and positions of authority. The difficulties associated with the development of motivation schemes according to the principal are the actual assessments and evaluations of who is deserving. The principal states: "We need a mechanism to pin point the best five for instance. At the moment, the principal does it. Determining who should be involved is a problem". The principal of School D believes that the vast majority of teachers are motivated. Going through the accreditation process, according to him, is creating a motivation process because the teachers feel they are learning and participating. Feedback from the heads of sections regarding how hard the teachers are working, their responses to new matters at school and teacher testimonies express teacher motivation.

When asked to describe his managerial and leadership style, the principal claims to have poor managerial skills and delegates tasks to his subordinates. He claims to be developing his organizational skills as the school is growing and thus requires more structure. He considers himself a leader, involved with the human element in the institution. The principal goes on to say that he "leads by example". When it comes to evaluation, the principal is evaluated by the BOT and SDC. The heads of sections and coordinators evaluate downwards. Students also evaluate their teachers. Also, teachers evaluate their peers informally through meetings, classroom visits, and a very interesting sheet that compares what some teachers do that other teachers do not do. The data that is collected is used in the following manner; when students evaluate teachers, the management then summarizes the evaluations, gives the report to the teacher and pinpoints the areas that "they should worry about". Also, the management look at the evaluation of the coordinators and see where teachers have problems and pick out workshops for them to go to.

When it comes to the empowerment of employees, the principal states that teachers are not given access to any financial information outside of the budget spent on resources. Furthermore, until the accreditation process started at the school, the principal says that the teachers were never involved in setting the institution's strategic plan. The principal goes on to say that the teachers feel respected by him and that most people speak their mind to him. As for the members of the "Management Team", they include the heads of sections, the coordinators, the principal, the head of administration, and previously, teachers. There are no teachers on this team anymore because the group became too large. Refer to Appendix 1b for details on the questions in the interview.

Responses to Qualitative Questions from Teacher Questionnaire and Focus Groups

According to the school principal and the teachers, School D is going through the accreditation process as of this academic year 2010-11. As a result, several teachers noted that they have been asked to participate in decision-making as part of the newly formed accreditation team, and find that they are learning a lot from this process. Of the 100 faculty members at School D, 77 (exactly 77%) responded to the questionnaire, and the focus group consisted of 10 people. When asked about the process for photocopying, people that have to be informed prior to leaving school, and the signatures needed to acquire new classroom material, a vast majority of the teachers agreed that the process is acceptable.

As for the salary, half of the faculty stated that they found it unfair due to time and energy spent on the job in general as well as the fact that salaries in Lebanon are low overall. On the other hand, the other half believe that the salary is fair because it abides by the law and is better when compared to other schools. However, most teachers claim that the salaries are not equitable and in no way are they based on qualifications and experience alone.

In terms of decisions that affect teacher performance at school, many people agree that a small group of people including the head of section, the coordinator and the principal, are responsible for their life at school. Unlike the three other schools,

more than a third of the teachers claim to rarely see their principal, and many claim to see him occasionally. The rest of the faculty who said they see him on a daily basis also state that they happen to work in the same department as him. Many teachers have never seen the principal since they signed their contracts, and several claim that they only see him in all school meetings and social events. Moreover, it takes at least a week to make an appointment with the school principal, and according to many teachers, these appointments are based on priority.

When asked to define empowerment, the following points were agree upon: empowerment in the classroom, which according to some is lacking at times, interaction and opinions in school decisions, which again is said to be rare, professional development, and creativity within the implementation of the curriculum. Many commented that empowerment levels are fair, and some even said that they are non-existent. Motivation on the job was described as being happy, challenged and excited doing the job. Some comments were made regarding favoritism and the role it plays in de-motivating, and others stated similar concerns like not being treated fairly.

Self-motivating factors that were mentioned include supportive staff and superiors, doing a good job with the students, being very determined, loving the job, the school's atmosphere, financial motivation, challenge and responsibility, and finally, promotion possibilities. The school management motivates people by showing trust and belief in the teacher's capacity and role in the classroom, providing support, workshops and novelties such as the accreditation process. Teachers at this school claim to be comfortable and happy, and like the other schools, absenteeism is low. For details regarding the open-ended questions in the questionnaire, refer to Appendix 1a.

4.5 Conclusions

This chapter has examined all of the results from both the quantitative and qualitative data. Based on the research questions developed in Chapter 2, hypotheses were then formulated in Chapter 3, and the variables studied through the quantitative questions in the questionnaire given to the teachers at the four schools, as well as the

qualitative material that was gained from the open-ended questions in the survey, the focus groups, the interviews with the school principals, and the schools' literature including mission, vision, values, teacher or staff manual, job descriptions, employee turnover, and memos.

The quantitative part was divided into two major sections including the descriptive statistics and the inferential statistics. The former section examined the minimum and maximum values, as well as the means and standard deviations. It also looked at frequencies to determine which of the variables was done either never, rarely, often or always, and which of the extrinsic and intrinsic motivation factors were preferred in order to potentially integrate them into the empowerment plan that will be developed for the managerial implications and recommendations section. As for the inferential part, it included the calculation of correlation (both Pearson and Spearman), and based on the latter's significance, regression was then calculated to determine the percentage of explained and unexplained variation amongst the dependent and independent variables.

The qualitative part used triangulation between teachers' responses to questionnaires in addition to the focus groups that further elaborated on the answers given in the open-ended questions of the survey, the interviews with the principals, and any relevant school literature that was willingly provided for the purpose of this study. The main results in this part of the chapter revealed the areas in which each of the schools is lacking, but also showed that despite their grievances, the majority of teachers in all four schools claim to be at the very least comfortable, all the way to extremely happy. While self-motivating factors varied from extrinsic such as financial bonuses, and managerial and peer support, to intrinsic factors like passion for the job, and determination, managerial support and motivation relied extrinsically on workshops and activities, verbal praise and thank you notes, and intrinsically on the feelings of trust and respect they emanated toward the faculty. The following chapter will attempt to combine the results from both the quantitative and qualitative results, in order to gain an understanding of the situation relative to empowerment and intrinsic motivation amongst the teachers of each of the schools. Based on the upcoming analysis, this study intends to develop school-specific plans

to enhance the feelings of empowerment and motivation within each member of the teaching staff in the four schools.

Chapter 5

Discussion of the Findings

5.1 Introduction

The previous chapter, Chapter 4, “Findings”, observed all of the quantitative and qualitative results that were gathered from a questionnaire, focus groups, interviews with the principals, and the school literature as the main instruments of data collection. The quantitative data included descriptives such as minimum, maximum, mean and standard deviation, as well as frequencies of each of the variables for each school, individually. This was followed by inferential statistics including correlation and linear regression. Although both Pearson Correlation Coefficient, and Spearman Rank Correlation Coefficient were calculated, due to the ordinal nature of the data in the quantitative part of this study, latter was more appropriate to take into consideration for regression, and now, for the purposes of analysis. The qualitative results from the questionnaires helped elaborate on the quantitative choices, and will now be used to cross-reference with the information collected through the interviews with the school principals, the school literature, the focus groups, and also the quantitative results. Based on the latter, the hypotheses will then either be accepted or rejected. In addition, all of the results from Chapter 4, and their analysis in this chapter, will contribute to the managerial implications and recommendations in the concluding chapter of this study, Chapter 6.

5.2 Discussion of the Descriptive Results

5.2.1 Quantitative Results

School A

Descriptive

In terms of the frequencies of the variables, curriculum design and development, and lesson planning, were found to be areas in which teachers are always involved. This shows that decision-making in the classroom is rather high. As for the activities and workshops, and participation in the development of disciplinary systems, most

teachers responded that they often are involved in these areas. The latter is a result of the fact that schools usually determine workshops but faculty input is taken into consideration in terms of the areas they feel they need to work on or strengthen, and disciplinary systems are generally outlined by the school management, but that is enhanced by the faculty as well. As for involvement in budgeting needs, and the development of the timetable, most teachers claimed never to be involved. These areas are outside of the classroom, and thus are generally understood as somewhat irrelevant to teachers in that their job is to get the best out of their students.

Another result of note was the frequencies for the area of contributing to change at school through participation in the strategic, and action plans, as well as school literature. The frequency percentages seemed contradictory at first glance since around 30% claimed to rarely participate whilst almost 30% stated that they often or always participate. This was later elaborated upon in the focus groups and with the school principal as the difference between tenure (have been at school for more than two years as full timers) teachers and new members of faculty. People who went through the accreditation process at school were very much involved in these areas and yet, people who have joined the school this year have not yet been part of any change processes at school. This shows that there is no specific time frame of system set into place for the review of the school's strategies, action plan and literature.

As for the variables of empowerment and self-motivation, the results show that teachers often feel both empowerment and self-motivated, although rarely motivated by the management. These variables cannot be analyzed without referring to the qualitative data that provides the study with an idea of the reasons behind the empowerment and motivation levels, as well as the reasons behind the rare managerial support that will be discussed later in this chapter. As for the list of preferred extrinsic motivating factors, the majority of the teachers selected salary and financial bonuses as their first preference, while promotion possibilities and written recognition such as thank you notes and certificates followed in second and third place. In terms of intrinsic motivating factors, teamwork or cooperation was first, then fulfillment on the job, and finally, self-growth. These extrinsic and intrinsic factors were ranked as preferences, and yet can only be analyzed once other

qualitative results are looked at to determine whether these preferences are being practiced in the schools, or based on the fact that they have been chosen by teachers, added in the recommendations to management.

Inferential

According to the Spearman Rank Correlation Coefficient, the following correlations were found in terms of null hypothesis 1 only, participation in different areas of decision-making and empowerment level; curriculum design and delivery, and empowerment, have a medium, positive correlation of 37.7%. strategic plan and empowerment also have a medium, positive correlation of 45.4%. Lastly, action plan and empowerment have a medium, positive correlation of 39.3% (all the results are to the 5% significance level). In terms of linear regression, the three models were found significant because all significance levels were less than 5%. R^2 for curriculum design and delivery, and empowerment is 15%. R^2 for strategic plan and empowerment is 19.1%, and R^2 for action plan and empowerment is 17%. The resulting percentages of variation in the dependent variables are accounted for by the variations in the independent variables. The difference between the results and 100% is unexplained.

Although there is a general indication of correlation between the above-mentioned variables, yet the regression that shows percentages accounts for less than 20% of the variation. This means that the correlation level between the variables, though indicative, is not sufficient to prove null hypothesis 1. As a result, other factors from qualitative analysis need to be brought in (this will be done later in the discussion of results), to further consolidate the correlation between the variables.

School B

Descriptive

In terms of frequencies, curriculum design and delivery, and lesson planning have similar results to those of School A in that there is relatively high participation. Again, this is relevant to the fact that decision-making in classroom is high, due to the job description of teachers. Areas outside the classroom also have similar results as the previous school including rare or the lack of participation in areas such as budgeting and needs assessment, timetable and job descriptions, again, because they

seem to be outside of the vicinity of what is perceived as the job of a teacher, as was deduced from discussions in the focus groups and with the management. In terms of contribution to change at school by the participation in the development of the strategic plan, the action plan and the school literature, unlike School A, these frequencies were found to be rare and many a time nil. After further investigation, the latter was found to be the result of School B not going through the accreditation process just yet, because the management was under no pressure to include them in the change process, as is dictated by the accreditation process according to the director of SDC (the accreditation process requires the participation of all stakeholders in committees that investigate and document all aspects of school functions).

The teachers were found to often be empowered, always self-motivated and also always motivated and supported by management. Again, like School A, these variables cannot be analyzed without referring to the qualitative data that provides the study with an idea of the reasons behind the empowerment and motivation levels, as well as the reasons behind the high level of managerial support that will be discussed later in this chapter. In terms of extrinsic motivating factors, the teachers selected salary and financial bonuses as the most preferred, followed by verbal praise and promotion possibilities respectively. As for the intrinsic factors, self-growth, cooperation or teamwork, and empowerment in terms of authority and challenge, were selected respectively. It is of note that these variables can only be analyzed once the qualitative data is discussed to determine whether some of these preferences are already practiced in the school, and based on that, recommendations made to management regarding these areas are to mentioned in Chapter 6.

Inferential

According to the Spearman Rank Correlation Coefficient no significant correlations were found between variables of any of the hypotheses. This means that the correlation level between the variables, is not indicative, and thus is not sufficient to prove null hypothesis 1. As a result, other factors from qualitative analysis need to be brought in (this will be done later in the discussion of results), to further consolidate the correlation between the variables.

School C

Descriptive

As for the frequencies for School C, teachers claim that they always participate in the decision-making for curriculum design and lesson planning, as is the case for both Schools A and B due to the somewhat limited understanding of a teacher's role at a school. In addition, they always participate in the planning of activities and trips. Unlike the previously mentioned schools, and according to the director of SDC as well as School C's principal, because this school has the least turnover due to the rural area it is located in, little change in demographics ensures continuity of the staff and as a result, increased trust on behalf of the management, that then give their teachers complete discretion to plan extra-curricular activities for their students. As for the area of workshops, the majority of the teachers claimed that they rarely participate in the choice of workshops they attend, while a lesser but quite significant number of teachers say they often participate.

After discussing this dichotomy with the focus group, it is explained by the following: while tenured teachers provide the management with input regarding the areas they need to develop, and coordinators, heads of sections and the principal then develop the workshop, the new teachers feel they rarely participate because they have not had a say in the matter because they did not realize that they could make suggestions to the management, but rather, found that workshops were imposed. In terms of strategic planning, action plan and the review of school literature, most teachers responded that they never or rarely participate in these areas, although this school has been through the accreditation process, and was accorded accreditation.

After further investigation, this was understood to be the result of the lack of any system or timeframe through which teachers were supposed to participate in these areas on an annual basis since accreditation. Most teachers claim to always be empowered, and often be self-motivated. In addition, the many also found that the management often motivates and supports them. With regard to preferences in extrinsic motivating factors, salary and financial bonuses were the first choice, followed by verbal praise, and promotion possibilities respectively. Also, in terms of intrinsic motivating factors, teamwork or cooperation, self-growth, and challenge on

the job were selected respectively. As was previously mentioned for Schools A and B, these variables cannot be analyzed without cross-referencing with the qualitative data that will be discussed later in the chapter.

Inferential

According to the Spearman Rank Correlation Coefficient, the following correlations were found in terms of null hypothesis 1, participation in different areas of decision-making and empowerment level; school literature and empowerment, have a medium, positive correlation of 45.4% at a 5% significance level. Promotion of others and empowerment also have a medium, positive correlation of 41.1% at a 5% significance. In terms of null hypothesis 2, empowerment level and self-motivation levels have a medium, positive correlation of 40.5% at a 5% significance level. As for null hypothesis 3, the variables of managerial support and motivation, and self-motivation levels, have a large, positive correlation at a 1% significance level.

In terms of linear regression, the first three models, school literature and empowerment, promotion of others and empowerment, and empowerment levels and self-motivation levels were found insignificant, but the fourth model, managerial support and motivation, and self-motivation, was found significant because the significance level was less than 5%. R^2 for managerial support and motivation is 31.8%. The resulting percentage of variation in the dependent variable is accounted for by the variations in the independent variable. The difference between 31.8% and 100% is unexplained.

There is a general indication of correlation between the above-mentioned variables, and the regression of the only model that was found significant accounts for a fair amount of the variation. This means that the correlation level between the variables of the first three models, though indicative, is not sufficient to prove null hypothesis 1 and 2, while the fourth model is fairly significant toward proving null hypothesis 3. As a result, other factors from qualitative analysis need to be brought in (this will be done later in the discussion of results), to further consolidate the correlation between the variables.

School D

Descriptive

In terms of the frequencies for School D, decision-making in the areas of curriculum design and delivery and lesson planning, teachers feel that they always participate in these tasks. Again, like the other schools, the likely reason behind the latter is the narrow concept of a teacher's role within a school, as being responsible solely for the academic excellence of students. As for the choice of workshops, the result was also of note; while a greater number of teachers said they often participate in that area, a very close number of teachers contradicted this statement by claiming they rarely participate in choosing their workshops. Similar to School C, this is due to the input that tenured teachers provide management with, that new teachers do not seem to be aware of and thus find themselves attending workshops they do not necessarily choose in terms of subject matter. Also, like the other schools, most teachers never participate in the areas of needs assessment and budgeting, and setting the timetable. This is because management believes this is peripheral to a teacher's job description which pertains to instruction in the classroom, and interacting with students.

As for contribution to change at school, in terms of strategic planning, about 40% of the faculty claim never to be involved in decision-making in this area, although a good 23% claim to often be involved in this. This result was perplexing since it is a fact that the school is now going through the accreditation process that requires the participation of all stakeholders. Although this is true, the school has established an accreditation team, and selected certain members of faculty to take part in this process, thus the 23% who claim to often be involved. As for the action plan and school literature, approximately 30% said they are never involved in the development of these areas, and a close 30% and almost 26% respectively claim to rarely be involved in them. Again, the people who responded never are those teachers who are not at all involved in the process, while the other percentages that represent teachers who responded rarely are similar to the percentage of people involved in the accreditation team.

In addition, the rare participation is a surprising result, since the school is going through the accreditation process; yet it is explained after further investigation, in that the school has just started the process, and so, has not yet reached the areas of

action plan and school literature that need amendment for the acquisition of accreditation. In terms of empowerment level, the teachers claim to often be empowered and often self-motivated. There often is managerial support and motivation as well. The extrinsic factors that were selected include salary and financial bonuses, self-development workshops, and written recognition in the form of thank you notes and certificates, respectively. Moreover, intrinsic factors include self-growth, followed by fulfillment on the job and lastly, teamwork or cooperation. As was previously mentioned for the other schools, the latter variables cannot be analyzed without referring to other qualitative data that will be discussed later in this chapter.

Inferential

According to the Spearman Rank Correlation Coefficient, the following correlations were found in terms of null hypothesis 1 only, participation in different areas of decision-making and empowerment level; curriculum design and development, and empowerment, have a small, positive correlation of 24.9%. Strategic plan and empowerment also have a small, positive correlation of 25.6%. Action plan and empowerment have a small, positive correlation of 26.3%. Lastly, school literature and empowerment have a small, positive correlation of 27.3% (all the results are to a 5% significance level). In terms of linear regression, the first model is insignificant, while the following three models were found significant because their significance levels were all below 5%. Strategic plan and empowerment have an R^2 5.8%. Action plan and empowerment have an R^2 of 6.3%. School literature and empowerment have an R^2 of 9.7%. The resulting percentages of variation in the dependent variables are accounted for by the variations in the independent variables and are all less than 10%.

Although there is a general indication of correlation between the above-mentioned variables, yet the regression results account for a minor amount of the variation. This means that the correlation level between the variables, though indicative, is not sufficient to prove null hypothesis 1. As a result, other factors from qualitative analysis need to be brought in (this will be done later in the discussion of results), to further consolidate the correlation between the variables.

Analysis Summary

In terms of decision-making in areas related to the classroom and students behavior, most teachers in all four schools claim to often and always participate. As for participation in areas outside of the classroom like timetable, and budgeting and needs assessment, many agreed that their participation in such areas is close to nil. On the other hand, participation in change at school through the strategic plan, the action plan and the school literature, was dependent on the stage in which the school finds itself; no accreditation process, the accreditation process, accreditation, and post-accreditation. Based on the latter, teacher participation either increased or decreased. Moreover, general levels of empowerment and self-motivation were found to be quite high in all four schools, yet managerial support and motivation differed. The extrinsic and intrinsic factors of note were very similar in the four schools. As for the inferential statistics, the majority of the significant correlations were found to be indicative but not sufficient to accept or reject any of the null hypotheses. As a result, the analysis of the qualitative data in the following section is imperative for the decisions made regarding the hypotheses, and later, in the concluding chapter, the development of a plan in the form of managerial implications and recommendations.

5.2.2 Qualitative Results

School A

For School A, the **school literature** was analyzed in the following manner: First of all, it is important to note that the school has no **manual for managerial operations**, meaning SDC did not provide the principal and middle management with a systematic, documented approach to the support systems that should be provided to staff. Furthermore, the available **job descriptions**, that are undergoing revision at the time of this study, outline major areas of responsibility for each managerial position; principal and middle management, with general reference to the supportive role of management in working with teachers, without outlining expectations, specific policies, procedures and timeframes. Also, these job descriptions are not published in the staff manual, and therefore, are not accessible to the teachers.

Although the **mission** mentions staff as a party to the process through which students are empowered, (implicitly meaning that teachers need to be empowered), the **vision** fails to mention or identify a target related to the role of teachers, let alone their empowerment. The values of School A also make general reference to motivation, equality, and respect, and yet these are not specifically addressed to teachers. Moreover, most of the teachers rated managerial support and motivation as rare, and thus this value is not being entirely upheld. In terms of respect, the study will later show that this is true in that the vast majority of teachers are at the very least comfortable at school, and happy. The absenteeism is low according to the school's registrar, and the majority of teachers claimed never to call in sick unless they truly were sick or had an inevitable emergency. As for the **organizational structure**, the organigram is a hierarchical tree that shows teachers at the very bottom, which symbolizes the separation of roles according to status, and a bureaucratic organization.

The job of the teacher is emphasized through the relationship with students rather than highlighting the relationship of the teacher to management and the institution as a whole. There also is no mention of **promotion possibilities** anywhere in the manual, implying that the teacher's role remains solely in the classroom, and the few positions of power within the hierarchy such as coordinator and head of section are extremely competitive. In terms of the **evaluation** of the principal, it makes no reference to teachers in terms of empowerment, promotion and motivation, but restricts itself to more technical areas. The evaluation of middle management does however include a section on their relationship to teachers. As for teacher evaluations, they mostly relate to the classroom and students on a clinical level instead of using a holistic evaluation of teachers within the organization.

Moreover, the handbook states that the school shows concern for its faculty, but fails to explain exactly how the teachers can get the needed support to go about solving their problems. The following quote that was used in the previous chapter sums up the school's philosophy: "adjusting our system on their input in order to instill a sense of ownership". This concept of ownership is true only in terms of their job relative to students. As for adjusting the system, from the research that was conducted in this school, there does not seem to be a system to adjust in the sense

that a system implies the presence of processes and procedures that go beyond general guidelines to helping stakeholders within the school understand how they should go about doing things in the organization as a whole. Although there seems to be a general tone of encouragement towards teacher participation in decision-making at all levels, yet the manual does not outline any specific processes or areas other than classroom-related, where teachers could seek more participation in decision-making.

As for the **interview** with the principal, the revelation that the school has no systematic extrinsic and intrinsic motivation, could be one of the explanations behind the teachers saying that their management rarely supports and motivates them. The principal mentioned ongoing workshops and occasional gestures to recognize people from time to time through financial or material gifts. In addition, his estimate of self-motivation levels of teachers, 70%, was relevant to the approximate 80% of teachers who responded that they were often self-motivated, although he believes that it is mainly due to managerial support which was negated by the teachers who responded that they rarely feel motivated by management. The principal also claimed to be practicing participative management, yet the responses to the questionnaire in terms of areas outside the classroom contradict this statement.

Furthermore, transparency of salaries is not encouraged by the principal. After further investigation, it was found that this is most likely due to the lack of a clear-cut set of criteria upon which salaries are built, beyond the government's scale for teachers, and the principal's subjective opinion on how deserving the teacher is. With regard to many teachers (in the **focus group** and **qualitative responses** to the questionnaire) saying their salaries did not compare fairly with their colleagues, and many others saying they had no idea how much their colleagues made, inequity or the lack of it, seems to be the result of a lack of transparency regarding salaries in general, as was previously mentioned, and this causes speculation on the part of the teachers.

The principal went on to state that all faculty are involved in the development of the strategic plan, the action plan and the school literature, on a yearly basis, yet as was previously deduced, the new teachers do not seem to be aware of the latter, nor have

they participated in any of these areas, and the academic year is already half way through. This is due to the fact that no exact timeframe has been established for the systematic update of these materials. On another note, the principal feels that most of the teachers feel respected by him and that is confirmed in how comfortable and happy they claim to be in the open-ended questions they responded to in the questionnaire.

As for the decisions that influence the teachers' performance and life at school, it was found that a very small group of people is involved, the management, and namely the principal. The latter shows that participatory decision-making is not truly practiced in this organization. In terms of authority and empowerment, most teachers in the focus groups and through their qualitative answers to the questionnaire, defined empowerment in terms of authority in the classroom, which seems to be a very narrow view of the term. The self-motivation factors of note for teachers in School A include the school environment, passion for the job, decision-making in the classes, and promotion and support of management. The last two factors lacking in the organization whilst the previous factors are all satisfied through individual intrinsic motivation, and through the high level of decision-making in the classroom.

According to the teachers, the management motivates them with workshops, provides them with authority in the classroom, verbal praise and a comfortable working environment, and yet they ranked managerial motivation as rare. This may be due to few workshops, and the lack of promotion possibilities, and better, more equitable salaries and financial incentive schemes because it was established that verbal praise is one of the principal's strengths and the work environment is comforting to a vast majority of the faculty.

School B

For School B, the **school literature** was analyzed in the following manner: First of all, it is important to note that the school has no **manual for managerial operations**, meaning SDC did not provide the principal and middle management with a systematic, documented approach to the support systems that should be provided to staff. Although this is true, **job descriptions** outline major areas of responsibility for each managerial position; principal and middle management, with general reference to the supportive role of management in working with teachers, without outlining expectations, specific policies, procedures and timeframes. Also, these job descriptions are published in the staff manual, and therefore, are accessible to the teachers.

The **mission** mentions staff as a party to the process through which students are supported and empowered, (implicitly meaning that teachers need to be empowered), and the **vision** then identifies a target related to the role of teachers, specifically the empowerment of staff through professional training and development, self-growth, and self-actualization. The values of School B also make general reference to motivation, equality, and respect, and yet these are not specifically addressed to teachers. Moreover, most of the teachers claim that management supports and motivates them often, and thus this value is upheld. In terms of respect, the study will later show that this is true in that the vast majority of teachers are at the very least comfortable at school, and happy in their work environment. The absenteeism is low according to the school's registrar, and the majority of teachers claim never to call in sick unless they truly were sick or had an inevitable emergency. As for the **organizational structure**, the organigram is a circle that shows teachers near the center, supporting the child-centered structure. This, according to the school principal, symbolizes the supportive nature of the circle from the BOT and SDC, to the principal, to middle management, and then teachers and students. In a sense the hierarchy is no longer rigid and bureaucratic.

The job of the teacher is emphasized through the relationship with students, and the relationship of the teacher to management but not the teacher's role in the institution as a whole. There is general mention of **promotion possibilities** in the vision that emphasizes self-growth and self-actualization, but no specific reference to

promotion is made, implying that teachers still have to compete for the few positions of power within the hierarchy such as coordinator and head of section. In terms of the **evaluation** of the principal and the middle management, reference is made to the fact that teachers are to evaluate their superiors and yet nothing related to how supportive, empowering and motivating superiors are. As for teacher evaluations, they relate to the classroom and students on a clinical level and a holistic self-evaluation that teachers have to fill out with regard to their growth within the organization.

Moreover, the handbook states that the school shows concern for its faculty, but fails to explain exactly how the teachers can get the needed support to go about solving their problems. Again, the manual encourages staff involvement in decision-making, and yet, this decision-making seems to be confined to the classroom since it makes reference to the expertise of teachers with regard to their profession. Although there seems to be a general tone of encouragement towards teacher participation in decision-making at all levels, yet the manual does not outline any specific processes or areas other than classroom-related, where teachers could seek more participation in decision-making.

As for the **interview** with the principal, it revealed that the school has no systematic extrinsic and/or intrinsic motivation scheme. However, the school informally provides financial bonuses to the teachers who qualified as outstanding based on performance evaluation. The principal also mentioned ongoing workshops, although rare, and an open door policy that she believes helps increase motivation. In addition, her estimate of self-motivation levels of teachers, 50%, was refuted by the approximate 80% of teachers who responded that they were always self-motivated (the reasons for which are discussed in the following paragraphs). The principal also claimed to be practicing participative management and emphasized her strong belief in teamwork, yet the responses to the questionnaire in terms of areas outside the classroom contradict this statement.

With regard to many teachers (in the **focus group** and **qualitative responses** to the questionnaire) saying their salaries were not fair, this is mainly due to what they perceive as a very large workload that is undervalued by the Lebanese salary scale for teachers. In terms of the salary not comparing fairly with their colleagues, a third of the teachers said it is equitable, another third said it is not, and others said they had no idea how much their colleagues made. Inequity or the lack of it, seems to be the result of a lack of transparency regarding salaries in general, as was previously mentioned, and this causes speculation on the part of the teachers. On another note, the principal feels that most of the teachers feel respected by her and that is confirmed in how comfortable and happy they claim to be in the open-ended questions they responded to in the questionnaire.

As for the decisions that influence the teachers' performance and life at school, it was found that a very small group of people is involved, the management, namely the heads of sections and the principal. The latter shows that participatory decision-making is not truly practiced in this organization. In terms of authority and empowerment, most teachers in the focus groups and through their qualitative answers to the questionnaire, defined empowerment in terms of authority in the classroom, which seems to be a very narrow view of the term. The very high level of self-motivation for teachers in School B includes the humanitarian aspect of working with children with special needs, the school environment, passion for the job, decision-making in the classes and teamwork with regard to dealing with the students, promotion and support of management, and salary and financial bonuses. The last factor in addition to promotion possibilities seem to be lacking in the organization whilst the previous factors are all satisfied through individual intrinsic motivation, and through the high level of decision-making in the classroom, and with regard to dealing with the students as a team. According to the teachers, the management motivates them with workshops, provides them with authority in the classroom, verbal praise and a comfortable working environment, and as a result, they ranked managerial motivation as very high.

School C

For School C, the **school literature** was analyzed in the following manner: First of all, it is important to note that the school has no **manual for managerial operations**, meaning SDC did not provide the principal and middle management with a systematic, documented approach to the support systems that should be provided to staff. Furthermore, the available **job descriptions**, outline major areas of responsibility for each managerial position; principal and middle management, with general reference to the supportive role of management in working with teachers, without outlining expectations, specific policies, procedures and timeframes. Also, these job descriptions are not published in the staff manual, and therefore, are not accessible to the teachers.

The **mission** does not mention how staff is a party to the process through which students are empowered and build self-esteem, (implicitly meaning that teachers need to be empowered), and the **vision** fails to mention or identify a target related to the role of teachers, let alone their empowerment. The absenteeism is low according to the school's registrar, and the majority of teachers claimed never to call in sick unless they truly were sick or had an inevitable emergency. As for the **organizational structure**, the organigram is a hierarchical tree that shows teachers at the very bottom, which symbolizes the separation of roles according to status, and a bureaucratic organization and it is not included in the staff handbook.

The job of the teacher is emphasized through the relationship with students rather than highlighting the relationship of the teacher to management and the institution as a whole. There also is no mention of **promotion possibilities** anywhere in the manual, implying that the teacher's role remains solely in the classroom, and the few positions of power within the hierarchy such as coordinator and head of section are extremely competitive. In terms of the **evaluation** of the principal, it includes several aspects of her work including; how understanding and respectful she is, if she shows enthusiasm toward the work, and how much she empowers teachers, but makes no reference to promotion and motivation. The evaluation of middle management however is far more technical in its nature. As for teacher evaluations, they mostly relate to the classroom, instruction, and students on a clinical level instead of using a holistic evaluation of teachers within the organization.

Moreover, the handbook states that the school shows concern for its faculty, but fails to explain exactly how the teachers can get the needed support to go about solving their problems. Although there seems to be a general tone of encouragement towards teacher participation in decision-making at all levels, yet the manual does not outline any specific processes or areas other than classroom-related, where teachers could seek more participation in decision-making.

As for the **interview** with the principal, it reveals that the school has no systematic extrinsic and/or intrinsic motivation scheme. The principal mentioned ongoing workshops and occasional gestures to recognize people from time to time through financial or material gifts. In addition, her estimate of self-motivation levels of teachers, 80%, was relevant to the approximate majority of teachers who responded that they were often self-motivated. The principal also claimed to be practicing participative management, yet the responses to the questionnaire in terms of areas outside the classroom contradict this statement.

Furthermore, transparency of salaries is not encouraged by the principal. After further investigation, it was found that this is most likely due to the lack of a clear-cut set of criteria upon which salaries are built, beyond the government's scale for teachers, and the principal's subjective opinion on how deserving the teacher is. With regard to many teachers (in the **focus group** and **qualitative responses** to the questionnaire), they found that salaries are fair, although they believe that the Lebanese government salary scale for teachers undervalues the amount of work they do. As for salary equity, the vast majority of teachers said they had no idea how much their colleagues made because it is school policy to keep salaries private. Inequity or the lack of it, seems to be the result of a lack of transparency regarding salaries in general, as was previously mentioned, and this causes speculation on the part of the teachers.

The principal went on to state that all faculty are involved in the development of the strategic plan, the action plan and the school literature, on a yearly basis, yet as was previously deduced, the teachers do not seem to have participated in any of these areas this year, and the academic year is already half way through. This is due to the fact that no exact timeframe has been established for the systematic update of these

materials since accreditation was acquired. On another note, the principal feels that most of the teachers feel respected by her and that is confirmed in how comfortable and happy they claim to be in the open-ended questions they responded to in the questionnaire.

As for the decisions that influence the teachers' performance and life at school, it was found that a very small group of people is involved, the management, and namely the principal. The latter shows that participatory decision-making is not truly practiced in this organization. In terms of authority and empowerment, most teachers in the focus groups and through their qualitative answers to the questionnaire, defined empowerment in terms of authority in the classroom, which seems to be a very narrow view of the term. The self-motivation factors of note for teachers in School C include the school environment, passion for the job, decision-making in the classes, verbal praise, a sense of fulfillment and self-esteem, and support of peers and management. According to the teachers, the management motivates them with workshops, provides them with authority in the classroom, and a comfortable working environment, as well as occasional bonuses. What seems to be lacking is verbal praise. Nevertheless, the teachers ranked managerial motivation highly.

School D

For School D, the **school literature** was analyzed in the following manner: First of all, it is important to note that the school has no **manual for managerial operations**, meaning SDC did not provide the principal and middle management with a systematic, documented approach to the support systems that should be provided to staff. Furthermore, the available **job descriptions**, outline major areas of responsibility for each managerial position; principal and middle management, with general reference to the supportive role of management in working with teachers, without outlining expectations, specific policies, procedures and timeframes. Also, these job descriptions are not published in the staff manual, and therefore, are not accessible to the teachers.

Although the **mission** mentions staff as a party to the process through which students are empowered, (implicitly meaning that teachers need to be empowered),

the **vision** fails to mention or identify a target related to the role of teachers, let alone their empowerment. The values of School D also make general reference to respect, responsibility and relationship and yet these are not specifically addressed to teachers. Moreover, most of the teachers rated managerial support and motivation highly. In terms of respect, the study will later show that this is true in that the vast majority of teachers are at the very least comfortable at school, and happy. The absenteeism is low according to the school's registrar, and the majority of teachers claimed never to call in sick unless they truly were sick or had an inevitable emergency. As for the **organizational structure**, the organigram is a hierarchical tree that shows teachers at the very bottom, which symbolizes the separation of roles according to status, and a bureaucratic organization. The organigram is not included in the staff manual.

The job of the teacher is emphasized through the relationship with students rather than highlighting the relationship of the teacher to management and the institution as a whole. There also is no mention of **promotion possibilities** anywhere in the manual, implying that the teacher's role remains solely in the classroom, and the few positions of power within the hierarchy such as coordinator and head of section are extremely competitive. In terms of the **evaluation** of the principal, it makes no reference to teachers in terms of empowerment, promotion and motivation, but restricts itself to more technical areas. The evaluation of middle management is just as technical. As for teacher evaluations, they mostly relate to the classroom and students on a clinical level instead of using a holistic evaluation of teachers within the organization.

Moreover, the handbook states that the school shows concern for its faculty, but fails to explain exactly how the teachers can get the needed support to go about solving their problems. Furthermore, it stresses the importance of professional development for teachers. Although there seems to be a general tone of encouragement towards teacher participation in decision-making at all levels, yet the manual does not outline any specific processes or areas other than classroom-related, where teachers could seek more participation in decision-making.

As for the **interview** with the principal, it reveals that the school has no systematic extrinsic and intrinsic motivation. The principal mentioned ongoing workshops and the attempt to develop a system in which teachers with weaknesses are identified and sent to specific external workshops to improve their skills. Also if teachers seem highly motivated they are possibly entitled to promotion and financial rewards. In addition, his estimate of self-motivation levels of teachers was that the vast majority is motivated, which is relevant to the vast number of teachers who responded that they were often self-motivated, although he believes that it is mainly due to greater participation in decision-making at school in areas outside of the classroom since the school is going through the accreditation process. This is somewhat inaccurate since a very small percentage of faculty members is included in the accreditation process. The principal also claimed to be practicing participative management, yet the responses to the questionnaire in terms of areas outside the classroom contradict this statement.

Furthermore, transparency of salaries is not encouraged by the principal. After further investigation, it was found that this is most likely due to the lack of a clear-cut set of criteria upon which salaries are built, beyond the government's scale for teachers, and the principal's subjective opinion on how deserving the teacher is. With regard to many teachers (in the **focus group** and **qualitative responses** to the questionnaire), they believe that it is unfair, using the same reasoning other teachers used in Schools A, B and C. As for equity, most teachers claimed their salaries did not compare fairly with their colleagues, and that experience and qualifications were irrelevant. Inequity or the lack of it, seems to be the result of a lack of transparency regarding salaries in general and a set of criteria on which salary is based, as was previously mentioned.

The principal went on to state that all faculty are involved in the development of the strategic plan, the action plan and the school literature, yet as was previously deduced, a select group of teachers is participating in these areas, and the academic year is already half way through. On another note, the principal feels that most of the teachers feel respected by him and that is confirmed in how comfortable and happy they claim to be in the open-ended questions they responded to in the questionnaire.

As for the decisions that influence the teachers' performance and life at school, it was found that a very small group of people is involved, the management, and namely the principal. The latter shows that participatory decision-making is not truly practiced in this organization. In terms of authority and empowerment, most teachers in the focus groups and through their qualitative answers to the questionnaire, defined empowerment in terms of authority in the classroom, which seems to be a very narrow view of the term. The self-motivation factors of note for teachers in School D include supportive staff and superiors, doing a good job with the students, being very determined, loving the job, the school's atmosphere, financial motivation, challenge and responsibility, and finally, promotion possibilities. According to the teachers, the management motivates them with workshops, provides them with authority in the classroom, a comfortable working environment, and they ranked managerial motivation as highly. While most of the above-mentioned factors are either provided by the school management or through individual intrinsic motivation, financial motivation and promotion are not provided.

Analysis Summary

The general results for all four schools show that SDC, a the managing firm, has not provided the school management with a manual for managerial operations, thus not defining the principal and middle management's role with regard to the faculty. Moreover, the only school that has included general job descriptions of management and faculty and how they report to one another is School B. It also is the only school that mentions the direction in which it would like to see its faculty go in terms of the vision, and uses a circular organigram to symbolize managerial support rather than superiority and hierarchy. All four schools seem to lack decision-making ability for teachers outside of the classroom, and even the teachers within the schools have come to identify empowerment as the ability to work freely with students in terms of teaching strategies and activities. Moreover, and of note, none of the schools has a formal extrinsic or intrinsic incentive scheme, nor do they have a formal financial scheme beyond the salary scale that is provided by the Lebanese government. In addition, although they encourage self-growth and actualization, the hierarchy is narrow to the extent that people find themselves competing for very few positions that rarely become available, like head of department or head of section. As a result, promotion seems very unlikely.

5.3 Discussion of the Hypotheses

Null hypothesis 1;

H₀: The more participatory the school management is in including teachers in decision-making at all levels of school work, the more empowered the teachers will feel. Thus increased participation in decision-making is believed to have a positive linear correlation with the empowerment of teachers.

Null hypothesis 2;

H₀: The greater the level of empowerment, the greater the self-motivation. Thus the level of empowerment, and self-motivation have a positive linear correlation.

Null hypothesis 3;

H₀: The greater the support from management, the greater the self-motivation. Thus managerial support and self-motivation are positively correlated.

School A

For this school, quantitatively, the following were found to have significant correlations, and only relate to null hypothesis 1; curriculum design and delivery, and empowerment, have a medium, positive correlation of 37.7%. strategic plan and empowerment also have a medium, positive correlation of 45.4%. Lastly, action plan and empowerment have a medium, positive correlation of 39.3%. Alone, they were indicative but not conclusive enough to determine the relationship between the independent and dependent variable in the hypothesis. The correlations for null hypotheses 2 and 3 were insignificant.

After the analysis of the qualitative data from the school literature, interviews, focus groups and open-ended questions in the survey, it was found that the high levels of empowerment were not explained or influenced by the many independent variables in the area of decision-making. Thus, null hypothesis 1 is rejected for School A. Moreover, there was no significant correlation found between the independent variable of empowerment level and the dependent variable of self-motivation, nor was there any qualitative data to explain the relationship between the two. As a result, null hypothesis 2 is rejected for School A. In addition, there also was no

significant correlation found between the independent variable of managerial motivation and support, and the dependent variable of self-motivation, and the qualitative data discusses managerial support as just one of many reasons the teachers are self-motivated, thus leading to null hypothesis 3 also being rejected.

School B

School B lacked any significant correlations between any and all of the variables found in null hypotheses 1, 2 and 3. Furthermore, the qualitative data shows that levels of empowerment in this school are quite high irrespective of the fact that they only participate in decision-making within the classroom or relative to students rather than the organization as a whole. Also, empowerment and self-motivation, although both high, did not seem to be related in any way. Furthermore, managerial support and motivation, although one of many reasons the teachers feel self-motivated, does not account directly for the level of self-motivation. This leads to the rejection of all three null hypotheses.

School C

In terms of null hypothesis 1, participation in different areas of decision-making and empowerment level; school literature and empowerment, have a medium, positive correlation of 45.4% at a 5% significance level. Promotion of others and empowerment also have a medium, positive correlation of 41.1% at a 5% significance. In terms of null hypothesis 2, empowerment level and self-motivation levels have a medium, positive correlation of 40.5% at a 5% significance level. As for null hypothesis 3, the variables of managerial support and motivation, and self-motivation levels, have a large, positive correlation at a 1% significance level. While the correlations are all indicative, only the variables related to null hypothesis 3 were found significant, and explained 31.8% of the variation in the variable.

After the analysis of the qualitative data, it was found that the majority of teachers do not participate in many of the areas outside of the classroom and student-related matters. As a result, null hypothesis 1 is rejected. Moreover, there was no proof that the level of empowerment was truly related to the level of self-motivation. Thus, null hypothesis 2 is rejected. Finally, since managerial support and motivation is present as one of many variables that were mentioned by teachers as self-motivating

factors, and since the quantitative result is comparably much higher than any other significant correlation in the study, null hypothesis 3 is accepted for School C.

School D

For School D, significant correlations were found in terms of null hypothesis 1 only; participation in different areas of decision-making and empowerment level including curriculum design and development, and empowerment, have a small, positive correlation of 24.9%. Strategic plan and empowerment also have a small, positive correlation of 25.6%. Action plan and empowerment have a small, positive correlation of 26.3%. Lastly, school literature and empowerment have a small, positive correlation of 27.3% (all the results are to a 5% significance level). In terms of linear regression, the first model is insignificant, while the following three models were found significant because their significance levels were all below 5%. Strategic plan and empowerment have an R^2 5.8%. Action plan and empowerment have an R^2 of 6.3%. School literature and empowerment have an R^2 of 9.7%. The resulting percentages of variation in the dependent variables are accounted for by the variations in the independent variables and are all less than 10%.

These results are indicative, yet insufficient to determine whether the hypothesis is to be accepted or rejected. After analyzing the qualitative data, it was found that most of the decision-making was made within the boundaries or relationship with students, classroom, and methods of instruction. Also, since the strategic plan, action plan and school literature is being revised by a select number of faculty at school for the process of accreditation, the number of participants does not account for the entire faculty at this school. As a result, null hypothesis 1 is rejected. In addition there were no significant correlations between the variables of both null hypotheses 2 and 3. The qualitative data pertaining to these areas does not prove the existence of a direct relationship between the variables and thus, null hypothesis 2 and null hypothesis 3 are also rejected for School D.

5.4 Conclusions

The analysis of both the quantitative and qualitative data led to several conclusions. The descriptive data in the quantitative section showed that the higher frequencies were pertinent to areas within the classroom, rather than decision-making areas outside of the student-teacher relationship. Also, as was previously indicated, depending on whether a school is going through the accreditation process, has gained accreditation or is not in any way related to the process at least for this academic year, teachers either participated in these areas or did not participate. Moreover, empowerment levels in general were found to be high, teachers in all four schools were also mostly often self-motivated, and with the exception of School A's teachers who found that the management rarely motivates them, the other three schools claimed that they are often if not always motivated. The inferential statistics showed no real significant correlation except for the case of null hypothesis 3 in School C, where it was concluded that there was a large, positive correlation between managerial support and motivation, and self-motivation of teachers.

The qualitative data for all four schools is similar in many areas including the confirmation that most decision-making and levels of empowerment are related to authority in the classroom. Also, the schools all lack a manual for managerial operations to help the management (including the principal and middle management) establish their relationship to the faculty, and the processes and procedures required to go about participative management. It was also established that there is no system in any of the schools elaborating how things should be done, not just whom to report to. The general requests that faculty made with regard to extrinsic motivating factors like salary and financial bonuses, as well as promotion possibilities are not available in any of the schools in any formal manner. The teachers emphasized that their intrinsic motivating factors mainly include self-growth, teamwork, challenge and fulfillment on the job, as well as cooperation. It is very difficult to meet these psychological factors without the development of an appropriate financial scheme, the expansion of the narrow hierarchy in the schools to involve more people in managerial decision-making positions, and a holistic system that determines the teacher's relationship to all areas in an organization. This will be elaborated in the following, concluding chapter.

Chapter 6

Conclusions and Recommendations

6.1 Introduction

In the previous chapter, Chapter 5, “Discussion of the Findings”, both the quantitative and qualitative data was reviewed and discussed, and that led to several conclusions. The higher frequencies in the descriptive part of the quantitative results were relevant to areas within the classroom in terms of instruction methodology and strategy, rather than decision-making areas outside of the student-teacher relationship. Also, as was previously indicated, the accreditation process has a lot to do with the involvement of teachers in the development of the strategic plan, the action plan, and the review of school literature. The schools that went through the process and gained accreditation seemed to have decreased the participation of teachers in these areas since, and the one school that is going through the process at the time of the study chose to include a select number of teachers in the process, although this is against the regulations of the visiting accrediting team, that insists that all stakeholders participate in the process.

Moreover, most teachers felt that they were often empowered, and teachers in all four schools were also mostly often self-motivated. Moreover, with the exception of School A’s teachers who found that the management rarely motivates them, the other three schools claimed that they are often and always motivated. Null hypothesis 3 in School C, was the only significant correlation, where it was concluded that there was a large, positive correlation between managerial support and motivation, and self-motivation of teachers. This may be due to the fact that participation in decision-making in all areas at school is not the only reason people feel empowered. Also, empowerment levels and self-motivation levels are not necessarily mutually exclusive in that self-motivation comes from a variety of intrinsic and extrinsic factors as well. Moreover, while managerial support was found to be relatively more important in School C relative to the self-motivation levels of teachers, it was found to be one of many other reasons that teachers are self-motivated.

Furthermore, the qualitative data for all four schools is quite similar in many areas including the confirmation that most decision-making and levels of empowerment are related to authority and freedom in the classroom. Also, and as was previously indicated on several occasions, the managing company for the four schools, SDC, has failed to provide their local representatives (the principals) with a manual for managerial operations to help the school management establish their relationship to the faculty, and the processes and procedures required to go about participative management. The preferences of the faculty with regard to extrinsic motivators like salary and financial bonuses, as well as promotion possibilities are not implemented in any of the schools on a formal basis.

Moreover, the intrinsic motivating factors that are important to the teachers in all four schools include self-growth, teamwork, challenge and fulfillment on the job, as well as cooperation. Meeting such high psychological motivators, some of which are part of Maslow's hierarchy of motivation at the top levels, cannot easily be accomplished without the development of very basic systems like an appropriate financial incentive scheme, followed by a more complex expansion of the narrow hierarchy in the schools to involve more people in managerial decision-making positions, and a holistic system that determines the teacher's relationship to all areas in an organization. The following are the research questions that were developed in Chapter 2, "Review of Literature".

1. What are the problems faced by the faculty of the four schools that are resulting in a lack of intrinsic motivation, specifically empowerment?
2. As a result of the findings in research question 1, what type of plan should management develop to secure an increase in intrinsic motivation through empowerment and other means?

Seen as the first question was addressed, researched, discussed, and several conclusions were made as a result, it is now time to turn to answering research question two, pertaining to a theoretical plan that can be developed to expand empowerment on the job to more than the classroom, and establish other systems as well, to ensure that basic needs as well as greater psychological needs are met.

6.2 Analysis of the Main Findings and Comparison with Literature Review

According to the results, the four schools seem to apply a human relations approach to management, which is one of the schools of thought that were discussed in the literature review. Mary Parker Follet contributed greatly to this school of thought through her concept of “integration” of the human element into the organization as a whole, through cooperation or teamwork (Norton, 2005, p. 18). This area appears to be satisfied in the four schools in that all the teachers mention peer or colleague and managerial support as one of the main factors of self-motivation, and in all of the schools, the majority of the teachers are at least “often” self-motivated. Moreover, other important schools of thought like the “systems approach” were discussed in the review of literature. This approach was championed by Barnard who viewed the organization as an open system, and went on to say that the executive’s task is to foster open communication and teamwork to achieve the goal of the organization (Bloisi et al., 2006, p. 12-14).

This study, by cross-referencing the information that was provided by the principals and the teachers, found that the managers of Schools A, B, and C have been able to develop open communication through their open door policies, as well as being available to the staff at all times. However, although School D’s principal claimed to have an open door policy, he did emphasize the importance of going through the hierarchy to maintain order. Moreover, many of the teachers claim to see him rarely, and occasionally at most, while access to the principal in general takes a week at least, and thus is relatively longer than the one to two day waiting period that the teachers in the other schools mentioned. Although this may be attributed to the relatively larger size of School D.

One of the authors referred to in the literature review noted that “commitment will be defined here as a stabilizing force that acts to maintain behavioral direction when expectancy/equity conditions are not met and do not function” (Scholl, 1981, p. 593), when discussing his study. This view of commitment is applicable to the teachers of all four schools since expectancy/equity conditions are not met formally within any of them. There are no extrinsic reward systems in place, and in School D, equity in salary is found to be lacking, due to a lack of set criteria to compensate

teachers beyond the governmental teacher salary scale. As for teachers in the other three schools, many do not know whether their salaries are equitable, and quite a few believe they are not because of the lack of transparency in criteria that determine salary, and this causes speculation regarding equity. Nevertheless, absenteeism was found to be very low, and teachers' commitment to all four schools is evident in their responses to a question that expressed they were at the very least comfortable, and happy in their work environments.

A theory regarding the role of the manager was set forth by Bloisi et al. (2006) that explained that there is a "need to balance the interests of various groups who have a stake in its [the organization] actions and outcomes" (p. 45). One of the important roles that the manager plays is that of a leader. In this particular role, the manager influences employees, and motivates them toward achieving the goal of the organization (Bloisi et al., 2006, p. 59). Referring to Bennis and Nanus (1985), "transformational leadership" is about "successfully chang[ing] organizations by fostering high organizational expectations and calling upon the highest abilities of individuals through visioning, communicating, trusting, and deploying behaviors" (Norton, 2005, p.49).

Except for School A, where managerial support and motivation was ranked as "rare", the managers of the other schools seem to be doing a good job in the motivation of their employees. Although this is true, this role is taken on informally, in that the school principals and middle management have not been provided with a manual for managerial operations by SDC, the company that manages all four schools. Although SDC practices de-centralization through providing each of the principals with full discretion and autonomy in the way they run the schools because it considers each of the principals a representative of the firm, it seems to have failed in terms of supporting its members by helping them identify the areas they need to focus on in dealing with teachers. As a result, the managers, although having a general job description, seem to be going about the procedures and processes at school instinctively.

The literature review includes an important section regarding the expectations that employers and employees should have from one another. Bloisi et al. (2006) discuss

the “social contract” or combined psychological contracts within a culture. This contract stipulates that “employees would give regular attendance and effort, along with loyalty, to the organization. In return, employers would provide ‘fair’ pay and benefits, advancement based on seniority and merit, and job security within reasonable limits” (Bloisi et al., 2006, p. 142). This widely accepted and applied contract has changed with a contract put forth by Csoka (1995):

Employees will be expected to provide a high level of performance, a commitment to the company’s objectives, and a willingness to innovate or make suggestions and train to improve behavior. Employers, in turn, will provide interesting and challenging work, learning, flexibility, performance-based compensation, and opportunities for participation and involvement. This means that many workers will have to change from their psychological dependence on their employers to a commitment to their craft or profession. (Bloisi et al., 2006, p. 143)

Within the four schools, the employee part of the “social contract” seems to be implemented, but only part of the employer’s part is satisfied. Most teachers agree that they are given fair compensation and benefits in that they are given what is stipulated by the law. Although this is true, there seems to be very little advancement opportunity, and it does not seem to have a basis, be it merit or seniority. Also, although the work they do seems to be challenging and a learning experience for many, compensation is not performance or output-based, but rather input-based and based on the subjective analysis of the principal. Moreover, the possibilities for participation and involvement are high in areas relevant to the classroom, but not in any other area within the school.

Bruce and Pepitone (1999) quote renowned psychologist and philosopher William James who said “the deepest principle in human nature is the craving to be appreciated” (p. 11). Moreover, and according to Norton (2005) behavioral scientists have had different opinions regarding one’s motivational forces at work; some believe that past experience cues motivation, while others contend that present conditions influence motivation. A third position was developed; “third-force psychology” that postulates “that future aspirations and goals are basic motivators of individual behavior” (p. 21) and is the underlying theory behind Maslow’s hierarchy with regard to higher level needs like self-esteem and self-actualization. Bloisi et al. (2006) discuss what is known as the ERG Theory that was developed by Alderfer. Similar to Maslow’s hierarchy, it is also needs-based, but Alderfer does not categorize the needs hierarchically, and unlike Maslow’s premise that lower order needs to be satisfied and as one need is satisfied, the individual can then move up to satisfying the next need, Alderfer claims that the needs can function simultaneously. “Existence needs refer to basic survival needs”, “relatedness needs draw people into interpersonal contact for social-emotional acceptance, caring and status”, and “growth needs involve personal development and a sense of self-worth” (Bloisi et al., 2006, p. 200).

Moreover, in comparing the literature to the results found in the study, it is important to note most teachers in all four schools felt often if not always motivated. As for the actual reasons behind that motivation, it was found to be relevant to the present conditions at work relative to the love the teachers have for their students, their students’ results, managerial and peer support, and a comfortable working environment where they are given the liberty to innovate and create within the bounds of the classroom. Although this is true, most teachers also made reference to future aspirations such as increased workshops for personal development, and even more so, promotion possibilities. While the former is somewhat satisfied within the four schools, the latter is not even mentioned in the school literature. Teachers have to compete for few positions like heads of sections, and coordinators, because the possibility of gaining a title in a managerial position is limited to the latter. In terms of the ERG Theory, teacher’s existence needs are satisfied in that they have good working conditions and a fair salary by governmental standards. As for their relatedness needs that include their interpersonal relationships, the teachers also

claim to have peer and managerial support to a certain extent. On the other hand, the teachers' growth needs in all four schools are limited in that they rarely gain status or a title and a managerial position, thus undermining personal growth, fulfillment, and self-actualization.

In addition, Bruce and Pepitone (1999) identify intrinsic motivation as behaviors that emanate from internal desires or drives, in order to achieve something. They also state that human beings are affected by factors outside of the self that are identified as extrinsic motivators that can be tangible, like financial or material rewards, or verbal. Moreover, Mottaz (1985) sets forth three different reward systems that determine work satisfaction: "intrinsic task rewards, extrinsic social rewards and extrinsic organizational rewards" (p. 365). The intrinsic rewards are derived from the task itself, depending on how challenging it is and how creative one can be in the work. As for the extrinsic social rewards, they are derived from interpersonal relationships at work such as supportive peers and managers. Lastly, extrinsic organizational rewards include pay equity and benefits, good working conditions such as the availability of resources and a fair schedule, and possibilities for promotion. After researching five different occupations and thousands of individuals that work within these occupations, Mottaz (1985) found that intrinsic task rewards and extrinsic social rewards had a greater impact or influence on work satisfaction than extrinsic organizational rewards. However, Cameron and Pierce (1994) also point out that different experiments have had contradictory results on reinforcement and rewards and their effects on intrinsic motivation.

The teachers of the four schools mentioned personal growth, self-esteem, determination and passion for what they do as the intrinsic factors that drive them. The extrinsic rewards they mentioned that affects the latter include salary and financial bonuses, as well as verbal praise, and tangible rewards like gifts in addition to managerial and peer support, positive feedback from their students, and challenge on the job itself. In terms of tangible and financial rewards, as well as equity with regard to compensation, the latter are all lacking in the four schools. Although this is true, according to Mottaz (1985), found that intrinsic task motivation, and extrinsic social rewards that include the interpersonal relationships at work, had a greater impact on work satisfaction than extrinsic organizational rewards like equitable

salaries and financial, verbal of tangible factors. This seems to be the case in the four schools as well, in that regardless of the lack of extrinsic organizational rewards like equitable salary and financial incentives, the levels of self-motivation and empowerment are very high.

The literature review also included a section on the differences between poor and rich countries, with regard to the importance of intrinsic and extrinsic factors. Huang and Van de Vliert (2003) discuss the differences between rich and poor countries with regards to the importance they attach to intrinsic and extrinsic motivating factors in the workplace and job satisfaction. The authors found that people in rich countries with good social welfare plans, and individualistic, small power distance cultures view intrinsic motivating factors as highly important in their job characteristics, seen as general working conditions such as wages are regarded as fair, whilst individuals in poorer countries did not attach such importance to them. Contrary to this, individuals in all countries find extrinsic job factors highly important for satisfaction (Huang and Van de Vliert, 2003, p. 159). This theory is only somewhat applicable in terms of the employees in the four schools. Although Lebanon is regarded as a third world country, the teachers emphasized their need for fulfillment, empowerment in terms of greater decision-making and authority and self-growth. This may be due to the fact that the organizations they work in are private, and thus general working conditions are regarded as somewhat fair. Nevertheless, the need for extrinsic factors such as better salaries and financial incentives, as well as promotion possibilities is also stressed.

In terms of “empowerment” as a motivating tool, it has come to describe “conditions that enable people to feel competent and in control of their work, and energized to take initiative and persist at meaningful tasks (Conger and Kanungo, 1998)” (Bloisi et al., 2006, p. 269). Empowerment comes from several sources including the self, peers or managers in the workplace. An interesting example of empowerment at work takes place at “W.L. Gore & Associates” where the organization’s culture encourages teamwork for all activities including hiring new employees. According to the latter, when a team feels it needs to add a member, it conducts the interview process as a whole unit and later provides the recruit with a sponsor or a mentor to help integrate them into the culture (Bloisi et al., 2006). Relative to empowerment is

the idea of “personal growth motivation” that increases employees’ capacity and aptitude to give them purpose when coming to work (Bruce & Pepitone, 1999, p. 9).

The literature also includes Murrell and Meredith’s (2000) definition of empowerment; “empowering is mutual influence; it is the creative distribution of power; it is shared responsibility; it is vital and energetic, and it is inclusive, democratic, and long-lasting” (p. 1). Accordingly, superiors are expected to play the role of “facilitator” to support and provide employees with direction and information. Conger and Kanungo (1988) claim that theorists “have not paid sufficient attention to its nature of the processes underlying the construct” (p. 471). They refer to McClelland (1975) who believes that all human beings have an underlying need for power and power leads to the need to control. Spreitzer (1995) develops his own four constructs that he calls antecedents to psychological empowerment: “self-esteem”, “locus of control”, having access to “information”, and lastly “rewards”.

The teachers in the four schools have a high empowerment level, although they do not have decision-making ability in areas outside of the classroom and student-related matters. Teachers are empowered in terms of their professional capacity; they participate in the development of the curriculum, lesson planning and methodology, planning trips and activities for students, and the disciplinary systems. Contrary to the example given regarding teamwork in the recruitment process, the schools recruit mainly through the principal, who then asks the leadership team to meet with potential candidates, and perhaps refers to teachers in the same area for their opinion. In this sense, decision-making is on an organizational level, and this is not practiced in any of the four schools. Relative to Spreitzer’s constructs, excluding locus of control with regard to decision-making in the classroom, self-esteem or a feeling of competency, access to information, and rewards are not properly addressed by the management of the four schools.

The cultural aspect of empowerment is given due regard in Hui, Au, and Fock’s (2004) study who point out that empowerment as a motivating force is different across cultures. This may be due to the different cultural values that apply dissimilar management techniques in the workplace. In high-power distance countries,

employees in organizations are used to taking orders from their superiors instead of using their own discretion or autonomy. Contrary to this, empowerment is very important to employees in low-power distance countries, as was previously pointed out by Huang and Van de Vliert (2003). The schools, although in Lebanon, seem to be attempting the American or low-power distance model, in that the principals maintain an open door policy in general, and many a time due to the accreditation process that is American in nature, attempt to have their faculty participate in decision-making outside of the classroom, and in more of a holistic way, although not very successful according to the teachers, and to the lack of processes and policies that clarify to staff, the ways in which they could contribute to decision-making.

6.3 Limitations of the Research

The limitations of the research involve firstly the fact that the author of this research paper is an inside researcher. She works for SDC, the management company, and as such, that could result in bias within the study because of her proximity to the work. As for one of the instruments used in the methodology, the questionnaire, due to its length, and due to the faculty's time constraint, was not answered in the presence of the author. It was taken home for several days to then later be returned to the schools' administrations, and thereby, could have resulted in less than accurate results due to intimidation or fear the teachers may have had in terms of the management having access to their responses before handing the questionnaires to the author of this study. Moreover, the pre-paradigmatic nature of theories of motivation, make the task of initiating a study in this area quite difficult because most theories on the subject are often contradicted by other studies. Another limitation is the fact that most similar studies on motivation and empowerment studies in schools are conducted in the Western World, and on public schools rather than private, leading to difficulty in drawing exact parallels. Also my research indicates the lack of such published research on private schools in Lebanon.

6.4 Managerial Implications and Recommendations

Going back to research question two: what type of plan should management develop to secure an increase in intrinsic motivation through empowerment and other means? Although research conducted in the four schools indicates a relatively high level of motivation and empowerment, it still seems as if the present level of motivation/empowerment relates to team spirit and the humanistic approach of management. It also seems apparent that the high level of empowerment is specifically related to decision-making in the classroom in exclusion of other areas of institutional life that directly affect teachers' performance. With minor exceptions, it looks like the results of the four schools are quite similar in both positive and negative aspects of motivation and empowerment, thereby indicating that one set of recommendations are required to cover the main areas in which teachers expressed grievances, and which according to school literature and interviews with principals, are either not dealt with, or are simply referred to without policies and procedures to explain to the faculty how they can be used in enhancing career growth and self-actualization.

The management company, SDC, in consultation with the school principals and other members of management, need to produce in addition to the job descriptions of principals and heads of sections, etc., a managerial manual outlining the policies, processes and practices that delineate the relationship between school managers and teachers on the levels of empowerment and motivation. This should include a clear definition of participatory management, a specific set of behaviors that exhibit it, including systematic and timely communication with each and every member of the teaching staff. Also to be included in such a manual, would be an enhanced self-evaluation, downward and upward evaluation of principals and managers to include empowerment and motivation policies as a key standard in evaluating the performance of the management. This manual is to also include a clear-cut budgetary process to be adopted by school management, and which should delineate the levels in which all school faculty could be involved in the budgetary process.

Along similar lines, the staff manuals of the schools should incorporate a summary of the managerial manual to ensure staff awareness of institutional expectations

from management, thereby increasing the faculty's ability to evaluate management practice. The staff manual should also include a detailed section on promotion possibilities which outlines the criteria of selection for each of the posts of responsibility at school as well as the recommended skills and training from candidates to these posts. Moreover, the manual should also see an expanded self-evaluation and upward/downward evaluation format, which evaluates the teachers' skills, both inside and outside the classroom. Examples here would be including budget-making ability, ability to prioritize, ability to help in recruitment and mentoring of new members, etc. The staff manual should also include a criterion-referenced salary scale including criteria for performance-based pay, overtime pay, benefits, etc.

Obviously, the section on promotion possibilities stipulates a development of the schools' organigrams to include more positions of responsibility as is the case for example in American public schools, whereby temporary positions of responsibility, as well as in training positions of responsibility. Examples of these positions would be mentors of new teachers, year leaders, class advisors, committee chairs. In the case of committees, the accreditation manual used by these schools stipulates at least seven committees covering areas of curriculum, safety and security at school, budgeting and finance, staffing and recruitment, physical plant and resources. While the schools appointed chairs and members to these committees, therefore involving most school staff during the accreditation process, it would be highly recommended that these committees are maintained as a permanent feature of school work. This would not only enhance teamwork within the school, but would also give a chance to everybody within the school community to practice skills other than teaching thereby preparing them for positions of responsibility, and giving management the chance to observe and measure performance outside the classroom.

The other positions referred to such as year leaders and class advisors, as well as mentors, give staff the possibility of taking charge of a relatively small department, again allowing them to practice new skills that enhance self-esteem, growth and self-actualization. An example of a year leader would be a key teacher in charge of all teachers working in the same class (grades 3a, b and C). A class advisor would be responsible for coordinating the work of all subject teachers of a given class. In this

manner, many more positions of responsibility are created, inviting more participatory management, and giving the chance for personal growth and empowerment; this scenario would certainly enhance motivation of individual teachers through providing them with more challenge, and more of a change to utilize and explore different sets of skills than they would normally use in the classroom (leadership skills, social skills, persuasion skills, financial skills, etc.).

Similar studies that combine quantitative and qualitative research should be conducted at other private schools, colleges and universities in Lebanon such as Notre Dame University (NDU), hopefully leading to the development of an empowerment and motivation model specifically applicable to the private educational institutions in Lebanon.

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Appendix 1a

Questionnaire for Faculty

My Name is Rasha Husni. I am writing my thesis for a Masters degree in International Business at NDU in collaboration with BEM. My area of concentration is Organizational Behavior and Human Resources. My thesis topic is the following: Empowerment on the job to motivate teachers: The case of Schools A, B, C and D.

Please answer the following questions to the best of your ability. The information you provide me with is strictly confidential and will be used as a major source of data for my Masters thesis.

1) How often are you involved in decision-making in the following areas?

	Never	Rarely	Often	Always
1. Planning your work				
a. Curriculum design and delivery				
b. Lesson plans and teaching methods				
c. Planning activities and trips				
d. Discipline systems and decisions				
e. Choice of workshops				
f. Assess. of needs and budget. at school				
g. Your timetable (classes and break duty)				
2. Your job description				
3. Your contribution to change at school				
a. Strategic planning				
b. Action plans				
c. Revision of school literature				
4. Self- evaluation				
5. The evaluation of others				
6. Getting a promotion (more responsibility and tasks)				
7. The promotion of others				

Any Comments?

2) How many signatures do you need to get photocopies?

3) How many people do you need to inform before you leave school for a medical appointment?

4) How many signatures do you need to buy new material for your class activities?

5) Do you feel your salary is fair (Is it relevant to your qualifications and experience)? Is it equitable (Does it compare fairly with your colleagues)?

6) Who makes the decisions that ultimately affect your performance or life at school?

7) How often have you seen your school principal since the beginning of the school year? How long do you have to wait before you see the school principal?

8) How would you define empowerment on the job as a teacher?

9) On a scale of 1 to 4, rate how empowered you feel, 1 being the least and 4 the most.

1 2 3 4

10) How would you define motivation on the job in general?

11) Do you consider yourself motivated? (Please choose one of the options below) What are your SELF-motivating factors?

Never Rarely Often Always

12) Does the school management/leadership motivate you? (Please choose one of the options below) How?

Never Rarely Often Always

13) What extrinsic (External: material, financial, etc. offered by the institution) motivating factors are important to you? (rank your top 3 preferences; 1 being the best, 2 the second best, and 3 the third best)

1.	Self-development workshops	
2.	Salary and financial bonuses	
3.	Extra days off	
4.	A gift of your choice from a selection	
5.	A certificate or thank you note	
6.	Promotion possibilities	
7.	Verbal praise	
8.	Others:	

Any Comments?

14) What intrinsic (internal: psychological, personal, etc.) motivating factors are important to you? (rank your top 3 preferences; 1 being the best, 2 the second best, and 3 the third best)

1.	Challenge on the job (Job enrichment)	
2.	Fulfillment on the job (sense of pride)	
3.	Self-growth	
4.	Empowerment/Authority (control of/responsibility for your work)	
5.	Cooperation (team work with peers and/or management)	
6.	Competition with others (with peers)	
7.	Others:	

Any Comments?

15) How comfortable are you in your work environment? If you are unhappy or uncomfortable, would you consider taking days off or calling in sick?

THANK YOU FOR TAKING THE TIME TO PARTICIPATE IN THIS QUESTIONNAIRE!

Appendix 1b

Interview Questions for Principals

Hierarchy and Communication

- 1. What is the school's organizational structure? (organigram)**
- 2. Who do teachers report to directly?**
- 3. Do teachers have access to the principal or is the hierarchy an impediment for communication?**

Employee Motivation

- 1. Do you have an extrinsic and/or intrinsic reward system or motivation scheme in place? Please list and explain.**
- 2. What are the limitations of these systems or schemes?**
- 3. Do you think your employees are motivated? If so, what in your opinion, are your employees' motivating factors?**
- 4. What evidence do you have that teachers are motivated, or how do you measure their motivation level? (feedback)**

Evaluation of Management and Employees

- 1. How would you describe yourself as a manager?**
- 2. Who evaluates you as a manager? Who evaluates heads and directors? Who evaluates teachers?**
- 3. Is the data collected being used? Are you tying the evaluations to motivation and learning? Please explain.**

Empowerment of Employees

- 1. How do you feel about teachers having access to and being aware of the institution's finances?**
- 2. Were the teachers involved in setting the institution's strategic plan? If so, how?**
- 3. How are teachers a part of decision-making at school? Please provide examples.**
- 4. Do you feel that the teachers feel respected and treated as professionals by the principal (yourself)? Please explain.**
- 5. Who are the members of your management or leadership team? How do you decide whom to include on the team?**

Appendix 2a

Descriptives

School A

Descriptive Statistics^a

	N	Minimum	Maximum	Mean	Std. Deviation
Self-dvpt workshops	12	1	3	2.33	.985
Salary+fin. bonuses	25	1	3	1.72	.542
Extra days off	10	1	3	2.40	.843
Cafeteria of gifts	0				
Certificate/thank you note	14	1	3	2.29	.825
Promotion possibilities	16	1	3	1.50	.730
Verbal praise	12	1	3	2.17	.835
Others	1	3	3	3.00	.
Challenge on job	10	1	3	2.00	.816
Fulfillment on job	21	1	3	1.86	.655
Self-growth	20	1	3	1.95	.999
Empowerment	17	1	3	1.88	.600
Cooperation	27	1	3	2.19	.921
Competition	1	3	3	3.00	.
Others	0				
Valid N (listwise)	0				

a. School = School A

School B**Descriptive Statistics^a**

	N	Minimum	Maximum	Mean	Std. Deviation
Self-dvpt workshops	13	1	3	2.15	.801
Salary+fin. bonuses	26	1	3	1.96	.774
Extra days off	9	1	3	2.33	.707
Cafeteria of gifts	3	3	3	3.00	.000
Certificate/thank you note	5	1	3	2.00	1.000
Promotion possibilities	14	1	3	1.50	.760
Verbal praise	17	1	3	2.00	.866
Others	0				
Challenge on job	16	1	3	2.00	.730
Fulfillment on job	15	1	3	2.27	.799
Self-growth	23	1	3	1.65	.832
Empowerment	16	1	3	2.13	.806
Cooperation	17	1	3	2.12	.857
Competition	0				
Others	0				
Valid N (listwise)	0				

a. School = School B

*School C***Descriptive Statistics^a**

	N	Minimum	Maximum	Mean	Std. Deviation
Self-dvpt workshops	9	1	3	2.00	.866
Salary+fin. bonuses	25	1	3	1.72	.614
Extra days off	4	2	3	2.50	.577
Cafeteria of gifts	2	2	3	2.50	.707
Certificate/thank you note	13	1	3	2.62	.768
Promotion possibilities	14	1	3	2.07	.829
Verbal praise	17	1	3	1.71	.920
Others	0				
Challenge on job	17	1	3	2.06	.748
Fulfillment on job	15	1	3	1.73	.799
Self-growth	18	1	3	1.78	.878
Empowerment	13	1	3	1.85	.689
Cooperation	19	1	3	2.47	.772
Competition	2	1	3	2.00	1.414
Others	0				
Valid N (listwise)	0				

a. School = School C

School D**Descriptive Statistics^a**

	N	Minimum	Maximum	Mean	Std. Deviation
Self-dvpt workshops	46	1	3	1.78	.814
Salary+fin. bonuses	53	1	3	1.85	.744
Extra days off	15	2	3	2.87	.352
Cafeteria of gifts	1	2	2	2.00	.
Certificate/thank you note	37	1	3	2.30	.702
Promotion possibilities	29	1	3	1.59	.682
Verbal praise	29	1	3	2.21	.902
Others	2	2	3	2.50	.707
Challenge on job	42	1	3	2.14	.718
Fulfillment on job	51	1	3	1.80	.693
Self-growth	53	1	3	1.68	.872
Empowerment	27	1	3	1.96	.808
Cooperation	43	1	3	2.47	.735
Competition	3	1	3	2.33	1.155
Others	0				
Valid N (listwise)	0				

a. School = School D

Appendix 2b

Frequencies

School A

Extrinsic factors: frequencies^a

		Self-dvpt workshops	Salary+fin bonus	Extra days off	Cafeteria of gifts	Certificate thank you note	Promotion poss.	Verbal praise	Others
N	Valid	12	25	10	0	14	16	12	1
	Missing	22	9	24	34	20	18	22	33

a. School = School A

Intrinsic factors: frequencies^a

		Challenge on job	Fulfillment on job	Self- growth	Empower ment	Coope ration	Compe tition	Others
N	Valid	10	21	20	17	27	1	0
	Missing	24	13	14	17	7	33	34

a. School = School A

School B

Extrinsic factors: frequencies^a

		Self-dvpt workshops	Salary+fin bonus	Extra days off	Cafeteria of gifts	Certificate thank you note	Promotion poss.	Verbal praise	Others
N	Valid	13	26	9	3	5	14	17	0
	Missing	16	3	20	26	24	15	12	29

a. School = School B

Intrinsic factors: frequencies^a

		Challenge on job	Fulfillment on job	Self- growth	Empower ment	Coope ration	Compe tition	Others
N	Valid	16	15	23	16	17	0	0
	Missing	13	14	6	13	12	29	29

a. School = School B

*School C***Extrinsic factors: frequencies^a**

		Self-dvpt workshops	Salary+ fin bonus	Extra days off	Cafeteria of gifts	Certificate thank you note	Promotion poss.	Verbal praise	Others
N	Valid	9	25	4	2	13	14	17	0
	Missing	19	3	24	26	15	14	11	28

a. School = School C

Intrinsic factors: frequencies^a

		Challenge on job	Fulfillment on job	Self- growth	Empower ment	Coope ration	Compe tition	Others
N	Valid	17	15	18	13	19	2	0
	Missing	11	13	10	15	9	26	28

a. School = School C

*School D***Extrinsic factors: frequencies^a**

		Self-dvpt workshops	Salary+fin bonus	Extra days off	Cafeteria of gifts	Certificate thank you note	Promotion poss.	Verbal praise	Others
N	Valid	46	53	15	1	37	29	29	2
	Missing	31	24	62	76	40	48	48	75

a. School = School D

Intrinsic factors: frequencies^a

		Challenge on job	Fulfillment on job	Self- growth	Empower ment	Coope ration	Compe tition	Others
N	Valid	42	51	53	27	43	3	0
	Missing	35	26	24	50	34	74	77

a. School = School D

Appendix 3a

Correlations

School A

Pearson

Correlations^a

		Curr. design+delivery	Perceived empowerment
Curr. design+delivery	Pearson Correlation	1	.387*
	Sig. (2-tailed)		.042
	N	32	28
Perceived empowerment	Pearson Correlation	.387*	1
	Sig. (2-tailed)	.042	
	N	28	30

*. Correlation is significant at the 0.05 level (2-tailed).

a. School = School A

Correlations^a

		Plan. act.+trips	Perceived empowerment
Plan act.+trips	Pearson Correlation	1	.368*
	Sig. (2-tailed)		.049
	N	33	29
Perceived empowerment	Pearson Correlation	.368*	1
	Sig. (2-tailed)	.049	
	N	29	30

*. Correlation is significant at the 0.05 level (2-tailed).

a. School = School A

Correlations^a

		Discipline systems	Perceived empowerment
Discipline systems	Pearson Correlation	1	.417*
	Sig. (2-tailed)		.022
	N	34	30
Perceived empowerment	Pearson Correlation	.417*	1
	Sig. (2-tailed)	.022	
	N	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

a. School = School A

Correlations^a

		Strategic plan	Perceived empowerment
Strategic plan	Pearson Correlation	1	.437*
	Sig. (2-tailed)		.016
	N	33	30
Perceived empowerment	Pearson Correlation	.437*	1
	Sig. (2-tailed)	.016	
	N	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

a. School = School A

Correlations^a

		Action plan	Perceived empowerment
Action plan	Pearson Correlation	1	.413*
	Sig. (2-tailed)		.026
	N	33	29
Perceived empowerment	Pearson Correlation	.413*	1
	Sig. (2-tailed)	.026	
	N	29	30

*. Correlation is significant at the 0.05 level (2-tailed).

a. School = School A

*Spearman*Correlations^a

			Curr. design+delivery	Perceived empowerment
Spearman's rho	Curr. design+delivery	Correlation Coefficient	1.000	.377*
		Sig. (2-tailed)	.	.048
		N	32	28
	Perceived empowerment	Correlation Coefficient	.377*	1.000
		Sig. (2-tailed)	.048	.
		N	28	30

*. Correlation is significant at the 0.05 level (2-tailed).

a. School = School A

Correlations^a

			Strategic plan	Perceived empowerment
Spearman's rho	Strategic plan	Correlation Coefficient	1.000	.454*
		Sig. (2-tailed)	.	.012
		N	33	30
	Perceived empowerment	Correlation Coefficient	.454*	1.000
		Sig. (2-tailed)	.012	.
		N	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

a. School = School A

Correlations^a

			Action plan	Perceived empowerment
Spearman's rho	Action plan	Correlation Coefficient	1.000	.398*
		Sig. (2-tailed)	.	.033
		N	33	29
	Perceived empowerment	Correlation Coefficient	.398*	1.000
		Sig. (2-tailed)	.033	.
		N	29	30

*. Correlation is significant at the 0.05 level (2-tailed).

a. School = School A

School C**Pearson****Correlations^a**

		Evaluation of others	Perceived empowerment
Evaluation of others	Pearson Correlation	1	.414*
	Sig. (2-tailed)		.044
	N	27	24
Perceived empowerment	Pearson Correlation	.414*	1
	Sig. (2-tailed)	.044	
	N	24	25

*. Correlation is significant at the 0.05 level (2-tailed).

a. School = School C

Correlations^a

		Management motivation	Self-motivation level
Management motivation	Pearson Correlation	1	.564**
	Sig. (2-tailed)		.002
	N	27	27
Self-motivation level	Pearson Correlation	.564**	1
	Sig. (2-tailed)	.002	
	N	27	28

** . Correlation is significant at the 0.01 level (2-tailed).

a. School = School C

*Spearman***Correlations^a**

			School literature	Perceived empowerment
Spearman's rho	School literature	Correlation Coefficient	1.000	.454*
		Sig. (2-tailed)	.	.023
		N	28	25
	Perceived empowerment	Correlation Coefficient	.454*	1.000
		Sig. (2-tailed)	.023	.
		N	25	25

*. Correlation is significant at the 0.05 level (2-tailed).

a. School = School C

Correlations^a

			Promotion of others	Perceived empowerment
Spearman's rho	Promotion of others	Correlation Coefficient	1.000	.411*
		Sig. (2-tailed)	.	.041
		N	28	25
	Perceived empowerment	Correlation Coefficient	.411*	1.000
		Sig. (2-tailed)	.041	.
		N	25	25

*. Correlation is significant at the 0.05 level (2-tailed).

a. School = School C

Correlations^a

			Perceived empowerment	Self-motivation level
Spearman's rho	Perceived empowerment	Correlation Coefficient	1.000	.405*
		Sig. (2-tailed)	.	.045
		N	25	25
	Self-motivation level	Correlation Coefficient	.405*	1.000
		Sig. (2-tailed)	.045	.
		N	25	28

*. Correlation is significant at the 0.05 level (2-tailed).

a. School = School C

Correlations^a

			Management motivation	Self-motivation level
Spearman's rho	Management motivation	Correlation Coefficient	1.000	.605**
		Sig. (2-tailed)	.	.001
		N	27	27
	Self-motivation level	Correlation Coefficient	.605**	1.000
		Sig. (2-tailed)	.001	.
		N	27	28

** . Correlation is significant at the 0.01 level (2-tailed).

a. School = School C

School D**Pearson****Correlations^a**

		Discipline systems	Perceived empowerment
Discipline systems	Pearson Correlation	1	.271*
	Sig. (2-tailed)		.026
	N	71	68
Perceived empowerment	Pearson Correlation	.271*	1
	Sig. (2-tailed)	.026	
	N	68	72

*. Correlation is significant at the 0.05 level (2-tailed).

a. School = School D

Correlations^a

		Strategic plan	Perceived empowerment
Strategic plan	Pearson Correlation	1	.240*
	Sig. (2-tailed)		.048
	N	72	68
Perceived empowerment	Pearson Correlation	.240*	1
	Sig. (2-tailed)	.048	
	N	68	72

*. Correlation is significant at the 0.05 level (2-tailed).

a. School = School D

Correlations^a

		Action plan	Perceived empowerment
Action plan	Pearson Correlation	1	.252*
	Sig. (2-tailed)		.040
	N	71	67
Perceived empowerment	Pearson Correlation	.252*	1
	Sig. (2-tailed)	.040	
	N	67	72

*. Correlation is significant at the 0.05 level (2-tailed).

a. School = School D

Correlations^a

		School literature	Perceived empowerment
School literature	Pearson Correlation	1	.311**
	Sig. (2-tailed)		.009
	N	72	69
Perceived empowerment	Pearson Correlation	.311**	1
	Sig. (2-tailed)	.009	
	N	69	72

** . Correlation is significant at the 0.01 level (2-tailed).

a. School = School D

Correlations^a

		Self-evaluation	Perceived empowerment
Self-evaluation	Pearson Correlation	1	.286*
	Sig. (2-tailed)		.015
	N	77	72
Perceived empowerment	Pearson Correlation	.286*	1
	Sig. (2-tailed)	.015	
	N	72	72

* . Correlation is significant at the 0.05 level (2-tailed).

a. School = School D

Correlations^a

		Evaluation of others	Perceived empowerment
Evaluation of others	Pearson Correlation	1	.245*
	Sig. (2-tailed)		.039
	N	76	71
Perceived empowerment	Pearson Correlation	.245*	1
	Sig. (2-tailed)	.039	
	N	71	72

* . Correlation is significant at the 0.05 level (2-tailed).

a. School = School D

Correlations^a

		Promotion of others	Perceived empowerment
Promotion of others	Pearson Correlation	1	.250*
	Sig. (2-tailed)		.036
	N	74	71
Perceived empowerment	Pearson Correlation	.250*	1
	Sig. (2-tailed)	.036	
	N	71	72

*. Correlation is significant at the 0.05 level (2-tailed).

a. School = School D

Correlations^a

		Perceived empowerment	Self-motivation level
Perceived empowerment	Pearson Correlation	1	.342**
	Sig. (2-tailed)		.004
	N	72	69
Self-motivation level	Pearson Correlation	.342**	1
	Sig. (2-tailed)	.004	
	N	69	72

** . Correlation is significant at the 0.01 level (2-tailed).

a. School = School D

Correlations^a

		Management motivation	Self-motivation level
Management motivation	Pearson Correlation	1	.296*
	Sig. (2-tailed)		.012
	N	72	71
Self-motivation level	Pearson Correlation	.296*	1
	Sig. (2-tailed)	.012	
	N	71	72

*. Correlation is significant at the 0.05 level (2-tailed).

a. School = School D

*Spearman***Correlations^a**

			Curr. design+delivery	Perceived empowerment
Spearman's rho	Curr. design+delivery	Correlation Coefficient	1.000	.249*
		Sig. (2-tailed)	.	.037
		N	75	70
	Perceived empowerment	Correlation Coefficient	.249*	1.000
		Sig. (2-tailed)	.037	.
		N	70	72

*. Correlation is significant at the 0.05 level (2-tailed).

a. School = School D

Correlations^a

			Strategic plan	Perceived empowerment
Spearman's rho	Strategic plan	Correlation Coefficient	1.000	.256*
		Sig. (2-tailed)	.	.035
		N	72	68
	Perceived empowerment	Correlation Coefficient	.256*	1.000
		Sig. (2-tailed)	.035	.
		N	68	72

*. Correlation is significant at the 0.05 level (2-tailed).

a. School = School D

Correlations^a

			School literature	Perceived empowerment
Spearman's rho	School literature	Correlation Coefficient	1.000	.273*
		Sig. (2-tailed)	.	.023
		N	72	69
	Perceived empowerment	Correlation Coefficient	.273*	1.000
		Sig. (2-tailed)	.023	.
		N	69	72

*. Correlation is significant at the 0.05 level (2-tailed).

a. School = School D

Correlations^a

			Action plan	Perceived empowerment
Spearman's rho	Action plan	Correlation Coefficient	1.000	.263*
		Sig. (2-tailed)	.	.031
		N	71	67
	Perceived empowerment	Correlation Coefficient	.263*	1.000
		Sig. (2-tailed)	.031	.
		N	67	72

*. Correlation is significant at the 0.05 level (2-tailed).

a. School = School D

Appendix 3b

Regression

School A

Spearman

Model Summary^{b,c}

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.387 ^a	.150	.117	.467

a. Predictors: (Constant), Curr. design+delivery

b. School = School A

c. Dependent Variable: Perceived empowerment

ANOVA^{b,c}

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.999	1	.999	4.576	.042 ^a
	Residual	5.679	26	.218		
	Total	6.679	27			

a. Predictors: (Constant), Curr. design+delivery

b. School = School A

c. Dependent Variable: Perceived empowerment

Model Summary^{b,c}

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.437 ^a	.191	.162	.501

a. Predictors: (Constant), Strategic plan

b. School = School A

c. Dependent Variable: Perceived empowerment

ANOVA^{b,c}

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.662	1	1.662	6.610	.016 ^a
	Residual	7.038	28	.251		
	Total	8.700	29			

a. Predictors: (Constant), Strategic plan

b. School = School A

c. Dependent Variable: Perceived empowerment

Model Summary^{b,c}

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.413 ^a	.170	.140	.478

a. Predictors: (Constant), Action plan

b. School = School A

c. Dependent Variable: Perceived empowerment

ANOVA^{b,c}

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.269	1	1.269	5.546	.026 ^a
	Residual	6.179	27	.229		
	Total	7.448	28			

a. Predictors: (Constant), Action plan

b. School = School A

c. Dependent Variable: Perceived empowerment

School C**Spearman****Model Summary^{b,c}**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.564 ^a	.318	.290	.476

a. Predictors: (Constant), Management motivation

b. School = School C

c. Dependent Variable: Self-motivation level

ANOVA^{b,c}

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.635	1	2.635	11.639	.002 ^a
	Residual	5.661	25	.226		
	Total	8.296	26			

a. Predictors: (Constant), Management motivation

b. School = School C

c. Dependent Variable: Self-motivation level

School D**Spearman****Model Summary^{b,c}**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.240 ^a	.058	.044	.724

a. Predictors: (Constant), Strategic plan

b. School = School D

c. Dependent Variable: Perceived empowerment

ANOVA^{b,c}

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.125	1	2.125	4.050	.048 ^a
	Residual	34.625	66	.525		
	Total	36.750	67			

a. Predictors: (Constant), Strategic plan

b. School = School D

c. Dependent Variable: Perceived empowerment

Model Summary^{b,c}

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.252 ^a	.063	.049	.727

a. Predictors: (Constant), Action plan

b. School = School D

c. Dependent Variable: Perceived empowerment

ANOVA^{b,c}

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.329	1	2.329	4.406	.040 ^a
	Residual	34.358	65	.529		
	Total	36.687	66			

a. Predictors: (Constant), Action plan

b. School = School D

c. Dependent Variable: Perceived empowerment

Model Summary^{b,c}

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.311 ^a	.097	.083	.719

a. Predictors: (Constant), School literature

b. School = School D

c. Dependent Variable: Perceived empowerment

ANOVA^{b,c}

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.697	1	3.697	7.160	.009 ^a
	Residual	34.593	67	.516		
	Total	38.290	68			

a. Predictors: (Constant), School literature

b. School = School D

c. Dependent Variable: Perceived empowerment