

University of Southampton Research Repository ePrints Soton

Copyright © and Moral Rights for this thesis are retained by the author and/or other copyright owners. A copy can be downloaded for personal non-commercial research or study, without prior permission or charge. This thesis cannot be reproduced or quoted extensively from without first obtaining permission in writing from the copyright holder/s. The content must not be changed in any way or sold commercially in any format or medium without the formal permission of the copyright holders.

When referring to this work, full bibliographic details including the author, title, awarding institution and date of the thesis must be given e.g.

AUTHOR (year of submission) "Full thesis title", University of Southampton, name of the University School or Department, PhD Thesis, pagination

UNIVERSITY OF SOUTHAMPTON

FACULTY OF SOCIAL & HUMAN SCIENCES

SCHOOL OF EDUCATION

**INSET PROGRAMMES IN KUWAIT: A NATIONAL SURVEY OF
STAKEHOLDER PERCEPTION**

By

MOHAMMAD ALDHAEN



A thesis submitted for the degree of Doctor of Philosophy

October 2012

**School of Education
University of Southampton
United Kingdom**

2012

UNIVERSITY OF SOUTHAMPTON

FACULTY OF SOCIAL AND HUMAN SCIENCES

SCHOOL OF EDUCATION

Doctor of Philosophy

**INSET PROGRAMMES IN KUWAIT: A NATIONAL SURVEY
OF STAKEHOLDER PERCEPTION**

By

MOHAMMAD ALDHAEN

ACKNOWLEDGEMENTS

First of all, I would like to thank Allah, to whom I always prayed to guide me to the right path. My very greatest and deepest thanks to my wonderful eminent supervisor, Professor Antony Kelly, for his great support and motivation, and for providing me with marvellous and invaluable guidance and advice throughout my study.

I would also like to express affection for my wonderful university, the University of Southampton, and its School of Education for providing me with very intellectual experiences and opportunities for professional growth.

I am most grateful to my sponsors, the Public Authority for Applied Education and Training, for their support and the opportunity they give me to research this important topic. I am also grateful to the Ministry of Education in Kuwait, and to the teachers, Heads of department and Head teachers who participated, supported and encouraged me in this study.

Finally, my greatest appreciation and love goes to my mother Fatemah, my wife Manal Alfahad, my son Ebrahim, and my daughters Aisha and Fatemah for their patience and support; and to my sisters and brothers for their prayers and encouragement. I have also trusted to the soul of my sister's soul Intisar, and that of my late father. I will never forget them.

ABSTRACT
FACULTY OF SOCIAL AND HUMAN SCIENCES
SCHOOL OF EDUCATION
INSET PROGRAMMES IN KUWAIT: A NATIONAL SURVEY OF
STAKEHOLDER PERCEPTION

Doctor of Philosophy

By

MOHAMMAD ALDHAEN

In-service teacher training programmes, which is mentioned as INSET in this thesis, is considered by the different educational policies around the world as one of the most important and sensitive factors which has the potential to support and improve schools performance in a visible scale (Almazkoo, 2009; Alwan, 2000; Bayracki, 2009; Burns, 2005; Rakumako & LaugKsch, 2010; and Yigit, 2010). However, there is a need of designing and producing sustainable INSET programmes which are practical to the demands of specific contexts. The purpose of this research is to explore current INSET programmes provided to teachers in the public schools in the State of Kuwait and understand the perceptions of the respective teachers, heads of departments and head teachers.

The nature of this research can be fallen under the pragmatic paradigm because it tries to connect the perceptions and reflections of teachers and school members to perceive a holistic picture of the targeted educational practice. Mixed methods approaches were used in this descriptive study, and one questionnaire and forty-five semi-structured interviews were conducted to explore the research participants' perceptions on the quality, contributions and suggestions on present INSET programmes in Kuwait.

Thirty sets of questionnaire were delivered to the teachers of the fifty primary, intermediate and secondary public schools of all six districts of Kuwait namely Alasema, Alfarwanya, Aljahra, Alahmadi, Hawalli and Mubarak Alkabeer. Teachers responded to the questionnaire and shared their opinions using both the Likert scale statements and open ended questions. Interviews were conducted with teachers, head of departments and head teachers to examine their perception in more elaborately about current INSET programmes in order to understand and explore their wider views and opinions. The sample was selected as a randomly selection in order to obtain a representative sampling and the reason for that was to gather a representative findings that can describe the population fairly.

The data analysis procedure was completed through three phases. Firstly, quantitative data were collected via questionnaires from participants and questionnaires were then revised and treated by the SPSS system. The quantitative data were divided in a thematic way based on the research questions, and each theme has its own items that were set to answer that theme. The quantitative findings were then presented in tables as counts and percentages for each theme and its items. Secondly, qualitative data were collected from interviewees who were given coded in order to illustrate each one is voice. Data were then transcribed and categorized in a thematic way based on the research questions and literature review. Finally, each of the two methods was presented in a thematic manner with its findings and results and supported by each method. The aim is to combine and match the two methods as one theme and that support each other

The responses of the interviewees were allocated to the six major themes namely programme design PD, trainer competency TC, identifying and meeting needs IMN, impact I, feedback F and teacher willingness and rewards TWR. Analysis of the words, views and ideas from teachers, head of departments and head teachers were given full consideration based on the six themes. The interviewees showed deep and wider picture for current INSET programmes that support and enrich the questionnaire responses along the overall study. All the data from teachers, head of departments and head teachers indicated that there is a need to improve and reconstruct INSET programmes and the way they are designed and delivered.

The findings of this research study showed agreement across all data collection tools concerning teachers and schools strong willingness to contribute and participate in plan and design INSET programmes. In addition, the findings also showed clear indications to the deficiencies and weakness of the current INSET programmes policy and practice in Kuwait and to provide teachers and schools with the authority to plan and design their own INSET programmes. It is also discovered that INSET programmes do not have a systematic follow up and evaluation by those who deliver it in Kuwait.

Furthermore, there was no systematic rewards and incentives system for INSET programmes in Kuwait. This study reflects that in order to plan and design effective INSET programmes there is a need to allow teachers and their schools to contribute and participate in plan and design such programmes and to provide them with power.

Table of Contents

Chapter 1	Introduction	1-1
1.1	INSET Programmes in Kuwait: Overview	1-2
1.2	The Educational System in Kuwait: Overview.....	1-4
1.3	Significance of the research	1-4
1.4	The aims of this research	1-5
1.5	Research questions.....	1-6
1.6	Layout of the thesis.....	1-6
Chapter 2	The Educational System in Kuwait	2-8
2.1	Introduction.....	2-8
2.2	The Kuwaiti Educational System	2-8
2.2.1	The structure of general education	2-11
2.2.2	Districts and schools.....	2-12
2.2.3	Pupils in schools.....	2-12
2.2.4	Teachers in schools.....	2-13
2.2.5	Teachers training in Kuwait	2-13
2.3	Educational Challenges in the 21st Century	2-17
2.3.1	Political Challenge	2-17
2.3.2	Economic Challenge	2-18
2.3.3	Cultural challenge	2-18
2.3.4	Social Challenge.....	2-18
2.3.5	Technological Challenge	2-19
2.3.6	Cognitive Challenge.....	2-19
2.4	The Government's future vision	2-24
2.5	Summary.....	2-26
Chapter 3	Literature Review	3-27
3.1	Introduction.....	3-27

3.2	What is INSET?	3-27
3.2.1	Definitions of INSET	3-28
3.2.2	The importance of INSET Programmes	3-31
3.2.3	The concept of INSET	3-33
3.2.4	Background to the INSET programmes	3-34
3.2.5	The aims of INSET programmes	3-35
3.2.6	Difficulties with INSET Programmes	3-36
3.2.7	INSET programmes policy	3-40
3.2.8	Types of teacher training	3-42
3.2.9	Characteristics of effective INSET programmes	3-43
3.3	Studies in Kuwait	3-45
3.4	Studies in the Arab Countries	3-47
3.5	Studies in Western Countries	3-52
3.6	Summary	3-58
Chapter 4	Theoretical Framework	4-59
4.1	Introduction	4-59
4.2	What is ‘pragmatic paradigm’?	4-59
4.3	What is social capital?	4-60
4.3.1	The concept of social capital	4-62
4.3.2	The importance of social capital	4-63
4.4	Why the need for assessment?	4-68
4.5	Designing INSET Programmes	4-69
4.6	Trainer competency	4-72
4.7	The importance of feedback	4-74
4.8	What motivates teachers to learn?	4-75
4.9	Teachers’ recruitment and retention	4-79
4.10	What is the PRP scheme?	4-81

4.11	Advantages of PRP	4-82
4.12	Disadvantages of PRP	4-84
4.13	Summary	4-86
Chapter 5	Research Methodology	5-87
5.1	Introduction.....	5-87
5.2	Research Design and Methodology	5-87
5.3	Research Approach	5-89
5.4	Quantitative Approach	5-90
5.5	Qualitative Approach	5-91
5.6	Mixed Methods Approach	5-92
5.7	Data Collection Methods	5-94
5.8	Interview Method.....	5-95
5.8.1	Types of interview	5-95
5.8.2	The importance of interviews.....	5-96
5.8.3	Advantages and disadvantages of the interview method	5-98
5.9	Questionnaire method	5-99
5.9.1	Types of questionnaire	5-99
5.9.2	The importance of the questionnaire	5-100
5.9.3	Advantages and disadvantages of the questionnaire method	5-101
5.10	Sample for this study.....	5-102
5.11	Interview and questionnaire design	5-104
5.12	Validity and reliability of the study	5-105
5.13	Ethical issues	5-106
5.14	Data Analysis Techniques	5-107
5.15	Participants' feedback	5-109
5.16	Summary	5-110
Chapter 6	Results and Analysis	6-111

6.1	Introduction.....	6-111
6.2	Data analysis procedure	6-112
6.2.1	Reliability	6-112
6.2.2	Sample.....	6-113
6.3	Theme 1: programme design (PD).....	6-119
6.3.1	Questionnaire item one.....	6-119
6.3.2	Questionnaire item two	6-123
6.3.3	Questionnaire item three	6-124
6.3.4	Programme Time (PT).....	6-132
6.3.5	Programme Practicality (PP).....	6-134
6.3.6	Programme relevance (PR)	6-135
6.4	Theme 2: Trainer Competency (TC).....	6-137
6.4.1	Questionnaire item one in TC	6-138
6.4.2	Questionnaire item two in TC	6-140
6.4.3	Questionnaire item three in TC	6-141
6.4.4	Questionnaire item four in TC	6-142
6.5	Theme 3: Identifying and Meeting Needs (IMN)	6-147
6.5.1	IMN items	6-149
6.6	Theme 4: The Programme Impact (I)	6-158
6.6.1	Item one.....	6-160
6.6.2	Item two.....	6-160
6.6.3	Item three.....	6-161
6.6.4	Item four.....	6-161
6.6.5	Item five	6-161
6.6.6	Items six, seven and eight	6-162
6.6.7	Item nine.....	6-163
6.7	Theme 5: Feedback (F)	6-166

6.7.1	Items one and two	6-167
6.8	Theme 6: Teacher Willingness and Rewards (TWR).....	6-178
6.9	Summary	6-184
Chapter 7	Discussion.....	7-185
7.1	Introduction.....	7-185
7.2	Theme 1: Programme Design (PD)	7-186
7.3	Theme 2: Trainer Competency (TC).....	7-194
7.4	Theme 3: Identifying and Meeting Needs (IMN)	7-199
7.5	Theme 4: The Programme Impact (I)	7-205
7.6	Theme 5: Feedback (F)	7-209
7.7	Theme 6: Teacher Willingness and Rewards (TWR).....	7-214
7.8	Summary	7-216
Chapter 8	Conclusion and Recommendations	217
8.1	Introduction.....	217
8.2	The Study's Main Findings	218
8.3	Recommendations for INSET Policy and Practice	221
8.4	Future work.....	225
8.5	Limitations of this Study.....	225
8.6	Summary.....	226
References	227
Further Reading	242
Appendix A	: Interview Questions	248
Appendix B	: Questionnaire Questions	249
Appendix C	: University of Southampton Ethical Approval Letter	253
Appendix D	: The Kuwaiti Ministry of Education Ethical Approval Letter	254

Chapter 1 Introduction

The rapid changes within different fields have driven many countries to work in more efficient ways to tackle evolving issues within the global world. One of the important fields is education, where many countries are trying to use effective education to gain the highest potential for their citizens. Guskey (2002, p. 381) wrote that *“high-quality professional development is a central component in nearly every modern proposal for improving education. Policy-makers increasingly recognize that schools can be no more than teachers and administrators who work within them.”* This signifies that the effectiveness of the teacher is one of the most important principles that should be applied when balancing change in modern systems with policies, curricula and learning methods prepared by the educational authorities. The teacher is considered one of the crucial elements in improving organisational policies and learning methods, through their important and effective participation. Hargreaves (1994, p. 11) states that:

“the involvement of the teacher in educational change is vital to its success, especially if the change is complex and is to affect many settings over long periods of time. And if this involvement is to be meaningful and productive, it means more than teachers acquiring new knowledge of curriculum content or new techniques of teaching.”

The involvement of teachers extends to what facilities and services are involved, such as buildings and advanced curricula, alongside a variety of learning methods and tools that would not be effective without having qualified teachers who can, through their skills and competencies, benefit from and use these methods and tools in serving and improving the learning process in a more comprehensive way (Alebrahim *et al.*, 2000; Taeemah, 1999). However, the success or failure of the teacher’s role in improving learning for pupils’ achievements depends on the way the teacher is prepared and trained. Therefore, the importance of having good planning, alongside good and

effective continuous teacher in-service training, is one of the most sensitive processes when planning continuous in-service training programmes for teachers. In fact, in-service training is a necessary learning process for dynamic development within any organisation (Abiddin, 2006). Hence, accurate preparation and planning for appropriate programmes for teachers' in-service education and training (INSET), may reduce the current gap in learning through utilising the latest, most relevant programmes to improve teachers' performance. It is here that planning is considered the key stage in the process of shaping and setting organisational goals. In other words, having effective planning can help an organisation to achieve its intended goals (Albustan *et al.*, 2003).

This research aims to investigate current INSET programmes provided for teachers along with teachers' attitudes toward their school contribution in planning INSET programmes in the State of Kuwait from teachers, heads of departments and head teachers perceptions. In addition, the researcher needs to identify whether a school's contributing in the planning of INSET programmes will lead to programme effectiveness from teachers', heads of departments' and head teachers' perspectives. Furthermore, it is also aimed to find out what is the proper way forward in planning INSET programmes in the State of Kuwait from participants' perceptions.

The researcher has spent more than 5 years as a physical education teacher in a primary school in the State of Kuwait, and has observed some of the problems that have arisen from attending different INSET programmes. The researcher has also spent 14 years as a researcher in a human resources development department that gives him the strength to understand field works and helps him to deal with the research area. As a result, he wanted to investigate whether current INSET programmes suffer from any weaknesses and difficulties from the perspective of teachers, heads of departments and head teachers along with their attitudes toward their school's contribution in the planning of INSET programmes in Kuwait.

1.1 INSET Programmes in Kuwait: Overview

There are many countries that are having difficulties in providing good INSET programmes that fit and meet teachers' needs and requirements, like that in United Arab Emirates, Kingdom of Saudi Arabia, Egypt and Turkey. Teachers' INSET programmes in Kuwait are based and build on the strategic objectives of the state of Kuwait, that aim

to raise up the efficiency of the Kuwaiti citizen, supporting and strengthening the efforts of management development along with raising the efficiency of services provided to citizens. In particular, the goals of teachers' INSET programmes in Kuwait through the Ministry of Education are based on the following principles: training teachers with modern scientific methods that allows them to be up to date with the latest and modern educational methods; providing teachers with scientific and practical skills and technical experience through workshops in order to adapt to the latest improvements in education; rehabilitating novice teachers in different subjects and stages in order to introduce and adapt them to the applied curriculum and its teaching methods and assessments; preparing teaching staff for schools' management and rehabilitating newly-promoted staff to undertake professional supervision; providing learning services professionals in schools and departments with scientific and practical skills to perform their educational and professional tasks; encouraging workshops in schools and supporting the systematic use of guidance; improving and promoting the level of language tuition within all learning stages; giving more consideration to training novice teachers in information and communication technologies, according to the curriculum (MOE, 1998).

The system and structure of INSET programmes in Kuwait is highly driven by the Ministry of Education where teachers and schools are not involved in preparing and designing INSET programmes. In other words, the Ministry of Education is using the top-bottom system where teachers and schools are just receivers for what is given from the Ministry. In fact, the MOE's department of technical supervisors is the department responsible for conducting and designing INSET programmes based on their view. An investigation was conducted by the researcher interviewing the Deputy Director of Development and Training Centre at the Ministry of Education, Mrs Awatef Albeloushi. She pointed out that most of the MOE technical supervisors prepare and design INSET programmes without teachers' or their schools' contribution or participation. Albeloushi states that many of the MOE technical supervisors are not specialised as professional for designing such programmes. She indicates that designing INSET programmes needs more attention given to it by the Ministry through involvement of professional and academic staff. As a result, that may cause difficulties in preparing and designing accurate and effective INSET programmes in the State of Kuwait. That dissatisfaction toward INSET programmes in Kuwait was also noted by Almazkoor (2009: 4). She pointed out we hear and read a lot in the news about MOE teachers' INSET programmes

along with the high investments such as high financial budgets in planning and designing such programmes. Unfortunately, that seems unrealistic because we can't see its effect on teachers' educational performance. In reality such efforts by the MOE only waste money and effort.

1.2 The Educational System in Kuwait: Overview

The Kuwaiti educational system aims to support and help all learners in Kuwait to face those problems and difficulties that they are likely to encounter within their daily lives. The goals of the Kuwaiti educational policy, along with its objectives and principles, are to ensure a more efficient and technologically advanced educational system, and that the religious, economic and social needs of the country are met.

The aims of the Kuwaiti educational system regarding teacher training are to train teachers to be familiar with the latest and most advanced educational system, and particularly with modern teaching and learning methods and curricula. In other words, one of the highest concerns for the Kuwaiti educational system is raising pupils' achievements and graduating the best qualified pupils, which would not happen without having good and effective training for teachers.

1.3 Significance of the research

The importance of this research arose from the need to prepare and plan continuous and relevant INSET programmes that helped keep teachers abreast of the explosion of information in the field of education, and teaching methods in particular. Another reason for conducting this research is the novelty of the approach, since it is the first to map how INSET programmes are run in the State of Kuwait on a national scale. Many scholars have confirmed the importance of conducting INSET programmes as an effective method in improving teachers' effectiveness in their profession. However, there remains a gap in the literature that this research aims to fill through exploring teachers', heads of departments' and head teachers' views and opinions concerning current INSET programmes in Kuwait and how they perceive these programmes (Alzeyadat & Khaled 2011; and Bader, 2005).

There are a number of other reasons for conducting this research. The first is that it will identify the shortcomings of current INSET programmes in Kuwait, which may help

avoid these weaknesses in the future. Second, this research supports those who prepare and plan INSET programmes in Kuwait to understand teachers' and schools' requirements, and then design programmes to meet their actual needs. This research therefore will be more focused on teachers' and schools' shortages and needs. Third, the limited research on the topic of planning INSET programmes in Kuwait gives this research significance, and provides an opportunity to expand the scope of this topic.

Fourth, this research will help bring the system of planning INSET programmes in Kuwait into line with corresponding modern systems elsewhere in the world, which exhibits an increasingly competitive educational environment. Fifth, teachers and schools will be able to contribute to planning INSET programmes in Kuwait by voicing their opinions about their needs, which is likely to help in planning tailored INSET programmes. Sixth, this research will highlight modern educational methodology which calls for greater attention to the continuous professional development of teachers.

Seventh, from the researcher's experience as a physical education teacher, involved in INSET programmes, alongside an interest in the importance of INSET programmes, there is a need to highlight the topic of INSET programmes run in Kuwait which, from the researcher's point of view, have some weaknesses and lack good preparation and design. Eighth, this research will address teachers, heads of departments and head teachers' voices, which will allow them to express their views and opinions. Finally, the researcher hopes that this research will draw the attention of, and benefit, the Ministry of Education, particularly those who are responsible for preparing, planning and delivering INSET programmes. The results and recommendations of the research will also benefit other researchers and those who are interested in the field of teachers' professional development.

1.4 The aims of this research

This research has four key aims:

1. To investigate current shortcomings of INSET programmes presented by the Ministry of Education in the State of Kuwait, from the perspective of teachers;
2. To understand teachers' attitudes toward their schools' contribution to INSET programmes in Kuwait;

3. To determine the relationship between schools' contributions to INSET programmes in Kuwait, and the perceived effectiveness of these programmes;
4. To identify the most appropriate ways forward in planning INSET programmes for teachers in Kuwait.

1.5 Research questions

This research will investigate the following research questions.

1. What are the shortcomings of INSET programmes conducted by the Ministry of Education in the State of Kuwait, from teachers' perspectives?
2. What are teachers' attitudes towards their schools' contribution to INSET programmes in Kuwait?
3. What is the relationship, if any, between schools' contributions to planning INSET programmes in Kuwait, and the perceived effectiveness of those programmes?
4. What is the appropriate way forward in planning INSET programmes for teachers in Kuwait?

1.6 Layout of the thesis

This thesis is divided into eight chapters. The first is introductory and provides an overview of INSET programmes and their planning, along with an overview of the educational system in Kuwait. The aims and significance of the research, the research questions and layout of the thesis are also presented in this chapter. The second chapter provides the background of the educational system in the State of Kuwait, including geographic and demographic information, details of the educational system, teacher training and the Government's vision for education in Kuwait. The third chapter reviews the literature on INSET programmes, including definitions, the concept, relevance, related difficulties in running the programme, and related policies. Chapter four provides the theoretical framework, including pragmatic paradigm, social capital theory, its definitions, concept and importance. It also looks at the characteristics of effective INSET programmes and the required important stages. Chapter five consists of the research methodology, and covers the chosen research approach, data collection

methods, advantages and disadvantages of the chosen methodology, the sample of the study, validity and reliability, interview translation, ethical issues, data analysis techniques and participants' feedback. The research results and analysis are discussed in chapter six, where the major interview themes are presented, along with the questionnaire results. Chapter seven discusses in thematic order the results of the quantitative and qualitative data. The last chapter presents the research conclusions, including the study's main findings, recommendations for INSET policy and practice along with the limitations of the study.

Chapter 2 The Educational System in Kuwait

2.1 Introduction

The main goal of this research is to explore teachers' perceptions of planning INSET programmes in the State of Kuwait at the three different educational stages – primary, intermediate and secondary schools – within all six districts: Alasema, Alfarwanya, Aljahra, Alahmadi, Mubarak Alkabeer, and Hawalli. In addition, it is intended to explore teachers' attitudes toward their schools' contributions to INSET programmes. One of the aims is to find out whether there is a relationship between schools' contributions to planning INSET programmes and their effectiveness. Thus, the intention is to investigate the appropriate way forward in planning INSET programmes for teachers in Kuwait. The first part of this chapter will give a descriptive overview of the challenges facing the educational system in the State of Kuwait, followed by the background of the country, and the general structure of the educational system and districts, with details of school, pupil and teacher numbers. The second part will provide the historical background of teacher training in Kuwait, followed by the government's future vision.

2.2 The Kuwaiti Educational System

The history of education in Kuwait dates back to 1887, when it took place as a form of primary learning. Education was run by those who were referred to locally as 'Alkatateeb' (writers), who would teach children, mostly in mosques, the rudiments of reading, writing and mathematics, as well as the Holy Qur'aan. In fact, until 1911, education in the State of Kuwait was limited by Alkatateeb, when the first school for

boys only emerged under the name of Al-Mubarkiya and a new education system began. The year 1922 saw the establishment of the first private school in the country under the name AlSaada (MOE, 2009). The year 1936 heralded a new era of education when the responsibility for funding and supervising education fell under the government, through the establishment of the Council of Education, which supervised teaching. Organising learning was the responsibility of the Council of Education, through planning and designing educational curricula. The Council of Education established two primary boys' schools and one primary girls' school in 1937. Because of the increasing number of learners who needed to be involved in education and who began to join the schools, the Council of Education established additional classes within these schools in order to manage this increase. Furthermore, in 1947, a religious institute was established, and a teachers' institute was introduced in 1949 for training primary school teachers (MOE, 2009).

The Kuwaiti learning system was to some extent funded by Arab countries, such as the Arab Republic of Egypt, with an emphasis on science education, until 1952, when the government began to manage the supervision of education using Kuwaitis, with technical support provided by other Arab countries. Educational reforms took place in 1954 during the restructuring of the learning curricula and study plans. Learning phases were reorganised and curricula designed to be more flexible in order to be in line with, and meet the needs of, social and cultural development in Kuwait. As a result, education changed to become four years of kindergarten and primary learning, four in intermediate schooling, and four in secondary school (MOE, 2009).

Since other countries gave attention to the education of craftsmen, the Kuwaiti government began to educate its craftsmen in 1955, which was later transferred to the remit of the Public Authority for Applied Education and Training. The first teachers' institute for both males and females started in 1963, and awarded a diploma to students after they had obtained their secondary school certificates. In 1993, the teachers' institute became the Basic Education College that awards a Bachelor of Education degree following four years post-secondary school study. The first, and only, public university to date is Kuwait University, which was opened in 1966. Since 2000, four private universities and three colleges have opened in the country.

Over three hundred years ago the State of Kuwait was founded as a small country that acted as a commercial gate for those who passed from and to neighbouring countries.

The State of Kuwait gained independence in 1961 and became a member of the United Nations. Kuwait is an Islamic state with an Arabic language. Since its establishment it was – and still is – governed by the ALSABAH princess family, who were nominated by the Kuwaiti people. Today it is under the rule of Prince Sheikh Sabah Alahmad Aljaber Alsabah. The policies and rules in Kuwait are controlled by the Holy Quraa'n and Sunnah, which is the message of the prophet Mohammad (May God's Peace Be Upon Him).

Surrounded as it is by the Kingdom of Saudi Arabia, Iraq and Iran, the people of Kuwait are from mixed nationalities namely: Aljazeera Arabs, which is now the Kingdom of Saudi Arabia, Iranians and Iraqis (MOE, 2009). Geographically, the State of Kuwait lies in the north-western part of the Arabian Gulf, surrounded by the Kingdom of Saudi Arabia to the south and Iraq to the north, and it borders the Arab states of the Gulf. It lies between latitudes 28°30' and 30°06' north, and longitudes 46°30' and 49°00' east. Kuwait lies in a semi-tropical region with a total area of about 18,000km. The capital of the State of Kuwait is Kuwait City, which lies on the northern cost of Kuwait Bay.

The State of Kuwait has its own flat topography, broken only by occasional low hills and shallow depressions. Kuwait's terrain is a slightly uneven desert, sloping gradually from sea level in the east, from the cost of the Arabian Gulf to the west and south. The southern corner reaches 300 metres above sea level. Kuwait has a hot, dry desert climate throughout the year. In fact, because of its location, the climate is very hot, particularly in summer when the temperature can reach up to 50°C in the shade, while its winter is relatively short but still warm to some extent. The population of Kuwait reached nearly 3½ million in 2009, 2,140,225 of whom were males and 1,344,656 females. Of these, almost 1,800,000 are Kuwaitis, who represent 32.1% of the whole population, while the rest are from other ethnic groups and nationalities. In Kuwait, there are over 140 different nationalities from all over the world, with different occupations. Most of the population of Kuwait resides in Kuwait City and its suburbs, especially in places that overlook the cost of the Arabian Gulf (MOE, 2010). The map below illustrates Kuwait, its location and its neighbours, together with its position in Asia and other surrounding areas.



Source: www.Worlдатlas.com

2.2.1 The structure of general education

According to the rudimentary education system which began in Kuwait in 1911, there was only one educational phase, the primary stage, which provided basic education. During the next few years this was improved, with the introduction of new phases in the learning process, reflected by the establishment of a secondary education system in 1942. Despite the fact that there were two phases, primary and secondary, the structure of the education provided was not very clear because of the increases and decreases in the number of study years involved. Later, the Council of Education established a further phase, which was the kindergarten phase for both boys and girls from the age of six. For the first time in Kuwait in 1954/55, the educational phases were restructured to allow both sexes to attend one school in the kindergarten phase (MOE, 2006). From the time of Kuwait's independence in 1961, the Ministry of Education started to give more consideration to developing the educational system to bring it in line with the accelerated demands created by a changing world. Until 2004, however, the 1956 structure of education remained the same; children would spend two years in kindergarten, four at the primary phase, and four years in each of the intermediate and secondary phases. This was changed in the academic year 2004/2005 to become two years in kindergarten, five years in primary, four in intermediate and three in secondary stage education (MOE, 2010).

2.2.2 Districts and schools

The six districts covered in this study are Alasema, Alfarwaniya, Aljahra, Hawalli, Alahmadi and Mubarak Alkabeer. Each has its own educational district and schools and they all fall under the authority and management of the Ministry of Education. The following table below shows the number of schools in each stage of education within each district.

Table -2.1 Number of schools at each educational stage by district

Districts Schools	Alahmadi	Aljahra	Hawalli	Alasema	Alfarwaniya	Mubarak Alkabeer
Kindergarten	40	25	30	31	35	34
Primary	55	38	36	44	46	30
Intermediate	47	32	31	30	35	24
Secondary	29	16	22	24	25	14

Source: MOE 2009

2.2.3 Pupils in schools

As mentioned previously, the State of Kuwait has three levels in each learning phase in schools: primary, intermediate and secondary. The following table below shows the distribution of pupil numbers at each educational phase across the six districts in the study.

Table -2.2 Number of pupils at each educational stage by district

Districts Schools	Alahmadi	Aljahra	Hawalli	Alasema	Alfarwaniya	Mubarak Alkabeer
Kindergarten	10968	6225	5574	5195	8937	4912
Primary	31280	22917	18697	16762	27002	13037
Intermediate	24261	18648	17214	16204	21390	12438
Secondary	11703	8365	10278	12023	11029	8723

Source: MOE 2009

2.2.4 Teachers in schools

The next table shows the number of teachers at each educational phase distributed through the six districts in Kuwait.

Table 2.3 Number of teachers at each educational stage by district

Districts Schools	Alahmadi	Aljahra	Hawalli	Alasema	Alfarwaniya	Mubarak Alkabeer
Kindergarten	1028	696	659	669	922	710
Primary	4623	3587	2882	2970	4068	2180
Intermediate	3289	2368	2329	2172	2711	1794
Secondary	2237	1521	1729	2066	1966	1394

Source: MOE 2009

2.2.5 Teachers training in Kuwait

The history of teachers training in Kuwait started in the academic year 1962/1963 with a few trainees, which only covered specific subjects. During that era, there was no specialised staff available who worked on preparing, planning and supervising training. Instead, these activities were carried out by the MOE technical supervisors, who prepared and executed these programmes in some of the schools. During the 1990s, the Ministry of Education decided to establish a training centre that provided all the facilities for training activities, based on the requirements of the Ministry. Therefore, a committee was formed from the training division, training centre and planning division, which constructed a new training centre under the name Department of Development and Improvement (DDI), to meet the needs and requirements of the training process organised by the Ministry of Education (MOE, 1998).

The structure of the DDI consists of four organisations: development and administrative management division; training and workforce development division; training programmes evaluation section, and rehabilitation of Music Studies division. Under training development, there are four sections: training assistant section, administration training section, educational training section and scholarships, and study leave section. The responsibilities of the specialisations are primarily to prepare the Ministry's general

training projects in the educational field as well as to identify the training goals and policies and the recommended capacity required for training and budgets (MOE, 2008).

There is a great need for teacher training, and particularly INSET programmes, in the State of Kuwait for several reasons. Newly employed teachers are not always educationally qualified, such as those who graduate from literature colleges, Shareea' (Islamic Laws) colleges and science colleges. Then, some teachers are recruited from other Arab countries, which have their own environment and culture different to Kuwait's, and who are prepared for teaching differently in their country. In addition, the need for updating and developing the curriculum requires continuous in-service training, particularly at the beginning of the learning phases such as primary and intermediate levels. Also, a number of teachers who join the profession without the proper mind-set or skills will require refresher training courses in order to pick up what they missed during their preparation stages.

According to the Work Manual for the Ministry of Education workers, three types of training programme are applied in the State of Kuwait. First, the basic training programme that all employees in the Ministry undertake. Secondly, an alternative programme may be offered to employees, and thirdly, a promotion programme, which is required for all workers who are going to be promoted. Most of these programmes are designed without taking into consideration employees' actual needs. In fact, the process of evaluating these programmes is done according to the classical method, which includes questions on a report card (Alsharija, 2006).

The philosophy of training is based on the strategic objectives of the State of Kuwait, which include raising the efficiency of the Kuwaiti citizen, supporting and strengthening the efforts of management development, and raising the efficiency of services provided to citizens. Therefore, the goals of the training centre in the Ministry of Education in the State of Kuwait are to:

Chapter 1 train teachers in modern scientific methods;

Chapter 2 provide teachers with scientific and practical skills and technical experience through workshops;

Chapter 3 rehabilitate novice teachers in different subjects and stages in order to introduce them to the applied curriculum and its teaching methods and assessments;

Chapter 4 prepare teaching staff for schools' management and rehabilitate newly-promoted staff to undertake professional supervision;

Chapter 5 provide learning services professionals in schools and departments with scientific and practical skills to perform their educational and professional tasks;

Chapter 6 encourage workshops in schools and support the systematic use of guidance;

Chapter 7 improve and promote the level of language tuition within all learning stages;

Chapter 8 give more consideration to training novice teachers in information and communication technologies, according to the curriculum (MOE, 1998).

The Kuwaiti government works hard in order to fall in line with other modern governments, particularly in the field of education. Through the Ministry of Education, the government works on improving the level of teacher professionalism in two ways. The first is through undergraduate study programmes conducted by Kuwait University, from which teachers graduate with a Bachelor's degree after four years of study. The second route is by undergraduate study programmes at the College of Basic Education, which follows the Public Authority for Applied Education and Training for four years, awarding a Bachelor's degree.

In addition, other programmes are run within the INSET training centre that fall under the Department of Development and Improvement, in the Ministry of Education (Almufarej *et al.*, 2007; MOE, 1998). The demand for learning has expanded because of the increase in pupil numbers and learning requirements, along with the call for equal learning opportunities, which has led to a quantitative expansion in educational systems. At the same time, this has had a negative effect on learning quality. Although many teachers join the profession, many are not well-trained or prepared enough, or their training programmes were below the required level (MOE, 2000). For this reason, INSET programmes became necessary in Kuwait to improve quality and performance levels by way of correcting the quality of teachers' preparation (Alsheikh *et al.*, 1989).

One of the recent teachers' training projects introduced by the Ministry of Education in 2008 is the Computer Literacy Project, which aims to re-educate all of the Ministry workers so that they can use computers in different posts and at all stages of both public education and qualitative education (religious and special education). The strategy of

this Project is to develop the capabilities and skills of computer use among all Ministry workers, including teachers and administrators, in order to keep up-to-date with the latest technological developments and modern teaching methods in other advanced countries, as well as meeting the needs of future Kuwaiti generations (MOE, 2008).

Khalid Alrasheed, Assistant Undersecretary for Planning and Information at the Ministry of Education, pointed out that the Ministry supported the training of teachers by encouraging them to obtain the International Computer Driving Licence (ICDL) certificate, a scheme that started three years ago. He added that in order to realise this project, the Ministry prepared and trained five hundred trainers to instruct teachers, and there are plans to train one hundred more trainers in the future (Radhi, 2009).

Although the Ministry has made significant efforts to train teachers, unfortunately only 16% of all teachers have currently been trained, according to a statement by Aleissa (2011), the Director of the Department of Improvement and Development at the Ministry of Education. She further says that the Ministry Training Centre can only accommodate around six to seven thousand trainees a year, out of some 50,000 teachers in schools throughout Kuwait. She raises the question of how all teachers are going to be trained as long as the capacity of the training centre is limited. Aleissa emphasised the need for school-based training in order to reach all teachers and help the Ministry to develop all their employees. She pointed out that the Ministry has plans to open additional training centres in each district, so that continuous teacher training may be offered to all teachers. This plan is currently reflected in the opening of the first training centre in Mubarak Alkabeer District, while another one will be opened in the near future in Aljahra District, alongside two more in Alahmadi and Alfarwaniya Districts. Aleissa (2011) stated that *“the goal of the Ministry is to train 95 per cent of the overall teachers and when we do so we will reach our goal in improving and increasing teacher competency alongside achieving training strategy”* (Radhi, 2009).

It can be concluded that INSET programmes in Kuwait are highly controlled by the Ministry of Education. Teachers and schools are not authorised or trained to plan and design INSET programmes.

2.3 Educational Challenges in the 21st Century

As in all other countries, education in Kuwait is faced with a set of challenges that affect the general framework. These challenges differ from one another due to their nature: political, economical, cultural, social, technological and cognitive.

2.3.1 Political Challenge

Kuwait is surrounded by Iraq and Iran, which make up the most volatile area in the Arabian Gulf. As a result, Kuwait inevitably lies in an area of tension and continuing conflict for many years, due to its strategic location. The region has experienced different wars that affect the development of these countries. The war that started at the end of the 1970s was between Iraq and Iran and continued for eight years; this culminated in the first Gulf War. In addition, in the early morning of 2 August 1990, the whole world in general, and Kuwaitis in particular, were shocked by an invasion of Kuwait by the Iraqi Regime that killed and destroyed almost the entire infrastructure of the State of Kuwait. Despite the total area of Kuwait being only about 17,818 sq km, Kuwait proved that it is very important when 34 nations, authorized by the United Nations, agreed to drive Iraqi troops out of Kuwait. The war was led by the United States of America and the United Kingdom, who agreed to work for its liberation, and prepared one of the largest forces since the two World Wars. Those countries worked together to liberate Kuwait in one of the biggest military operations, called the Desert Storm, which started in the early hours of 17 January 1991. The attacks started by the UN's forces continued until Kuwait was liberated on 26 February 1991 (Aljazeera, 2004).

Tackling these challenges forced those who were in charge of the educational system in Kuwait to seek to accommodate all the consequences, in addition to the previous political and social reality. A democratic approach is pursued in Kuwait, along with free elections and a clear constitution, which defines the role of the authorities. Therefore, education in Kuwait now works on entrenching democracy, and respect for the constitution, laws and regulations through political education, curricula and behavioural practices, as in the case of elections in schools, and the teaching of some articles of the constitution. Along with seeking to strengthen the concept of national unity, there is also

a move to strengthen the spirit of citizenship and loyalty and the increase of 'belongingness' to the homeland (MOE, 2008).

2.3.2 Economic Challenge

The Kuwaiti economy was very simple before the discovery of oil in the 1930s, and was based mainly on fishing, pearl diving, shipbuilding and trading. Due to its location, Kuwait became one of the main centres of commerce in the region. For long, the main source of income for the State of Kuwait has been oil, which is being depleted. Thus, searching for an alternative source of income is a continuous requirement. Foreign investment success is evidence of the value of alternatives. Therefore, Kuwait imports most of its needs and the majority of all goods, making the local market linked to global markets and affected negatively and positively. Educators also do not lose sight of consumer behaviour, which constitutes an economic challenge for education (MOE, 2008).

2.3.3 Cultural challenge

Because of its connection with thoughts, values and trends, cultural identity is one of the most serious challenges for education. The fast-moving, immense and insecure changes that we and our schools began to face, required urgent action by policymakers for education, in order to catch up and face these changes. As a result, the Ministry of Education sought to create modern and serious curricula that aim to raise and entrench national identity, while consolidating positive values and avoiding negative ones. As with other nations, it led the Ministry of Education to benefit from the advantage of everything new and useful in cultural and global development, together with great attention to protecting our own identity. Therefore, the Ministry of Education sought to meet this challenge in an organised manner to put across its educational and humanitarian message.

2.3.4 Social Challenge

The social fabric of Kuwait is formed from groups of Kuwaitis who have become one inseparable society. That was helped by political unity, its cohesive geographical area,

and the independence of each person consequent on economic prosperity and employment opportunities. However, the Ministry works to eliminate tension and social conflict through all its resources, and develops the lifelong sense of nationalism with great attention to learning social skills, which are considered one of the most important sources of cohesion within society.

2.3.5 Technological Challenge

New technology is considered as one of the most important challenges facing the field of education. The tremendous technological development that has happened around the world has led the State of Kuwait to deal with these fast changes with serious action. One action taken by the Ministry of Education was the general introduction of computers to every school. In addition, the Ministry issued a circular that required every teacher to pass the International Computer Driving License (ICDL), which was introduced in 2008. The Assistant Undersecretary for Public Education stated that, in the academic year 2011/2012, the Ministry will provide 80,000 secondary pupils with laptops under certain conditions of reward and punishment.

2.3.6 Cognitive Challenge

Knowledge explosion is one of the greatest challenges facing the world of education. The increases and growth of knowledge, along with accelerated scientific discoveries and severe specialisation, force policymakers in education to find alternative solutions for how to tackle it. As a result, the Ministry of Education seeks to leverage available knowledge and make it functional, rather than just continue filling learners' minds with information. The Ministry has also introduced the facility in schools of searching across the network.

Alramzi (2009) refers to a study performed by the Ministry of Education, with technical support from the National Bank, of the characteristics of education in Kuwait. She states that the main problems in the educational process are found in the teacher, curricula and school, called by some: *the silent crisis*. Alramzi summaries the major issues reached by the study as follows.

First, literacy in Kuwait reaches 3.7% with Kuwaitis and 1.7% for non-Kuwaitis, and was found mainly in men and women over 60 years old. It reaches 5% when we include

both Kuwaitis and non-Kuwaitis. Secondly, 26% of the total population, aged 4-21, are in education and 74% of these are registered for general public education. She adds that the proportion of pupils registered in private schools increased from 3% in the academic year 1990/1991 to 26% in the academic year 2007/2008. This coincides with the increase in the number of private schools to 480 in the academic year 2007/2008. This shows a growth rate of more than 40% over the last ten years.

Thirdly, the total expenditure on education in the State of Kuwait increased from KD 524 million¹ (around 1150 million pounds) in the year 1997/1998 to KD 923 million (around 2050 million pounds) in the year 2006/2007, an increase of 73.6% over these nine years, or an average increase of 8.2% a year. Alramzi (2009) indicates that spending on education in Kuwait, ranged from 8.5% to 10.7% of the general budget, over the same period. She noted that salaries and wages consumed between 58% and 80% of the budget of the Ministry of Education, the remaining percentage allocated to other educational needs such as hardware, goods and services, and maintenance. Alramzi points out that spending on education in Kuwait is high compared with the rates in rich, developed countries. The following table shows the average financial cost for pupils in the public schools in the academic year 2006/2007.

Table 2.4 The average financial cost for pupils in the public schools

School Type	Expenditure per Pupil in KD ²
Kindergarten	3411 KD = (£7,565)
Primary	2315 KD = (£5,134)
Intermediate	2357 KD = (£5,227)
Secondary	3359 KD = (£7,500)

Source: MOE (2008)

1. KD = Kuwaiti Dinar

2. 1KD equals about £2.25

By referring to the available statistics from the Ministry of Education, Alramzi (2009) noticed that in the academic year 2003/2004, the cost of a student in secondary education in the government sector was 1681 KD (around £3,800) compared to 865 KD (around £2,000) in the private sector. This is almost double, and does not reflect the often higher results and success rates in private schools. She also adds that, when compared internationally for the academic year 2005/2006, the spending on education in Kuwait reached 13.3% of total public expenditure of government, close to the 13.6% average expenditure of European countries who are members of the OECD (Organisation for Economic Cooperation and Development).

Fourth, the school year in Kuwait is relatively short (160 days) against 200 days in developed countries who are members of the OECD. The number of hours of formal study in the primary stage is 576 hours compared to 815 hours in the OECD countries. A report of educational indicators by the Ministry of Education in Kuwait shows that high school in Kuwait has 565 hours, against 718 hours in the OECD countries (MOE 2007, p. 88). The number of weeks of study in Kuwait is six weeks fewer than the number of weeks of study in the OECD countries. The report acknowledges that public education at all academic levels has fewer hours compared with private education, and that these differences might be 70% fewer hours at the intermediate stage, and 50% at secondary school level. In the light of the low number of actual hours of teaching, it has become a race to teach the curriculum and remember it without absorbing it. This is evidenced by the inability of students in thinking and analysis, synthesis and employment of knowledge, as revealed by tests by the university and others, which also explains the prevalence of private lessons.

Fifth, there is a high failure rate of Kuwaiti students in general public schools. Class failure means failure to pass the exam grade to advance to the next stage. It is noticeable that Kuwaiti students have a higher repeat rate than non-Kuwaiti students. The following table shows the failure rates of Kuwaiti students in the general public schools for the academic year 2006/2007.

Table 2.5 the failure rates of Kuwaiti students in the general public schools

School	Kuwaiti Students	Non-Kuwaiti Students
Primary	2.7%	1%
Intermediate	12.6%	7.1%
Secondary	29%	24.7%

Source: MOE (2007)

Alramzi compared Kuwaiti students at the secondary level for the academic years 2004/2005 and 2005/2006, and found that the failure rate rose by 5% for males and 3% for females. In general, she noted that the phenomenon of repeating a grade is on the rise over recent years. Remarkably, the success rate in the exams for Kuwaitis for the academic year 2005/2006 was 83.5% for males, 87.5% for females compared with higher success for non-Kuwaiti students of 86% for males, and 89% for females. She adds that, even if the problem of repetition is a societal problem (Kuwaitis) and is caused by the neglect of students or parents (or both), it certainly reflects a weakness in public education, where the busy teacher has to perform his duties fully with unfailing enthusiasm for the job, with only modest support services, few educational tools and little laboratory assistance.

Sixth, there is a high dropout rate, defined as: ‘withdrawal from a stage which did not benefit the student’; thus, a student who was failing found no incentive to continue his education. The phenomenon of attrition abounds after the end of compulsory education that is, beyond the middle stage. Statistics show that the rate of attrition from the secondary stage in the academic year 2005/2006 was 15% for Kuwaiti males against 8% for females. The repeat and dropout rates among males in all stages of education is worse than the rates for females, since males go to work in the education sector, the military, the police and others. Projections indicate that 53% of Kuwaitis (and 80% of Kuwaiti women) enrolled in high school complete schooling to the end. It is also expected that 30% of males and 50% of females complete without failure or attrition.

Seventh, high school certificates are granted to students more than they deserve.

Alramzi points out that this is a widespread phenomenon in the educational system of Kuwait, where a pass is given to a student who does not deserve one. The level of the student is exposed when admission tests to universities and colleges and missions, show

significant gaps between the students' supposed attainment acquired in education and their capabilities. As a result, this leads to frustration and failure and a breakdown of their ambitions. Alramzi argues that this fact is a direct result of the inability of teachers to withstand the pressures of students and their parents, reflecting social disorder and educational values within the educational community. It can be concluded that high school certificates granted to students more than they deserve is due to different reasons. One of the most important reasons is the confusion which happened because of the unstable political issues in Kuwait, reflected in the conflict between the Government and the members of the National Assembly that has negative effect on education. In other words, followers of Kuwaiti affairs believe that there is more than one country in Kuwait that controls and drives everything, including education. Another issue affecting the giving of high school certificates more than deserved is the spread of bribery in Kuwait that also reaches schools. Further reason refers to the newly phenomena that is expressed by almost different many institutions employees who calls for new and better cadre including schools teachers and schools. In other words, teachers and schools conduct strikes in order to achieve a new cadre with a full support from the Kuwaiti Teachers Association and a majority from members of the National Assembly.

Eighth, there is a lack in public education for the pre-university sector. The results of tests of academic abilities by the University of Kuwait in 2003, showed that the failure rates are 39% for students who were taught in public schools, compared to 22% for students who entered from private schools. The highest failure rates were in Mathematics (67%), English (63%), while the lowest was in Chemistry (16%). This demonstrates that the results for chemistry depend on the skill of observation promoted by the schools compared with logical thinking skills that are required by other subjects. Kuwait came 39th in a list of states in international tests in mathematics and science out of 41 countries participating (TIMSS 2007). In reading and writing skills, Kuwait came 33rd out of 35 countries participating in the evaluation of Pearls (PIRLS), which indicate a low level that is not commensurate with the student cost. From the results above, the Kuwait educational system clearly suffers from many difficulties that need urgent attention.

Ninth, there is a gap between the sexes. Because of the high numbers of repeats and dropouts among Kuwaiti males, there is a corresponding decrease in the ratio of males to females in all stages from primary to higher education. As a result, the number of

female graduates is double the number of graduates from universities. For example, at the College of Education, females comprise 80% of the student body.

Tenth, regarding density of classes, Kuwait is characterized by low numbers of students per teacher in primary and secondary education. The government rate was 7 students/teacher for the academic year 2007/2008 and 9 students/teacher at the intermediate stage. Comparing this to private education for the same stages, the number of students/teacher in private education is about 18 at primary level and 17 for intermediate and secondary, for the same year. Comparing Kuwait with the countries of the OECD, Sweden had the lowest rate (10 students/teacher), followed by Kuwait (10.2), whereas the highest rate was for Morocco (27.6). In comparison, private education in Kuwait had 29.4 at the primary level, 28 at middle school, and 26.3 at high school. These figures are almost the same in both Kuwaiti government and private sectors. Kuwait is characterized by low density classes (theory and normal), compared to the OECD countries where there is a decline in the average of almost 14% in developed countries. This feature is, unfortunately, not reflected in the results of the quality of the government system of education.

It can be concluded that education in Kuwait faces many difficulties that need to be taken into consideration with immediate action by decision-makers or those who are in charge of education.

2.4 The Government's future vision

The State of Kuwait has its own vision of how to develop the system of education in order to fall in line with the rapid changes in the educational world. Kuwait is trying to set out new plans and strategies that will help the country move forward, and achieve one of the most up to date and advanced education systems, like that of the United Kingdom, an example of a developed and modern educational system compared with the current system in Kuwait. Alboohi (2001) states that in developed countries such as the United States of America and United Kingdom INSET programmes are based on cooperation and coordination between schools and those who plan and design training programmes, while that is missing in Arabic countries. Hejazi & Almannaei (1996) in their study support this view when they discover that in the Kingdom of Bahrain there is lack of communication between every participant involved in training programmes, namely teachers, schools, decision makers and the Ministry. Through the Ministry of

Education, the government of Kuwait has set out its vision for the future of education for the twenty years starting 2005. This was approved by the Ministers' Council.

According to the Ministry of Education (2003) and Alfadly (2007), the public educational strategy for the State of Kuwait consists of six key goals.

1. To interact with the current environment through free thinking and cooperation with the dynamic changes, without any obstruction to the privacy of the community culture. This gives rise to different programmes, such as encouraging learners and teachers in 'free scientific thinking', and developing their 'correct thinking skills' and 'creative thinking'. Examples are: applying brainstorming skills alongside supporting learning foreign languages and the use of information and communications technology.
2. To confirm the values of belief in the importance of dialogue and respect for human rights of learners and to provide the basis for a sound democratic life. This part includes different programmes that cover the concepts related to democratic life, freedom and respect for the law. In addition, another programme depends on promoting the national identity and avoids communalism and racialism alongside developing positive attitudes in learners about the importance of group work and supporting the spirit of initiative.
3. To emphasise the concept of wealth production, while preserving the environment and national resources. This point focuses on correcting wrong ideas held by pupils regarding the abundance of oil. Instead, linking the negative effects of oil production to the depletion of limited natural resources and destruction of the environment. It also emphasises the importance and value of national human resources as financial and moral wealth for Kuwaiti society. It also confirms the shared responsibility of each citizen toward public resources, and works to protect it.
4. To confirm the essential requirements of curricula for schools in the general education system and to ensure the achievement of national goals. There are different programmes to determine the criteria for mandatory school curricula for all schools, despite differences in study systems. These will prepare the learner to be the centre of the educational process through his or her interaction with a variety of available resources, not only depending on teachers and books, while focusing on the interaction process in learning and its results and not just on the quantity of knowledge. The responsibility for achieving the goals of early education by schools is shared by the family and community along with developing a scientifically enquiring mind and self-learning skills.

5. To bring about institutional reform in all general learning sectors to achieve the strategic requirements. There are programmes to implement decentralisation in educational management, aimed at improving learning and school management through monitoring of quality performance levels. There is a need to motivate general schools to differentiate themselves and create new learning methods. Competition between all schools is to be encouraged to increase learning quality levels, improve teachers' performance, and increase their productivity through training and incentives.
6. To close the gap between current general education and the requirements of advanced technology. In many different scientific, practical, public and private fields, to avoid having a new generation of learners that suffers from technology illiteracy, while encouraging learners to benefit from the availability of information and communication technology facilities in order to expand their knowledge resources of the surrounding world (MOE, 2003).

2.5 Summary

This chapter has presented an overview of the Kuwaiti educational system along with geographic and demographic information. Details of the educational system with numbers of pupils, schools and teachers were also presented in three tables. In addition, teacher training and the Government's vision for education in Kuwait were all discussed.

Chapter 3 Literature Review

3.1 Introduction

Teachers' in-service training has been given on-going consideration by many researchers and governments around the world (Bolam, 1982; Brighouse, 2008; Eraut, 1994; Henderson, 1978). This research focuses on INSET programmes in the State of Kuwait, and the way these programmes are planned and designed, so this chapter presents a literature review related to INSET programmes and their characteristics. The review is divided into two sections: the first presents the INSET characteristics of concept, purpose, importance, types, and effectiveness; the second discusses planning and design.

3.2 What is INSET?

According to Bolam (1981, cited in Hopkins, 1986), the term in-service education and training, 'INSET', consists of those education and training activities involving school teachers and school principals after their initial and professional certification, that are intended primarily or exclusively to improve professional knowledge, skills and attitudes, thereby increasing pupils' attainment. Morant (1981) suggests that INSET, in the broader context, is bound up with the notion of teachers' professional and academic expertise and deep personal development within their profession. Watkins (1973) argues that INSET can do much to bridge the gap between current practice and rapid changes taking place within educational systems, and that the gap emerging from changes can only be bridged through the growth and increasing use of INSET. Johnston (1971) suggests that it may lead to further professional qualifications being launched.

3.2.1 Definitions of INSET

Gough (1985) indicates that the term ‘staff development’ is often used synonymously with the term ‘in-service education’ and ‘in-service training’ (INSET). He argues that although these terms are used interchangeably, *staff development* is more appropriate. He suggests that although the term ‘in-service education’ is ‘deceptive’ and ‘unambiguous’, it is to some extent lacking in accuracy on a ‘time dimension’. He refers to the suggestion by Bolam (1982) that there are three *Is* related to teacher education – Initial, Induction and In-service, the last of which starts where the other initial phases end.

The term in-service also lacks accuracy in terms of ‘clientele’, ‘objectives’ and ‘modes’, covering a huge range of activities from a single one in a school, to prepared programmes that provide a high degree of training for every teacher, at every stage of their professional lives. Watkins (1973) emphasises that in-service education is unavoidably entangled with personal change and with curriculum innovation. In contrast, Alwan (2000, p. 11) has an opposing view. She defines the term INSET as the process of improving teaching skills, whereas Henderson (1978, p. 12) says that it is not always easy to distinguish between education and training, but that the phrase ‘in-service education and training’ is more commonly used than other terms.

Morant (1981) shares this belief, and adds that there are some differences between in-service education and in-service training but that the difference is insignificant. He points out that the term ‘training’ is connected with gaining skills and techniques using standardised learning procedures and sequences. Freeman (1982) has a different view: he argues that there is a difference between the two terms ‘teacher training’ and ‘teacher development’. Training builds specific teaching skills, which make teachers more confident in their profession. In contrast, teacher development is broader: teachers need to embrace long-life learning and learn how to reflect, examine and change, thus attaining better performance while achieving personal and professional growth. Morant (1981, p. 1) said that it is difficult to give a single definition of in-service education. He writes:

it is probably easier to say when in-service education should occur than to give an immediate definition. It is the education intended to support and assist the professional development that teachers ought to experience throughout their

working lives. Its starting-point thus should be marked by the occasion when the newly-qualified entrant to the teaching profession takes up his first appointment in school. Its finishing-point coincides with retirement. That suggests that in-service education in one form or another could be experienced by a teacher, if they were so disposed, for a span of perhaps forty years.

Morant does, however, question what the concept of ‘in-service’ *consists of* when he mentions that some practitioners refer to in-service education to include any experience obtained by teachers ‘voluntarily’ or ‘involuntarily’. Another opinion is that in-service education is connected with the teacher’s professional working life. Henderson (1978, p. 11) writes:

“... for the good teacher, every facet of his knowledge, skills, personality and interests are of potential professional value. Hence, every experience he undergoes during his career, however irrelevant it may appear, may be described as in-service training. In-service training may, therefore, in the most general sense, be taken to include everything that happens to a teacher from the day he takes up his first appointment to the day he retires which contributes, directly or indirectly to the way in which he executes his professional duties.”

Samoor (2006, p. 469) defines INSET as the knowledge, activities and needs that help improve teachers’ performance and enhance their professionalism. Almazkooor (2009) supports this and defines INSET as a group of presented theoretical and practical programmes and activities that aim to increase teachers’ performance within their profession in order to achieve better outcomes and attain planned improvements.

Hamadah (2006) defines INSET as an organised, planned and targeted activity, based on teachers’ training needs, to develop their information base, skills and capabilities, and improve their academic and educational performance levels from both the theoretical and practical perspectives. He sees this as being done primarily through training: lectures, workshops and mini-teaching sessions undertaken with clear and specific goals.

Cimer *et al.* (2010), on the other hand, define INSET as something focused on change, namely those activities that demand that teachers change practice, which they argue teachers may not always accept as desirable. It can be said that INSET is those activities connected with teacher development and improvement, particularly with their profession and their personal improvement. Simjee (2006, p. 21) offers another view.

She states that the term INSET is used interchangeably in the literature with a wide range of terms such as ‘school development’, ‘staff development’, ‘teacher development’, ‘continuous professional development’ and ‘teacher professional development’. She says that:

“INSET refers to an entire array of measures for educators that are associated with the improvement of competency, broadening of knowledge and professional abilities. INSET activities are pursued in order to improve the quality of education and are aimed at enabling educators to be more effective in the classroom.”

Simjee also indicates that both the terms ‘INSET’ and ‘professional development’ are interchangeably used to discuss the professional growth of educators, but Fraser *et al.* (2007) offer another view, pointing out that the concept of professional development has recently moved away from practising while simultaneously attending INSET courses, to the concept of continuing and lifelong learning. The term ‘staff development’ is defined by Warren and Glatter (1977, cited in Main 1985, p. 3) as *“a systematic attempt to harmonize individuals’ interests and wishes, and their carefully assessed requirements for furthering their careers with the forthcoming requirements of the organization within which they are expected to work.”*

Muijs and Lindsay (2007) argue that the term ‘continuous professional development’ (CPD) is ill defined and that, in many cases, it is ‘conflated’ with the related concepts of in-service education and on-the-job learning. These terms, they pointed out, are more limited than the concept of CPD. Muijs and Lindsay suggest that this is because CPD includes an extensive range of different approaches to teaching and learning in a diversity of settings, which are neither exclusively inside nor outside the workplace. Mutshekwane (2004) argues that moving from ‘INSET’ to ‘staff development’ to ‘continuous professional development’ to ‘capacity building and training’ tends to generalise teacher support activities rather than focus on teacher empowerment and strengthening mechanisms.

The concepts of teacher education, teacher training and teacher professional development are used interchangeably by different researchers. The term INSET includes those planned activities that are tailored to expand teachers’ knowledge, skills and attitudes in order to increase pupils’ attainment. Although the aim of INSET programmes is to improve teachers professionally, the profession should not neglect the role of continuous professional development, which is broader and deeper than INSET.

INSET is highly focused on those planned activities that work on improving the practice of teaching in order to be aligned with the latest changes and desired improvements. CPD on the other hand, focuses on improving teachers' lifelong learning in addition to improving their outcomes.

It can be concluded that within this research we define the term INSET as those planned short or long courses/programmes that aim to improve and expand teachers with new and more knowledge, skills, attitudes and experiences. Due to the nature of teachers' in-service training programmes carried out in Kuwait where schools do not have the authority to design their programmes, we will mostly focus and use the term INSET rather than CPD. In other word, because INSET programmes are fully driven by the Ministry of Education, these programmes may be made less efficient and effective and their quality poorer.

3.2.2 The importance of INSET Programmes

Vivian (1977, p. 3) writes that both the rapid growth of the educational system, and at the same time the need to devise and implement a more suitable kind of education, have presented those concerned with a major challenge. While more and better pre-service education and training is needed and has indeed often been provided, the speed of growth has, in addition, demanded large-scale efforts to provide re-training and further training for the mass of serving teachers, who will continue to set the educational standards for many years to come. Simjee (2006) states that the need for INSET arose from educational transformations in different countries, including 'induction', 'mentoring', 'licensing', and 'certification', in addition to the need for a period of training for educators. Because of these changes, many institutions started to implement measures to combine innovative knowledge of teaching and learning in their curricula for potential educators. In other words, the aim was to prepare educators to face difficulties and required tasks within their profession through improving their knowledge, skills and attitudes and being up-to-date with developments in the world of education.

In her research on Japan, Lamie (1998, p. 533) states that it is very important for teacher education to be supported as long as there is curriculum development and change in the classroom. She pointed out the importance of teacher training:

“If the Japanese Ministry of Education wants to succeed in the implementation of its educational reform, and the continuing personal and professional development of its teachers, it must look towards the teachers themselves. It is with them that all success in educational reforms lies.”

In their survey carried out in the United Arab Emirates (UAE), Loughrey *et al.* (1999, p. 54, cited in Alwan, 2000) refer to the lack of training for teachers. They state that most of the EFL teachers in the UAE (the majority of whom are expatriates) have training. This is reflected in the following quotation, based on the response of teachers and relating to training. “*We have received almost no development or training while (working) in the UAE schools.*” In addition, the researchers found that “*there appears to be very little in-service training – even for UAE nationals*” (*loc. cit.* p. 55). Therefore, they emphasise that there must be an appropriate system for teacher training together with a good structure that improves teachers’ professional skills and keeps them up-to-date with changes in the educational field.

Almomany (2007) points out that the need for professional growth is a continuous issue, because teachers cannot operate with only their identified knowledge and skills. He stated that, with the explosion of knowledge and technology and the rapid pace of change, teachers are certainly required to have up to date knowledge, skills and attitudes in learning, in addition to keeping their learning as a continuous growth process. This expanding revolution in information, communication and technology, has created new styles in the educational field along with the emergence of different educational attitudes to teacher training, as a direct response by training institutions to current changes.

Alwan (2000, p. 18) describes training in the UAE as “a rare occurrence” which is “poorly designed and carried out.” She points out that, despite the efforts of the UAE Ministry of Education and Youth to improve INSET programmes, those who carry out training programmes are not suitably qualified and they schedule INSET programmes in a routine manner instead of designing it for specific purposes. She emphasises the importance of teacher training when she recommends that, in order to develop teachers, it is very important to assess teacher performance, to identify their weakest areas that need to be improved, to provide good planning in carrying out training programmes, and to test the results of these training programmes through an evaluation process that checks whether they improve teacher performance or not.

3.2.3 The concept of INSET

Saitis & Saitis (2006) state that recent developments in science have brought radical changes that require immediate action. Education needs to respond to these changes, not only for school curricula but also to ensure up to date teaching methods for the educator's role. Taking into account schools as a learning organisation, and the fact that teachers are the foundation of any educational system, reformers were forced to reconsider school performance, and particularly teachers who urgently need to adopt the latest teaching methods in addition to their role as educators. They point out that, bearing in mind that the teacher is the foundation of an education system where he or she is working on improving pupils' performance and the effectiveness of the school's performance, the concept of teacher INSET programmes becomes the essential key to the success of the school, and even its survival.

Morant (1981, pp. 3-4) states that the concept of in-service education is bound up with the notion of improving teachers professionally, academically and personally through the provision of training activities. He therefore believes that in-service training is part of the total framework of in-service education and not an alternative to it. He also mentions that the aim of in-service education is to broaden and 'deepen' teachers' knowledge, skills and experiences through activities designed to achieve this purpose. The concept of in-service education works on improving and expanding teachers' knowledge, skills and attitudes, in order to be aligned with the latest changes in teaching methods. Henderson (1979, p. 17) concludes that:

"INSET may, in the most general sense, be taken to include everything that happens to the teacher from the day he takes up his first appointment to the day he retires, which contributes, directly or indirectly, to the way in which he executes his professional duties."

According to Henderson, the concept of INSET can be seen as comprehensive as long as it includes the rationale that educators undertake training to protect and to improve their personal and professional learning. Whereas Hamadah (2006) considers the concept of INSET as an investment in teacher productivity and potential that is performed in an easy way and is more efficient and economical than if the teacher had not been trained at all. He adds that the variations in INSET – through its forms,

methods and levels – aims to increase the return from investing in teachers, which certainly will be gathered from utilising INSET programmes.

Almazkoor (2009) states that the concept of INSET is about a group of behavioural activities and knowledge that aims to improve teachers' professional skills and to gain the best achievements in the job. It consists of planned programmes that enable teachers to acquire more cultural and professional experience, and every aspect improves the educational process and teachers' performance. Fraser *et al.* (2007), on the other hand, said that the concept of professional development has changed; it has moved from the practice of attending courses and training days towards the concept of lifelong learning and continuing learning.

Another view is offered by Day (1997) who states that initial teacher training or in-service is no more than just a part of continuous professional development (CPD). He mentions that in different European countries, INSET is voluntary, not coordinated, not conceptualised, and is top-down. Although many countries have moved towards school-based in-service education and training (INSET), because of its low cost and its cost effectiveness, Day argues that there is no evidence of any systematic evaluation of the benefits of particular models. The concept of INSET is connected with improving teachers' professional and personal skills and knowledge through planned activities.

3.2.4 Background to the INSET programmes

The State of Kuwait, through the Ministry of Education, is currently controlling teacher INSET programmes through the training centre. In other words, teacher training programmes are fully centralised under the MOE. Although these are driven by the MOE, each department conducts other internal programmes in schools, in accordance with the MOE technical supervisors, that aim to improve and exchange knowledge, skills and experiences between school teams. These are often short courses or refresher courses. Recently, the Assistant Undersecretary for Public Education stated that the Ministry had prepared a plan that gives full authority to all six districts to handle their educational districts' affairs and remove the old centralisation policy that was adopted by the Ministry (Alrabeeaa', 2011).

According to Philip (1990), teacher training programmes in the Arab world fail to provide teachers with self-learning skills, which means teachers are unable to fall in line

with changes in curriculum stemming from scientific and technology improvements. In addition, more attention is given to the theoretical side than to the practical side, which does not get enough consideration because of the huge number of pupils. This reflects negatively on the teacher's role in the learning process. Moreover, training programmes lack coordination between academic, cultural and professional groups involved in the programme, which will also negatively affect the preparation process. In addition, old methods are still used in evaluating pupils' outcomes.

A study by Almufarej *et al.* (2007, pp. 20-22) in Kuwait points out that, despite the differences in social, historical, economic and educational situations between the states of the Arab Gulf (known as the Gulf Cooperation Council), they still have many commonalities between them. These include: the absence of national policies for teacher training; the number of departments responsible for teacher training by student stage; comprehensive types of teacher training without giving consideration to their differences; the lack of a theoretical framework for teacher training; the absence of clarified and identified goals for teacher training institutions; the differentiation in knowledge content for teacher training; the imbalance between theoretical, performance and practical knowledge; the gap between teachers' pre-service and in-service training; the lack of research and educational environments in teacher training institutions; and the inaction of teacher training institutions in supporting and encouraging teaching in the Gulf Cooperation Council.

3.2.5 The aims of INSET programmes

Almutawa & Al-Furaih (2005) state that the aim of educational INSET programmes is to prepare and direct new teachers, through improving their performance and providing them with the latest ideas and proposals in order to update their skills and professional knowledge so that they can carry out their job successfully. Morant (1981, p. 26) supports this in saying that the purpose of any type of in-service education is to improve teacher performance and to develop their practice in the classroom. He also states that in-service training is carried out in both short courses and long courses.

Johnston (1971, pp. 16-28) gave a detailed description of the aims of INSET when he set out a number of different aims for in-service education:

“to expand teachers knowledge; consolidation and reaffirmation of knowledge; regular acquisition of new knowledge; acquaintance with curricular developments; acquaintance with psychological developments; acquaintance with the sociological basis of education; acquaintance with principles of organization and administration; repetition or extension of original pre-service education after intervals, i.e. positive retraining; conversion courses; acquaintance with new aids; introduction to new methods; familiarity with changes in local and national policy; understanding the new relationship between teacher and taught; appreciation of our cultural evolution; development of measuring and testing techniques; the development of a technology of education; acquaintance with and participation in educational research; transfer from teaching in schools to lecturing in colleges of international interest.”

Guskey (2002) states that there are three major goals for professional development: change of teachers’ practices in the classroom, change of teachers’ beliefs and attitudes, and change of students’ learning outcomes. He argues that the importance of these efforts to facilitate change depends on the sequence in which these outcomes most often take place. He says that changes in teachers’ beliefs and attitudes happen when they find evidence that their students’ learning has improved. Guskey believes that these improvements usually result from changes that teachers made in their classroom practices, which are related to the changes that occur in teachers’ beliefs and attitudes.

According to Almazkoor (2009), there are several goals for INSET programmes namely: to develop teachers’ skills in school through working in groups or teams in order to achieve school goals; to develop teachers’ knowledge and skills as individuals in the school to perform their tasks; to develop new and up to date skills for teachers to enable them to adapt to modern technology; to prepare a second generation in the leadership profession; to improve teachers’ productivity and team working; and to encourage teachers’ development and self-learning.

3.2.6 Difficulties with INSET Programmes

As in any other educational process, the learning process has several principles: curriculum, educational technology, teaching styles, and the teachers themselves. Each of these faces several challenges. According to Hassan (1995) and the MOE (2000), there are several problems facing teachers during the preparation phase. These problems include: the decreasing level of preparation at the institutions or colleges before joining

the job of teaching; being concerned more with quantity than quality when selecting teachers; the absence of practical training in organisations and colleges before joining the job; the absence of serious preparation in acquiring basic skills in the pre-service institutions; lack of modern information and communication technologies, laboratories and work stations; lack of commitment to educational research, in particular that related to educational problems; lack of communication between institutions, colleges and their graduated teachers; lack of preparation for the intellectual basics and correct guidance; the gap between teachers' preparation levels alongside the weaknesses in teaching methods used in these institutions; the decrease in numbers of accepted student teachers; and the school stage in teachers' preparation.

There are also further problems: the decrease of effective teaching styles used in these institutions; more attention paid to the theoretical curriculum rather than the practical one in the academic study plan; a lack of cooperation between preparation sources and other schools; a lack of up to date books and resources in the library; a lack of lecture halls and libraries, along with their unsuitability for learning purposes; and weakness in teachers' orientation levels and their different training needs.

Other problems cited are: the huge numbers of unqualified teachers in the teaching profession; lack of pre-planning the teacher training (whether pre- or in-service training); weakness of institutions which supervise teachers' training (pre- or in-service); the shortage of qualified trainers who themselves tend to need pre-training in order to carry out the tasks; lack of planning of expenditure on teacher training programmes, because of ambiguity in preparing training programmes without giving consideration to their costs; and the lack of pre- and in-service training documentation, data and modern programmes.

This is quite a list. For these reasons, it was considered necessary to distribute new and up to date programmes to specialised institutions inside and outside the country in order to increase and improve expertise. Additional points are: the absence of evaluation of training programmes through continuous follow-up, guidance and serious supervision by the supervisors/trainers, lack of linkage, coordination and cooperation in specialised culture and education between Kuwaiti institutions and those specialised education institutions in other countries, and identifying teacher preparation problems and selecting the appropriate solutions.

The Kingdom of Saudi Arabia has a similar educational culture to that of Kuwait. In fact, the Kingdom of Saudi Arabia has a different set of problems in teacher training that have a negative impact on the teacher's role and performance within their educational system. Alhamid (2005) describe the major difficulties encountered in teacher training in Saudi Arabia. These include the joining of huge numbers who are not sufficiently educationally qualified and prepared to work in teaching. This is due to the limited teacher preparation that is required by the educational system. Other difficulties are: the expansion of teacher preparation institutions that differ in their study programmes, which results in differences in the level of preparation and skills; the gap between what is taught in the preparation institutions and the reality of the educational system, where aspects of teacher preparation such as specialisation, professionalism and culture within the preparation institutions are more focused towards an academic style that gives consideration to theory and knowledge than to skills and attitudes; and the continuing need for some specialised subjects where there are shortages of teachers. To fill this gap, teachers are contracted from other Arab countries.

Alghamdi & Alghamdi (2000) identified another difficulty that faces the Kingdom of Saudi Arabia. This concerns the way INSET programmes are evaluated. They pointed out that evaluating INSET programmes is done in a continuous way at the end of each programme, but that the evaluation does not take into account the results of the training programmes or what the trainees gained from the period they spent training. In other words, the programme evaluation process unfortunately focuses on evaluating the programme based on its environment, study content, means used, teaching methods and planners' and trainers' competency, and does not look for the main aim of conducting the training programme which is to improve trainees' knowledge, skills and attitudes.

A further view of INSET's drawbacks is raised by Yigit (2008, p. 71) who demonstrated the limited research on the effectiveness of INSET activities. In addition, despite the fact that some evaluative studies are carried out after the completion of an INSET programme, these studies are mainly focused on statistical data and do not pay attention to qualitative insights such as 'teacher perspectives' and 'impact on pedagogy'.

Basaran (1993, cited in Yigit 2008) described some of the major difficulties of INSET encountered in Turkey. These difficulties namely are: limited INSET activities compared to the great numbers of teaching staff in schools; lack of finance for INSET activities; the high cost of these activities leading teachers to avoid participation in such

programmes; no recognition given to those who succeed on the course by awarding them a certificate; INSET activities are more theoretical than practical; and activities inadequate for developing the professional skills and education for teachers.

Although teacher professional development is accepted as one of the major factors in improving education, reviews of research into professional development have pointed out that most of these programmes are not effective. It has been suggested that the majority of these programmes failed due to the neglect of two main factors: the way that teachers are motivated to engage in professional development, and the way that change affects teachers (Guskey, 1986).

Saitis & Saitis (2006) referred to the way INSET programmes are presented in Greece where attending INSET programmes is optional. The results of their study showed that 45.9% of respondents stated they did not follow any INSET programme. The majority of those who did not attend a training programme explained that there was a lack of encouragement to follow INSET programmes, and this was largely attributed to lack of attention paid to their duties (86%), exhausting training programmes (76%), and the Greek educational system not covering training expenses (69%).

According to the Education Information Network in the European Union and the EFTA/EEA Countries (EURYDICE, 1995, p. 20), teacher participation in in-service training is low, but in some countries, such as Spain and Portugal, the rates of participation are higher, and reach 70% in pre-primary education in Portugal. The report adds that in other countries, such as the Netherlands and Denmark, teachers' participation rate is one-third or less of the whole teacher population. They pointed out that the weakness of the link between in-service training and innovation led to a belief that the effects of in-service training on the professional practice of teachers could not be measured.

A recent survey by the Organization for Economic Co-operation and Development (OECD, 2005), showed that in almost all European countries there are shortfalls in teaching skills together with difficulties in updating teachers' skills. These deficiencies are related to the lack of competence in coping with the latest developments in education. In many member states, it was shown that there is limited systematic coordination within teacher education, i.e. teacher education lacks coherence and continuity between teacher induction, in-service training and professional development. In addition, incentives provided for teachers to carry on updating their skills within their

profession are weak. The investment in continuous training and development of the teaching workforce across the European Union is low, and the opportunities for teacher in-service training are limited (EURYDICE, 2005).

3.2.7 INSET programmes policy

As in other countries, the Ministry of Education is considered the highest authority that drives the educational process in the State of Kuwait. According to Aljabur (2002), through the Ministry, the Kuwaiti educational system implements a centralised policy that includes planning, decision-making, constructing and setting curriculum, and supervising educational actions within all six governorates and schools. Aljabur stated that, although there are efforts to decentralise the educational system, policy is still fully centralised at the Ministry of Education. That is, all lower educational departments and schools are under the instruction and conditions issued by the Ministry. In other words, lower educational departments and schools are all required to implement and follow plans, instructions and decisions issued and requested by the Ministry of Education, which is regarded as strongly top-down.

Albustan *et al.* (2003, p. 1819) agreed with the view of Aljabur when he pointed out that the centralised policy adopted by the Ministry of Education drives the general framework of educational policy. As a result, the centralised policy plays a major and vital role in implementing and controlling such plans from the bottom up.

The government of Kuwait follows a specific policy in preparing and training teachers. First, educational institutions must graduate teachers who are able to guide the learning process in their environment, in addition to having a high awareness of vocational and professional guidance methods. Second, the policy of teacher preparation must be based on a comprehensive perspective within the social philosophy that directs the learning pathway while observing learning changes, innovations and developments. Third, the integration of teacher in-service training with pre-service training must be overseen to ensure that teachers are updated with the latest knowledge and learning methods in order to attain professional growth and increase capability and productivity. In addition the government emphasises that learning policy should aim to attract the best human resources for the profession of teaching. It also states that advanced programmes must be instituted that prepare qualified teachers to teach modern subjects such as information and communication technology, and that teachers should be trained to

develop deeper self-learning skills. Furthermore, well-planned programmes should give teachers experience through organising collegiality and conversation, exchanging information, and collaborating in combined projects. Finally, integrated planning will achieve teachers' continuous professional development, which includes updating their experience together with their interaction with educational developments that emerge from social needs.

Alghamdi & Alghamdi (2000) state that educational policy has given high priority to teacher training in the Kingdom of Saudi Arabia by the issuance of Report 170 which emphasises the importance of pre- and in-service teacher training. According to Report 170, teacher training is a continuous process for those who are not well prepared and requires a plan for their training that works on improving their performance and refreshing their information and experience.

According to Yigit (2008), the policy of INSET programmes in Turkey is highly centralised by the Ministry of National Educational Directorates of In-Service Training. He states that, at present, INSET can be labelled as a 'top-down' model, since the selection of teachers who want to participate in INSET activities is done by the Ministry after they have submitted their application. The initiative of planning and coordinating INSET programmes is completely controlled by the Local Educational Directorates and schools do not participate in the process. Furthermore, those INSET activities are not always compulsory for teachers, and volunteer teachers are also invited to join INSET activities. At the conclusion of his study, Yigit indicates that the centralised system of INSET programmes and the limited resources in schools, for instance funding and trainers, has led to slow progress in the promotion of continuous professional development (CPD). He emphasised the need for cooperative and collegial responsibility to be shared between everyone, including all school principals, in order to produce strong and effective INSET programmes.

Although teachers who volunteer to join INSET activities are invited, that still does not give them the flexibility to participate in what they need towards enhancing their professional skills and knowledge. In addition, those planned activities may not meet teachers' actual needs. Yigit (2008, p. 70) argues that this kind of policy does not provide teachers with their real needs because it is organised according to general needs and does not identify particular skills and knowledge needed by each teacher. In other words, the INSET programmes organised by the Ministry appear to be limited in their

scope and do not cover teachers' improvement, as well as appearing to have a level of ignorance about the differences between individual teachers.

The European Council (European Commission) indicated the importance of teacher training as one of the main principles for school improvement (Karagiorgi & Symeou, 2006). They stated that 'education and training of teachers' appears to be one of 16 indicators of quality of school education. In order improve education, and teachers' and trainers' performance to enable them to carry out effective roles in a knowledge society, they designated expert groups who maintain policy best practice. The exchange of such practice arose from two key concerns: identifying the skills shortages among teachers and trainers, and supporting teachers and trainers by providing them with the appropriate conditions including initial preparation and in-service training, all within the perspective of lifelong learning.

3.2.8 Types of teacher training

The training centre of the Ministry of Education in Kuwait provides teachers with four types of INSET programmes to improve teacher professional development. The first programme is called refresh or renovation training, which aims to modernise trainees' knowledge, skills and experience and provide them with current attitudes and knowledge in their subjects. The second programme is specialised training that aims to help selected trainees to improve their skills and experience in their specific subjects, and to increase their productivity within their profession. The third type of programme is preparation training, which is conducted for novice teachers, and aims to prepare newly-qualified teachers for the profession. The fourth programme is transformation training, which deals with re-training of surplus employees to other professions or departments within the Ministry that suffer from shortages.

Each of these four types of INSET has distinct goals. These four types are: training for starting the job which includes primary programmes that aim to train new teachers in their professional tasks; treatment training which includes any type of official or non-official training that aims to correct deficiencies in teachers' knowledge, skills and attitudes; advanced training or competency improvements, where the programmes are designed to improve or update knowledge skills and professional knowledge; and re-training, where the programmes are designed to provide teachers with new skills that

shift traditional skills as a result of vocational improvements or the emergence of modern equipment (Almazkoor, 2009).

Alaajez *et al.* (2010) show that the type of INSET programme depends on the areas that suffer from deficiencies, which can be summarised as follows. The first INSET programme is to treat deficiencies in some teachers' performance that require urgent attention. The second INSET programme is for continuous growth where the learning process is complicated, and the teacher needs an on-going programme that provides him/her with the latest knowledge, skills, attitudes and learning methods. This is divided into two sections: renovation programmes that work on renovating trainees' professional aspects, and providing them with the latest information, knowledge, theories, attitudes, concepts and necessary experience to be competent in their profession; and re-education programmes that aim to train teachers and equip them for higher positions.

It can be said that introducing any type of INSET programme depends on the areas that need to be addressed. In other words, the INSET programme should be tailored according to the needed or requested areas that have weaknesses, or where there is a need to improve teachers' professional growth in order to keep them abreast of the latest developments. This type of programme works on closing the overall gap in an academic and professional way.

3.2.9 Characteristics of effective INSET programmes

Howe (2006, p. 295) wrote that teacher induction can be defined as that "process of becoming a professional teacher." This definition is the process whereby acculturation takes place through different types of training such as pre-service, in-service, formal, informal and non-formal teacher education. According to him, the most successful teacher induction is a training programme that includes opportunities for expert and new teachers to learn from each other in a supportive environment that allows time for collaboration, reflection and acculturation within the profession of teaching. He mentions that Japan, Germany, New Zealand, and some selected US states, have policies that give rise to successful teacher induction programmes. Furthermore, he pointed out that exemplary teacher induction programmes should include "comprehensive in-service training, extended internship programmes, mentoring and reduced teaching assignments for beginning teaching." According to him, effective teacher induction is like a 'chemical reaction' that needs certain elements in order to

work well. His focus is on time for reflection as a major element. Howe states that the critical catalyst in the equation is the mentor, who should be ‘experienced’, ‘well qualified’ and ‘specially trained’.

According to the Teacher Training Agency (TTA, 2005), characteristics of effective CPD in improving teachers’ performance and raising pupils’ achievements need to take into account different elements. These elements include: the importance of having a clear and agreed vision that understands what effective teaching looks like; the need for the best evidence of teaching and learning; the necessity for understanding participants’ existing knowledge and experience; and the need to enhance and support teachers to acquire additional experience in subject content, teaching strategies and the uses of technology, alongside other essential elements required for high standards of teaching.

These training programmes should be driven by a consistent long-term plan in order to be more effective.

Other elements are: encouragement of continuous inquiry and problem-solving activities that are embedded in schools every day, the importance of having continuous coaching and monitoring by experienced colleagues, and the need for evaluation of the impact on teaching and learning that direct the ensuing professional development efforts. Dyer *et al.* (2004) argued that good quality programmes are the ones that are practical and focus on methods that are understandable to the teachers, and which they can use in their own classrooms.

Alwan (2000, p. 19) believes that, for designing an effective INSET programme, several requirements must be taken into consideration namely: an estimate of training needs identified from a survey that looks for the actual teachers’ training needs; defining the training goals according to the survey that defined the teachers’ training needs; careful and appropriate selection of trainers who will run the training programmes, their training in practice, and assessing their performance in class; the need for a balanced variation of programme activities and content where there are a variety of training objectives; the importance of reflecting on the content of training courses or what has been taught as practice because of the nature of teaching as a profession; and – most importantly– the need to maintain support and follow-up of teaching practice as part of the training programme together with continuous evaluation of the training programmes.

3.3 Studies in Kuwait

According to the Arab League Education, Culture and Science Organization (ALECSO, 1989, p. 283), a number of Arabic studies have emphasised the necessity for teacher renewal and re-training so that teachers are equipped to deal with the rapid changes in the field of education, while emphasising that in-service training is very important in improving individual development and their communities. This researcher found very limited work relating to teacher training in Kuwait during this search for literature and studies on teacher training. The studies that were found are discussed below.

Alhamdan & Alshammeri (2008) examined the participation of secondary school managers in planning teachers' professional training programmes in Kuwait. They used a questionnaire to collect the data that consisted of two parts, a set of demographic questions, and a set of 14 items which were divided into two components. The first component was to measure the current school manager's participation in the teacher's professional training, and the second was to examine the factors that would develop his role in planning teachers' professional training programmes. The study sample consisted of 121 managers, both male and female, covering all the educational districts. The study showed that most of the school managers were playing an important role in developing the teacher's professional growth. In addition, 8.8% of secondary school managers emphasised the need to develop a relationship of cooperation between school management and those responsible for planning and designing teacher training programmes.

Another study conducted by Almazkoor (2009) investigated the efficiency of teacher contribution in INSET programmes in Kuwait. The study followed the analytical descriptive approach through the use of questionnaires and interviews. The sample includes 217 female and 80 male teachers from all different levels, primary, intermediate and secondary schools within all six districts in Kuwait namely; Alaasema, Alfarwanya, Aljahra, Alahmadi, Hawalli and Mubarak Alkabeer. The results showed several important factors: the importance of early identification of teachers' training needs; taking into account in advance the views and opinions of teachers, heads of departments and head teachers; selecting appropriate and competent trainers; the importance of teacher motivation either financially or morally; the high need to advertise training programme along increase programme awareness between teachers

and their schools and the emphasis on presenting practical programme content than the theoretical one.

A study by Alsarraf *et al.* (1998) highlighted the reality of employees' professional development in the State of Kuwait using a questionnaire on a sample of 360 employees, who represented 10% of all employees working in the Ministry of Education. The results recommended the following: the Ministry should give more consideration to professional programmes and their content as well as providing full support either financially or by encouragement in order to enhance their success in achieving the intended goals; specific programmes should be designed and clear objectives stated in accordance with the actual needs assessment required by the employees; professional programmes should be developed continuously that are up-to-date and involve modern technology and satisfy actual development needs in order to be attractive to trainees; qualified employees should be encouraged to join the professional programmes through rewarding them either financially or by encouragement, such as nominating them for external visits or giving them priority over other employees in promotions and financial incentives; qualified trainers should be selected with good curriculum vitae in the field of professional development; employees should be encouraged to participate in and join different professional programmes through public relations departments and educational information; and advanced training programmes should be developed that serve many different departments and which are in accordance with the requirements of the Development and Improvement Department of the Ministry, Kuwait University, and the Public Authority for Applied Education and Training and Civil Service Commission.

A study by Al-Mutawa & Al-Furaih (2005) evaluated INSET programmes, focusing on perceptual achievement and benefits in related topics and skills, organised for the instructors in Kuwait Army schools who attended 10 courses at the College of Education of Kuwait University. The study sample comprised 20 trainee instructors and the evaluation procedures passed through three phases: context, process and product evaluation, which included writing tests and meetings. The study found three main results: the training programmes had a measurable impact on the trainees' acquisition within the 10 courses; INSET training programmes provided trainees with knowledge and skills needed for Army trainers; and all the trainees obtained the essential skills needed to help them use computers and teaching aids.

3.4 Studies in the Arab Countries

In the Arab world, the studies dealing with teacher training mainly focus on evaluating training programmes and their effects on teachers' performance. However, no study was found that explored teacher and school contribution in planning INSET programmes in the Arab world. A number of Arabic studies related to teacher in-service education and training are discussed below.

Alwan (2000) investigated INSET provision and the possibility of introducing self-directed (school-based) teacher development activities to teachers of English as a foreign language (EFL) in the United Arab Emirates. Different educationalists were selected to represent the sample for the study; these comprised EFL teachers, school principals, supervisors and other administrators. In the teachers' sample of 158, there were 18 from Abu Dhabi, 18 from Dubai, 6 from Sharjah, 21 from Ajman, 23 from Umm Al-Qaiwain, 21 from Ras Al-kaimah, 10 from Fujairah, 18 from Al-Ain, 6 teachers from the Western Educational Zone and 17 from the Eastern Educational Zone in the United Arab Emirates. A questionnaire was used as the data collection method. Interviews were conducted with administrators, this group comprising 5 supervisors, 6 principals and 1 training coordinator. The findings of the study were divided into two sections. The first one concerned the structure of INSET programmes, including frequency, length of courses, optional training available for EFL teachers and their attitudes towards training courses. The second was on self-development activities, which included journal writing, self-appraisal, peer observation, reading, research and action research.

The results showed that INSET programmes in the UAE are classified as unsystematic and EFL teachers practise self-directed activities on a limited basis. It was also found that reducing workload, and planning their development time adapted to working hours, may help EFL teachers practise more self-directed development activities. Another finding was the lack of a systematic approach to identifying teachers' training needs, as well as weakness concerning supervisors and principals consulting teachers about their needs. The study also showed that training courses were unfairly distributed between teachers, and that the majority of teachers had no previous INSET training. In addition, most of the courses are directed at teachers in preparatory intermediate and secondary schools without any consideration given to the number of years of teaching experience, while those in primary education receive the least training. The study recommended that

specifying EFL teachers' training needs through a questionnaire could improve INSET programmes, together with incorporating development activities within the school system. In addition, a follow-up system for training outcomes and incentives was also recommended. Informing teachers of the suggested development activities, and increasing awareness, was identified as the essential starting point.

Alaajez & Allouh (2009) in their study aimed to explore the reality of Palestinian teacher preparation and in-service training programme in light of the overall programmes development in Gaza districts from the teachers' perspective. The researchers used the analytical descriptive approach through distribution of questionnaires. The study sample includes 580 teachers from all different districts of Gaza. The results showed that there are significant statistical differences for those who have more experience in teaching than those who don't. Another result showed that there are significant statistical differences for the number of programmes entered by teachers and particularly for those who have entered two or more.

Mousa (1996) aimed to identify how improving teacher activities in the classroom could improve the teacher's relationships with his colleagues, managers and local community. Following this, a training programme could be then designed to improve teacher professionalism. The researcher used a descriptive approach using a questionnaire with a sample of 265 male and female teachers. The results showed that distributing school tasks among a group of teachers can help in improving teacher activities in the classroom, while using flexibility in controlling classroom processes and using alternative resources to address the differences in pupils' performance. Assessment should be applied to help pupils identify their goals, and to diagnose their own (and group) needs. This also helps by putting in place learning plans and activities to solve the weakest points and provide pupils with the opportunities to practise making decisions with appropriate guidance from the teacher.

A study by Metwali (2004) aimed to improve mathematics teachers' training programmes in Oman in the light of modern-world trends. He explored the reality of mathematics teachers' in-service training from the teachers' perspectives at the primary and secondary stages. Metwali used a questionnaire on a sample of 155 male and female teachers in the Eastern area of Oman. The study found many shortcomings in addressing teachers' training needs, which are not mentioned in current training programmes.

Therefore, the researcher suggests a training programme for mathematics teachers specifically to address these needs.

Rashid (1990) aimed to identify the important goals and basics in preparing in-service education and training in Egypt and the reality from the teachers' perspectives. He also wanted to understand the obstacles facing INSET programmes through teachers' views. Rashid used an analytical descriptive approach with a questionnaire given to 184 teachers (both genders) from the Cairo and Fayoum districts. The results showed that the participants agreed that benefits from INSET programmes were only moderately helpful due to unvaried training methods that mostly depended on lectures and limited discussions. The study recommended that teachers' attendance on training programmes should be a basic requirement when applying for promotions, as well as provision of an appropriate environment and enough time for teachers to attend such programmes.

A study by Affash (1991) focused on the competencies and skills needed by the participants in in-service educational rehabilitation programmes in Jordan, from the teachers' perspective. The study sample was 121, comprising 70 male and 51 female teachers. The results showed that the competencies that scored highest in planning the lecture were: a) creating specific learning goals based on the content of what is taught, and b) analysis of the content and organising student experience while organising instruction content logically. In executing the teaching, those learning competencies cited by participants as very important were: a) using clarification aids in the learning process, and b) using enhancement aids. In class management, most of the competencies were ranked very high. The one that received the greatest score was accepting pupils' opinions and feelings while respecting them. Developing desirable behavioural styles and providing positive social interaction in the classroom were other competencies cited. The study recommended that the Ministry of Learning and Education and educational rehabilitation colleges should improve learning competencies when designing training programmes due to their impact on increasing teachers' knowledge and levels of professionalism.

Alghamdi & Alghamdi's (2000) study aimed to evaluate head teachers' INSET programmes provided by the Teacher College, King Saud University, and by Imam Mohammad Bin Saud Islamic University in Riyadh, as perceived by trainees. The researchers used a questionnaire to collect the data from a sample of 235 head teachers of primary, intermediate and secondary schools. The research showed that INSET

programmes provided for head teachers have achieved their goals, based on high results of between 40% and 60%. Another finding was that there were no statistically significant differences by semester, degree level, major, previous courses, stage level and year of experience, among trainee respondents. The study also showed that there were statistically significant differences by training programme provider.

A study by Alaajez *et al.* (2010) investigated the training of secondary school teachers during their service in Gaza governorates, from the teachers' point of view. The researchers prepared a questionnaire of 46 items, which was submitted to the study sample of 580 male and female secondary teachers, representing all teachers within all six governorates in Gaza. The findings show that there is a great need for pre-defined targets to be set for teachers' training programmes, which would improve both the success of the programme and the performance of the participants. There is a need for prior planning for teacher training programmes based on real educational processes and differences in trainees' needs, along with the importance of teachers' participation in all programme processes such as planning, executing, evaluation and follow-up. The study also showed that there are statistically significant differences by gender, by degree qualification, by years of service, particularly marked among those who have six to ten years of service, and by number of courses attended. The study also showed that, in order to develop INSET training programmes it is important to consider: the teachers' satisfaction with the subjects provided; the integration of the programme's elements; its suitability given teachers' prior qualifications and experiences; and identification of optional activities which increase teachers' motivation to attend INSET programmes that address their needs and problems.

A study by Bader (2005) investigated the impact of using a specific teaching programme in developing teaching skills with student teachers in the mathematics section of the College of Education in Mecca. The researcher collected her data in two ways. First, she prepared observation cards listing the major and secondary teaching skills required for mathematics teachers, and ensured the validity and reliability of the observation cards. Secondly, she created the teaching programme to train student teachers in the required teaching skills by: identifying these requirements through implementing the observation card and searching for views from the literature that discusses preparing and planning training programmes in general and teaching mathematics in particular. The study sample was 60 student teachers divided randomly into two groups of 30. The first group represented the experimental group and was

trained on the programme, while the second group was the focus group. The experiment took 22 hours in total, taking two to three hours a day. One of the important results to emerge was the excellence of the experimental group over the focus group.

Abdah (2006) investigated training needs for social studies teachers in basic education in Yemen based on qualification, experience, major, and gender variables. The researcher designed a questionnaire consisting of 84 paragraphs together with an observation card. The study sample was 120 teachers of both genders. The study showed that there is a need for training in all fields listed in the questionnaire and on the observation card. The results also showed that the professional development field ranked highest among the social studies teachers' training needs. The second most important issue for trainees was planning, execution and evaluation. Another finding showed that there are statistically significant differences by qualification; those who have lower or non-educational qualifications need significantly more training than those who possess educational qualifications. There were statistically significant differences by major, where teachers with public and not specified majors have far greater need for training than those who hold other majors. There were significant differences by experience, where social studies teachers with long experience needed more training than those with short experience (one to six years). There were no differences in participants' training needs by gender in planning, execution and evaluation.

An earlier study by Alaajez (2004) aimed to evaluate in-service training courses for secondary teachers as perceived by teachers and educational supervisors in the Gaza governorates. The sample consisted of 535 teachers and educational supervisors. A questionnaire was used consisting of 55 paragraphs. The results showed that teachers are not involved in planning training courses. In addition, those training courses are typical and do meet teachers' needs. The results also showed that evaluation methods do not include all training programme elements. There were no statistically significant differences by gender demonstrated.

Rajah's (1995) study evaluated teachers' general training programmes in Amman from the trainee teachers' points of view. The study sample consisted of 425 trainee teachers, a questionnaire being used as the data collection method. The findings showed that there is a need for training teachers who are still focusing on the theoretical aspects of teaching. Another result was the need to reorganise future training subjects. A further

result was the need to introduce modern learning methods and the need for follow-up in the field.

Alzeyadat & Khaled (2011) investigated the evaluation of social studies teachers' in-service training programmes in Jordan, and their relationship to academic qualification, years of experience and number of courses attended by teachers. The study sample consisted of 133 teachers, both male and female. The researchers prepared a questionnaire of 30 paragraphs. The findings showed that there were no statistically significant differences by academic qualification, or by years of experience, or by number of previously attended courses.

Alsuwaigh (2000) investigated training efficiency on kindergarten-developed curricula (self-learning) in enhancing teachers' performance in the Kingdom of Saudi Arabia. The sample of 26 teachers was taken from four public kindergartens in Riyadh in the academic year 1997/1998. The sample was divided into two equal groups, the experimental group and the control group. The first had training in implementing the developed curricula for eight weeks, while the other group did not have any training for the developed curricula. The researcher used a measurement method including specific indications for educational skills that teachers had received training on in the training programme. The measurement method was based on the training content that included different subjects. The researcher used the Mann Whitney-U test to explore the differences between trained and untrained teachers. The research findings showed that there were statistically significant differences in the trained group compared with the untrained one. The results indicated that in-service training has a significant impact on improving and enhancing teacher performance.

3.5 Studies in Western Countries

A study by Rakumako & Laugksch (2010) aimed to determine the reliability of the demographic information relating to mathematics teachers, to determine the teachers' INSET needs, and to investigate possible associations between the two in the Limpopo province of South Africa. The researchers used a survey approach through questionnaires and focus group interviews. The 3,258 questionnaires were distributed to 1,629 secondary schools. A sample of 51 teachers (23 male, 28 female) were interviewed in four regions out of the seven in the Limpopo province. The results showed that the greatest barrier to INSET participation stated by the participants was

poor communication of INSET activities. They pointed out that teachers should be informed in advance of planned INSET activities in order to obtain better participation and high quality programmes, as well as ensuring that the programmes are presented and conducted at an appropriate time and location. Another important issue that emerged was the need to motivate learners. That is, INSET programmes should be designed to support teachers and help them to motivate learners to learn mathematics. The researchers concluded with the hope that deliverers of INSET programmes will make use of the study results which they believed would help them to ensure effective planning and well-organised future INSET programmes for mathematics teachers.

Onderi & Croll (2008) considered various aspects of in-service education, including the effectiveness of in-service training, priorities in determining in-service needs, and constraints faced while providing in-service courses, from the perspectives of head teachers and teachers in Kenya. The researchers examined the above aspects through an empirical study based on 30 randomly selected secondary schools' head teachers and 109 teachers in Gucha district, one of the 11 districts of the Nyanza province of Kenya. Questionnaires were distributed to all head teachers, two English teachers and two mathematics teachers in each school, a total of 120 teachers. They also conducted informal interviews that were designed to encourage head teachers to provide additional information and clarify some unclear questions provided in the questionnaire that would help the researchers understand the head teachers' perspectives on important policy issues that were affecting teachers in their quest for professional development. The findings revealed strong feelings expressed by the head teachers and teachers towards in-service provision, and a firm belief in the efficacy of in-service training in raising pupil achievement. Head teachers placed a greater emphasis on the in-service needs of their staff than the teachers did. It clearly emerged that the priorities of both head teachers and teachers were dominated by external pressures of the school, particularly pressure for curriculum innovation and examination success. Lack of financial and material resources was found to be the major constraint in arranging in-service courses for teachers in the district.

Cimer *et al.* (2010) aimed to evaluate the effectiveness of in-service courses to inform teachers about the changes introduced by new primary and secondary curricula, conducted by the Ministry of National Education in Turkey. They also wanted to know whether these changes had been implemented in the classrooms as a result of the INSET courses the teachers had attended. They conducted semi-structured interviews during

the academic year 2007/2008 for both primary and secondary teachers. The sample consisted of 20 primary and 18 secondary teachers, with different levels of experience. Participants were selected randomly among teachers who were willing to participate in the research. The results showed that different topics emerged from the teachers' views about the effectiveness of the INSET courses. These included the necessity for prior and careful needs assessment before conducting an INSET course, and the importance of having precise programme content that covers the intended topics in depth. Courses' timing and duration were also important concerns for both groups of teachers, despite variations in responses between them on selecting the appropriate time. The need to give participants the chance to practise what they had been taught during the course in order to share ideas and experiences with each other rather than just receive direct instruction from the trainer was also important. The quality of the instructor was another major issue raised by all trainees, who agreed that Ministry inspectors or former teacher trainers were not knowledgeable enough to deliver the courses in the proper way. All the participants indicated the importance of end-of-course evaluation to see whether the content covered had been learned by them and that they were able to apply it properly in practice. Also important was having effective systematic follow-up and support after the courses in order to evaluate trainees' subsequent performance and establish to what extent they are implementing the acquired information and skills. One of the teachers in this study commented that "*we expect help from the inspectors but they do not know much either*" (T20, p. 38). The researcher concludes that INSET courses were ineffective, mainly in terms of the quality of instructors, teaching methods employed, course duration and support provided after training.

A study by Bayrakci (2009) compared the policies and practices related to in-service training in Japan and Turkey. The study sampled Japanese administrators, experts and teachers from Hokkaido prefecture and school level in-service training activities in both rural and urban regions of Japan rather than other cities or regions. This made it easier to draw a comparison with Turkey, which also has both rural and urban areas. Turkey lacks professional staff at the national and local departments, so the Turkish sample comprised administrators and officials concerned with in-service training and the professional development of teachers, as well as some school administrators and teachers. Interestingly, no organisation was responsible for visiting in-service training institutes in Turkey because of very weak planning and policy-making relating to in-service training activities. Qualitative research methods were used. Face-to-face

interviews, site visits and related official and legal documents were investigated to collect the data. The findings were presented in four main categories: general framework for in-service training; central and local bodies; the existence of systematic in-service training; roles of institutions, and different types of training activities.

Bayrakci's data showed that, in Japan, the law requires teachers to pursue consistent in-service training. In-service training at the prefectural level consists of two periods of training. The first is basic training that is planned according to a teacher's experience, and all educational staff have to participate in these in-service courses. The second is special training, which consists of various in-service courses directed to specific subjects or areas that teachers wish to become expert in. Almost all the in-service training activities are planned by the Hokkaido Education Board and the Hokkaido Education Research Institute, and carried out by different education centres. Four kinds of activity support teachers' professional development: internship programmes; consultation activities; research; and information and communication encouragement projects.

In Turkey, the law requires teachers to attend in-service training programmes in order to improve their professional development. The results for Turkey showed that there are almost no systematic INSET programmes related to teachers' years of experience. The only programme offered is internship training, which is usually provided for the first year of the profession, and consists of three different training programmes: basic, preparatory, and practical training. One of the main problems in the Turkish National Education System is the lack of professional staff for planning and conducting INSET programmes. This affects all phases of planning from the very start. There are no collaborative activities in which teachers share their knowledge and experiences. Experts, academicians and trainers who take part in the training programmes are not able to use information and communication technologies and interactive multimedia tools in the training activities due to the lack of facilities. INSET trainers only use a computer and projectors when presenting training content, which mainly depends on listening rather than doing, and does not support trainees' interaction. The study also showed that the general concept of INSET at both national and local levels, involving experts, is to give training without any consideration of their specification or of what the course subject is. Lack of any provision for feedback, in terms of evaluating and measuring either positive or negative outcomes, emerges as another important problem. That is, trainees and trainers do not meet again at any time after finishing the course.

Bayrakci (2009) drew the conclusion that, in Turkey, it is very important to take teachers' opinions on their professional development into consideration and give them more flexibility to enhance their professional approach and willingness to participate in INSET programmes. In addition, he calls for professional staff to be employed, who are experienced in teaching and general educational issues in order to better plan and organise INSET programmes.

Yigit (2008) evaluated the effectiveness of an INSET course provided for 22 primary school teachers in Trabzon in Turkey. Another aim was to determine teachers' perceptions about the INSET course and their expectations from it. The INSET course was intended to train teachers in the use of Instructional Technologies and Material Development for a period of two weeks. A combined quantitative and qualitative approach was used to explore teachers' attitudes and perceptions regarding the INSET course they attended. A semi-structured pre-questionnaire was conducted at the beginning of the INSET course, consisting of both open-ended and closed questions. The INSET course was then designed to correspond with teachers' expectations after evaluation of the pre-questionnaire. At the end of the course, teachers were given a further questionnaire to find out their views. The findings showed that, for the quantitative data there is a significant difference between teachers' pre-course expectations and post-course views. On the other hand, the quantitative data also showed that teachers have positive attitudes towards the use of Instructional Technologies and believe that the use of these technologies has the possibility to enhance pupils' learning as well as their own teaching practices. In his recommendations, Yigit emphasised the importance of having enough well-equipped environments that would help both trainees and trainers to learn in a supportive setting. He also saw the usefulness of having pre-questionnaires for teachers to identify their views and needs before designing INSET courses; then, the necessity of running practical courses, rather than theoretical ones, for primary teachers in order that they can remain abreast of the rapid changes in education. Finally, he recommended the importance of giving teachers enough time for discussion and exchanging their experiences during the course, because teachers become bored when they attend INSET courses for listening purposes only.

Burns (2005) investigated teachers' views regarding the way continuous professional development (CPD) is meeting their needs, what controlled their CPD, and the impact of school and system needs on their CPD experiences. The sample consisted of teachers

and head teachers from three primary school clusters in the United Kingdom. A structured questionnaire and semi-structured interviews were used to collect quantitative and some qualitative data. The findings showed that tensions exist between individual professional needs and those of the school or system. In relation to these tensions, different themes emerged from the study. These included: a mismatch of teachers' perceptions of what is, and what should be, the focus for CPD; the dominance of management control for CPD; the influence of the School Development Plan and performance management on CPD for individuals; teachers' identification of their own professional needs with the schools' needs; teachers' belief that they exist within a mutually supportive community of learners which supports their personal professional learning needs; and the underlying conflict of individual professional needs and goals that are different from those of the school and system.

From all these studies, several issues need to be brought out. The studies show both variances of goals and similarities. In fact, many of the studies aimed to evaluate INSET programmes (Alajez, 2004; Alghamdi&Alghamdi, 2000; Alhamdan & Alshammari, 2008; Almutawa & Alfuraih, 2005; Alzeyadat & Khaled, 2011; Bayrakci, 2009; Rajha, 1995; and Yigit, 2008). Other studies investigated the obstacles and constraints facing INSET programmes (Cimer *et al.* 2010; Onderi & Croll, 2008; Rakumako & Laugksch, 2010; and Rashed, 1990). Other studies highlighted the importance of having prior needs assessment for INSET programmes (Alajez *et al.*, 2010; Alwan, 2000; and Onderi & Croll, 2008).

Some of the studies mentioned above, call for the importance of having reward and incentive schemes in order to attract and motivate teachers to attend INSET programmes, e.g. Alsarraf *et al.* (1998) and Rakumako & Laugksch (2010). Many studies refer to the importance of having prior surveys that seek teachers' and schools' views and opinions before designing and planning INSET programmes (Alajez *et al.*, 2010; Alsarraf *et al.*, 1998; Alwan, 2000; Bayrakci, 2009; Cimer *et al.*, 2010; Rakumako & Laugksch, 2010; Yigit, 2008).

Having presented studies related to INSET programmes, there are several issues that need to be taken into account before preparing and planning an INSET programme.

3.6 Summary

In this chapter, a literature review was presented on INSET programmes and their characteristics. The first section of the chapter presented INSET characteristics, including the definition of INSET, its concept, purpose, importance, and types, and the characteristics of an effective INSET programme. The second section presented studies in Kuwait along with studies in the Arab and Western countries.

Chapter 4 Theoretical Framework

4.1 Introduction

Recent theoretical studies focused on linking economy and management on the one hand and on the principle of knowledge on the other. The knowledge principle has become an important one that both individual and organization may share. One of the most popular theories that captures researchers' attention from social, economic along education is social capital (Alwattar & Ahmad, 2007). Anderson (2008) states that the use of the term social capital was first applied to education by Lydia Judson Hanifan in 1916 who was a state supervisor of West Virginia rural schools. The idea was used by him to describe the importance of community involvement for a school's success. He pointed out that there are some key elements that help to improve the community such as good will, fellowship, sympathy and social intercourse among individuals and families. Hanifan argued that the cooperation through the community will lead to a whole benefits. However, the role of social capital in education began to emerge from the beginning of the 1980s by Bourdieu, Coleman, Putnam and others.

4.2 What is 'pragmatic paradigm'?

The 'pragmatic paradigm' can be defined as the motivation and permission a researcher holds by his/ her instinctive demand and beliefs on the research problems and the research conduction procedures (Tashakkori & Teddlie, 1998; Creswell, 2003). Because of its strong philosophical base the presence of this paradigm can be evident in quantitative, quantitative and mixed-method approaches. However, recently in 'pragmatic paradigm' the use of mixed-method approach has increased significantly because of its scopes in bringing rationale connection between the natures of the

research with the research questions (Creswell 2003). Therefore, in ‘pragmatic paradigm’ the tools and strategies of data collection designs and analysis procedures are justifiably interconnected. Consequently, this approach helps to address and explore the problems of real life world, and explain them referring to a particular context.

It can be realized from the research traditions that most of the researchers try to emphasize the aspects of the natures of the science and the society in their investigation (Burrell & Morgan, 1979). However, in many cases it might be problematic to justify the traditional research paradigms as most of the time the decision of choosing them does not depend on any philosophical grounds, rather they are decided upon the considerations of research convenience (Darlington & Scott, 2002). However, it is important to acknowledge that in a research the philosophical perspectives or the research beliefs play the guiding roles (Bryman, 2004), and therefore it is vital to recognise the pragmatic features of any social science related research. For this reason, ‘pragmatic paradigm’ can be a suitable approach for any social science researchers who want to deal with varied features of a research area and try to understand them connectively and comprehensively. This holistic understanding in fact can help bring positive changes in the researched context.

4.3 What is social capital?

Many researchers agree that the term social capital is difficult to define. According to Catts & Ozga (2005) social capital might be conceptualized as the ‘social glue’ that links people with each other and provides them with a sense of belonging in an increasingly developed and changeable world. Social capital develops in our relationships through transferring our experiences and experiments from one to another along with building and developing the trust between each other. Catts & Ozga said that social capital helps in bonding fragmented social life through bridging communities from their current environment to wider one. In addition, it also helps in linking people to formal structures and agencies that they may need to find better and more opportunities for education or employment. One of the best known sociologists is Pierre Bourdieu who believes that the individuals social capital might consist of institutionalized networks such as family, a class or political party – but also of networks held together only by the material or cultural exchanges between their members. The individuals amount of social capital depends on how large are networks

of relations he/she effectively can mobilize, and on the amount of capital (economic, cultural and symbolic) each member of the network possesses. According to Bourdieu (1986, p. 248) social capital can be defined as:

“the aggregate of the actual or potential resources which are linked to possessions of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition, or in other words to membership of a group which provides each of its members with the backing of the collectivity-owned capital, a ‘credential’ which entitles them to credit, in the various senses of the word”.

In Bourdieu's theory social capital plays the role of protecting and reproducing class structures within society, particularly through mediating economical capital. Bourdieu emphasizes the role played by social capital in distributing the power in or between the societies.

Another well-known sociologist is James Coleman (1988, p. 98) who defines social capital as:

“A variety of entities with two elements in common: they all consists of some aspect of social structures, and they facilitate certain actions of actors-whether persons or corporate actors-within the structure. Like other forms of capital, social capital is productive, making possible the achievement of certain ends that in its absence would not be possible”.

Looking at Coleman's definition, social capital means only physical and human capital that facilitates productive activity. His argument states that groups with less trust and trustworthiness are less able to accomplish than those who have much more trust and trustworthiness. According to Coleman there are three forms of social capital namely: obligations and expectations, information channels and norms. He adds that social capital does not, like human capital, exist within the actors themselves, but in the structures of the relations between the actors. Coleman (1988 p.98) sees social capital as *“not a single entity but a variety of different entities, with two elements in common: they all consist of some aspect of social structures, and they facilitate certain actions of actors-whether persons or corporate actors-within the structures.*

A further well-known author who wrote about social capital is Robert Putnam (2000, p.

18-19). He defines social capital as: *“While physical capital refers to physical objects and human capital refers to properties of individuals, social capital refers to connections among individuals-social networks and the norms of reciprocity and trustworthiness that arise from them.*

In his work, Putnam (2000) distinguishes between two different types of social capital, namely bridging and bonding. He states that bridging social capital refers to the relations between different groups and networks that are external and include people across various social cleavages. Bonding on the other hand refers to the internal relations within homogeneous groups such as families or social ethnic groups. According to Putnam, both of these types of social capital have powerful positive social effects, where bonding social capital has probably the more common negative effects. Putnam considers bridging social capital as the most needed type for collective problems today. He adds that for many groups they bond across some dimensions and bridge across others.

Reviewing the above mentioned definitions for the most well-known authors namely; Bourdieu, Coleman and Putnam, despite their differences they all agree on the importance and need for social networks as an essential component for successful social capital. It can be said that social capital is a necessary principle needed between individuals, groups, organizations, society and all other authorities and institutions.

4.3.1 The concept of social capital

Anderson (2008) wrote that the term social capital consists of a set of different social interaction assets such as shared norms and values, reciprocity, trust, mutual understanding, honesty, tolerance, cooperation and collaboration that help and support people to work with each other in groups. He said that when people have high and more trust and trustworthiness and actively interacting with each other in their communities, the transmission of knowledge from one to another is facilitated. In addition, cost of business and social transaction are less.

Dika & Singh (2002) mention that Bourdieu’s concept social capital is not complete without a brief explanation of other central concepts in his work namely; cultural capital, habitué and field. According to Bourdieu the concept of cultural capital can exist in three states namely: embodied dispositions of mind and body, objectified

cultural goods, and institutionalized educational qualifications.

Coleman (1988) in his work *Social Capital in the Creation of Human Capital* focuses on the mechanisms and the role of social capital within the family structure. He uses the concept of social capital as a theoretical tool to bring together two different perspectives of social actions namely; social and economic perspectives. Coleman believes that the social perspective relates to social norms that are essential in explaining an individual's actions. The economic perspective on the other hand connects or sees an individual as self-interested, working independently and keeps ambition is the most value.

Ottebjer (2005) pointed out that although there are differences at the level of appliance, power-aspects and vague differing viewpoints toward what social capital consists of together with its sources and effects are, all three theories of Bourdieu, Coleman and Putnam all seem rooted in the same thing. In other words, all three authors refer to the high importance of social networks of different kinds and resources that lead to enhanced corporation, valuable and beneficial outcomes and effects.

The concept of social network is an important principle for having good social capital. That is strong social networks will lead to better and solid social capital. As a result, gaining the most benefit from social capital can be achieved through the increase of social networks through developing trust, norms and values along raising reciprocates of information and responsibilities between individuals, community and organizations.

4.3.2 The importance of social capital

Persson (2008) states that trust, norms and values of network are all key elements to social capital and moreover to corporate social responsibilities between all stakeholders. As Putnam (2000) launches social capital includes both individual and collective aspects. He argues that productivity for a well-connected individual in a poor connected society is less and not productive as for a well-connected individual in a well-connected society. Rio (2001, p. 33) wrote that *"learning to innovate requires a great deal of the best kind of social capital, whose provision thus becomes the cornerstone on which development rests. If no social capital is available, ways of generating it have to be learned"*. As a result, that raises the importance of having social capital networks between individuals, groups and all other stakeholders and society.

Referring to the theory of weak ties by Granovetters (1973, p. 1362, cited in Persson:

2008) “*it is weak ties between people that lead to social mobility, political organization and social cohesion, whilst the stronger the ties connecting two individuals, the more similar they are in various ways*”. That is, stronger ties exist between closed clusters will add little to already exist access to information channels. Whereas, weak ties between people is more expected to link different social circles members and ads extra and vary information. In other words, the land or area for weak ties lead and provide better and more advanced results of social networks. As a result, that may fit with the nature and mechanisms of our study.

Tsang (2009) states that understanding school effectiveness through applying the concept of social capital is not a new issue. He refers to the work of Lin (2001a, 2001b) who constructs social network theory which is part from social capital theory. The social networks theory defines social capital as the social resources embedded in social networks that can support and enhance action outcomes. According to Lin (2001b) social networks are not equal to social capital where the position of actors in social structure, the nature of social tie between actors as well as the location in the social networks will determine the possession of social capital. In other words, the above mentioned elements may result in inequity of social capital.

Lin (2001b) argues that social networks theory not only solves the problem of confusing use, but also identifies or presents the process and mechanism of how it works. Additionally, it helps in allowing a similar analysis between social capital and other forms of social capital such as human and financial capital. Lin adds that actors will try for better and maximum benefits as well as reducing loss through assessing and mobilizing well socially embedded resources through correct and focused actions. As a result, this will also help in understanding the survival and preservation of the organizations.

Zhang (2008, cited in Tsang, 2009) mentions that school social networks include two forms namely internal and external. He states that school internal social networks are hierarchical. School internal social networks can be classified into three levels namely; individual, department/group and school organizational level. Each of the three levels of social networks has many equivalent relationships such as student-student and teacher-teacher relationships. In addition, those three levels can link with each other through non-equivalent relationships such as student-teacher and teacher-principal relationships. As a result, each of the three levels of internal school social networks can develop their

own forms of social capital. For example, the lower level (individual level) of school social capital can influence the school organizational level (the higher level).

External school social capital on the other hand also has a lot of existing literature about its relation to school effectiveness. Tsang (2009) refers to different researchers who indicate that students' academic performance can be encouraged by solid and strong ties with communities when schools possess social capital. There are important sides of external school social capital such as teacher-parent or school-family networks. Such school social capital enhances the positive development of students and further makes a contribution to school effectiveness in the long run. The reason is that such kinds of networks allow schools to share parents and families human and social resources. External school social capital is also beneficial for school functioning. In other words, social capital can be transferred into other different forms of capital such as financial, human and intellectual.

Tsang (2009) pointed out that there are obvious impacts of internal school social capital on school effectiveness, especially the one embedded between teacher-teacher networks and teacher-student networks. He says that existing literature shows that social ties, trust and collaboration among teachers will enhance teaching effectiveness, teaching outcomes, teacher self-efficiency, teacher professionalism, teacher continuous learning capacity and students' learning performance. Tsang (2009) refers to Hargreaves (2001) who explains that social ties, trust and collaboration among teachers' will increase and raise internal school social networks which in turn generates internal school social capital.

Pilkington (2002, cited in Ottebjør, 2005) argues that several researchers' refer to social capital as a confused concept. They raise questions as to what should be included in the concept of social capital. Researchers argue that the differences as to what should be included in the concept of social capital are not clear. According to Pilkington (2002), researchers' confusion regarding the unclear differences between social capitals are between it as a social resource, as a social product or as an individual response.

Based on this view and the nature of our study investigating designing INSET programmes in Kuwait along with discovering teachers' and schools' opinions about their contribution in designing INSET programmes, this study will endeavour to apply social capital as a proposed theory that may help in improving the current system of designing INSET programmes. As mentioned above the importance of using social

capital comes from its nature which depends on increasing and improving social networks. This is missing and therefore needed within the current educational system in Kuwait regarding the design of INSET programmes, as is teachers' and schools' role in contributing and participating in designing and planning INSET programmes. Thus, this study aims to investigate current programmes and procedures and propose future recommendations that may help in improving the existing situation.

Overall, the uses of social capital through this study focus on the perspective of social networks in which all stakeholders should bond, bind and bridge their relationships in order to develop their work mechanisms. In other words, because designing teachers' INSET programmes in Kuwait follows centralized policy approach that leads to ignoring teachers and their schools. Therefore, this increases the need for such grounds of social capital that may help to raise the roles of reciprocating responsibilities and increase cooperation between stakeholders. In addition, lack of communication between schools, districts, colleges, institutions, the Ministry of Education and other relevant authorities increases the need to focus on such theory. This is in order to develop their mechanisms and work on building up better and stronger social networks. Moreover, the academic process of designing INSET programmes obligates decision-makers or those who are responsible for designing training programmes to involve the lower-level (teachers) earlier in order to build up good INSET programmes. As a result, there is the greatest need for finding and building up a social networks platform that may help in developing and improving designing teachers INSET programmes in Kuwait and therefore improving the aims in conducting such programmes.

The following diagram is designed to show how the educational agencies in Kuwait are depended and influenced by the active factors (such as, collaboration, cooperation, trust, reciprocity, honesty, tolerance and authority) for establishing social capital within stakeholders. Besides, it also acknowledges the role of social, economy and cultural factors in the process.

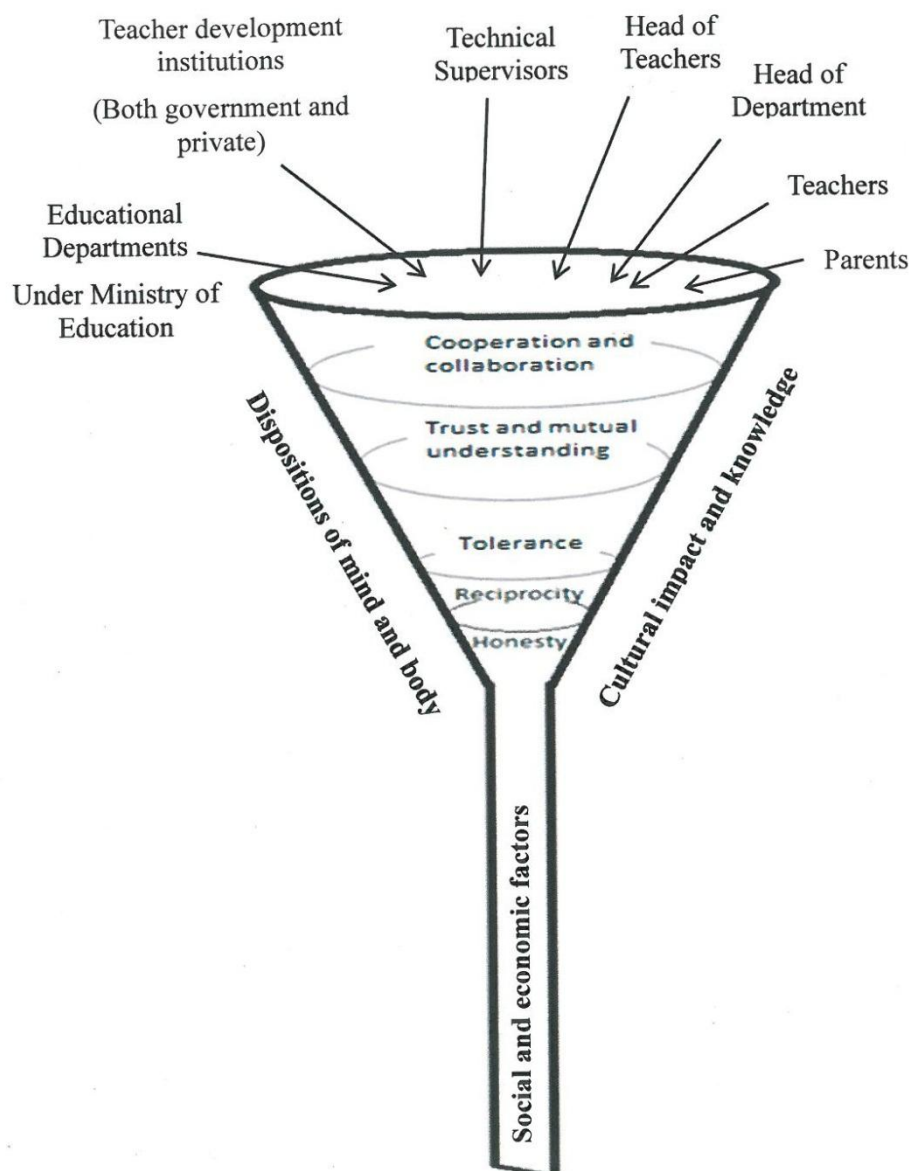


Figure 1: Social Capital Funnel and INSET programmes

Through a funnel liquids can come-out in a thinner line and often filtered. A funnel is generally hollow inside, but its shape determines the flow of the liquids. Social capital can be compared with a funnel where different social and institutional circumstances act as liquids. The important feature of this funnel process is that its inner space is not hollow; rather factors such as the relevant people's cooperation, trust, tolerance, and determination in building social capital determine the quality of their professional development. Besides three most influential factors play active roles in shaping the funnel or characterising the social capital of people. These are firstly the Cultural Capital which is embodied within people's attitudes and behaviours (termed as

“dispositions of mind and body” by Bourdieu, 1998), secondly the Intellectual Capital gained through culture and knowledge (Nahapiet & Ghoshal, 1998), and thirdly Economic Capital which might be grown through institutionalized or educational qualifications or the amount of incentives they receive in their profession (Bourdieu, 1986).

Planning and designing INSET programmes in order to achieve the expected results and fulfil its goals should include all of the appropriate factors that lead to effective and successful training programme under scientific and practical path. These factors or elements include an early investigation of trainees’ need assessment along with good programme design that gives high priority to every element that has an effect on programme success, such as programme trainer, feedback, trainee willingness and other factors. Therefore, in the next section the researcher will provide an overview of the process required before designing teacher INSET programme (Suwaireh, 2009).

4.4 Why the need for assessment?

Several researchers refer to the importance of the needs assessment phase before starting the process of planning and designing the training programme (Elly, 2010; Noe, 2008; Siedow, 1985). According to DeSimone & Harris (1998, p. 18), the training programme is used to address the required needs within any organisation. These needs could be the result of poor employee performance or new challenges in the field that force the organisation to keep abreast of changes. DeSimone & Harris state that identifying needs should include investigation of the ‘organisation’, ‘it’s environment’, ‘job tasks’ and ‘employee performance’. According to them, the concept of need is usually referred to as the difference between what currently occurs in the organisation and what is expected to occur in the future (*loc. cit.* p. 98). However, they define needs assessment as the “*process by which an organisation’s Human Resource Development (HRD) needs are identified and articulated. It is the starting point of the HRD and training process*” (*loc. cit.* p. 97). They further pointed out that needs assessment is a study that is used to identify different factors namely: the organisation’s goals and its effectiveness in reaching these goals; the differences between employees’ skills and those skills needed for effective professional performance; the differences between current employees’ skills and the skills required to carry out the profession successfully in the future; and, the circumstances under which the HRD activities are going to occur.

Barakat (2010) states that the process of training needs assessment is the indicator that guides training in the correct direction. He adds that the process of need assessment increases teachers' competency and performance and works on improving their skills and behaviours, and guides their thinking with society attitudes and educational needs. Barakat argues that the success for any training programmes can only be measured by knowing and understanding training needs. He also said that there are required basics that need to be taken into consideration when starting the process of identifying training needs, particularly conducting it in cooperative way that includes all groups participating in the training. Aljabor (1991) supports this idea when she emphasises the important role played by identifying the need assessment stage. Whereas, Sheiraif & Eissa (1983) argue that a training programme that is not based on scientific measurement for training needs and done in accurate and skilful way is useless. Yaghi (1988) on the other hand believes that the effectiveness of planning, designing, executing and assessing training programmes depends basically on the process of identifying training needs assessment. He states that the process of identifying training needs produces the report that identifies the type of the training, who needs it and the level of expertise required.

Understandably, before planning or designing any training programme there must be an inclusive needs assessment for current and expected requirements. However, within this study, what we mean by identifying and meeting needs assessment is to have a prior identification of the actual needs of the organisation by field workers, before planning and designing the programme in order to meet teachers' real needs and requirements.

4.5 Designing INSET Programmes

Many researchers emphasise the importance of having careful and precise planning and design of the training programmes and link this to success or failure (Abiddin, 2006; DeSimone & Harris, 1998; Elly, 2010; Noe, 2008). Abiddin (2006, p. 8) defines programme design as

“A series of continuous processes comprising programme planning, outlining and arranging learning experiences in order to achieve the set goal through effective planning and implementation.”

He mentions that good planning of the programme will certainly help in achieving the

objectives of the programme more effectively. Therefore, the stage of planning and designing any training programme must be done in an accurate and professional way in order to achieve the intended aims and goals. On the other hand, Elly (2010, p. 142) refers to programme design as

“the decision-making process around intention, instructional planning, assessment, evaluation, resourcing, consultation, and development of a tertiary programme, which usually leads to a qualification, and normally consists of a number of distinctive components, which will be referred to as ‘courses’.”

He cites the work of Cervero & Wilson (1994) who explain that programme design practice is significantly influenced by the negotiation of power and the interests of those who are involved in the process together with policy makers, and by answering the question of who we feel responsible for, as educators, both ethically and politically. Noe (2008) states that programme design refers to the organisation and coordination of a training programme. He points out that in order for learning to occur, any training programme needs different principles: *‘meaningful material; clear objectives and opportunities for practice and feedback’*. He argues that, even if the training programme has all of these principles, learning may still not take place, for a number of reasons. This could be a lack of proper equipment and material during the session. Another reason is that trainers may fail to leave enough time for practice once they have presented the training content. A further reason could be that activities that take place in the training course are not related to the learning objectives. He refers to Wart *et al.*, (1993) who state that effective programme design should include different elements, namely: course parameters, clear objectives, an overview of the lesson plan, and a detailed lesson plan.

Noe (2008) illustrates the meaning of each element required for effective programme design as follows. He says that course parameters refer to the general information that is related to the training programme including course title, an introduction of the programme content to the audience, purpose statement, course goals, course location and time, course basics and trainer’s name. Programme objectives are the broad summary of the purpose statements of the programme, while course objectives or lesson objectives are the course or lesson goals which are more specific than the programme objectives. A detailed lesson plan consists of the outline of the content and sequence of training activities in the form of a guide for the trainer when delivering the programme.

An overview lesson plan sets out the major activities of the training programme and the time needed for covering each topic by the trainer. It also helps in determining trainee timing during the programme, such as programme breaks and opportunities for practice and feedback. In addition, Noe points out that although the responsibility for designing any training programme may belong to the instructional designer, human resource professionals or managers, he emphasises that the “client” should also be involved in programme design (*loc. cit.* pp. 155-160).

A model presented by Siedow (1985, pp. 4-5) for planning, implementing and evaluating in-service sessions, addressed the following elements: assessment of staff needs, determining in-service objectives, planning content, choosing methods of presentations, evaluating in-service effectiveness, and providing follow-up assistance and reinforcement. She argues that, after the final implementation of the model, it is very important to have highly cooperative involvement between teachers, administrators and in-service coordinators to ensure successful execution. In addition, Siedow states that teachers should be motivated to participate keenly in order to implement what they learnt from the session in their classrooms. On the other hand, administrators, particularly principals, should provide support for teachers and, if this is the case, they should also participate actively in in-service training. Furthermore, INSET coordinators should give full attention to ensure INSET has very good design, and prepare it to meet participants' needs.

DeSimone & Harris (1998) state that designing and implementing the training programme process includes the following activities: selecting who delivers the programme; selecting and developing programme content; scheduling the programme carefully; and delivering the programme. They emphasise that it is very important to select the proper person to deliver the programme. They also emphasise the need to select the most appropriate programme techniques and materials. In addition, scheduling the programme is one of the more difficult phases, where programme deliverers or planners need to allocate times convenient for participants. Finally, delivering the programme is also a challenge, where deliverers need to execute the programme according to its plans in addition to creating a suitable learning environment. DeSimone & Harris set out the key activities involved in designing and implementing training programmes which are: setting the programme objectives; selecting the programme trainer; developing a lesson plan; selecting programme methods and techniques; preparing programme materials; scheduling the programme;

and implementing the programme.

The concept of programme design is a systematic process of several phases. In fact, overall programme design is controlled by those who are responsible for designing, preparing and delivering the training programme. The meaning of *programme design* adopted by this study is based on the view of DeSimone & Harris (1998), who argue that the process for any successful programme design should be based on known principles. These principles define the programme objectives namely as; selecting the appropriate trainer; developing the programme lesson plan; selecting the proper programme methods and techniques; providing and preparing materials; scheduling the programme properly; and implementing the programme.

According to Hamdan (2001) having bad design for any training programme leads to losing its reform approach along with reducing its behavioural benefit when running it with trainees. As a result, that will steel everything from training such as the reason from conducting it, the basic which depend on it in its curriculum, content and its specific behavioural identity. He argues that bad or unstudied design for training programmes mostly leads to bad and valueless programmes.

It can be concluded that designing INSET programme needs to be given full attention by those who are responsible for building and designing such programmes. In other words, good programme design has to pass through sensitive and precise steps in order to reach to effective and success programme.

4.6 Trainer competency

Vivian (1977) stressed the important role of ‘professional’, ‘competent’, and ‘experienced’ trainers for INSET when he said that their ‘sensible’ role in INSET programmes can affect their success or failure. On the other hand, the Education Information Network in the European Union and the EFTA/EEA Countries (EURYDICE, 1995, p. 29) believe that trainers should have specific characteristics: they should work as specialists in the training field and as full-time trainers, as well as coming from training centre institutions. They should be mainly involved in training staff to deliver vocational teaching. They should also give training in universities and respond to specific requests from training institutions or schools.

However, Westera (2001) says that the concept of competence is used in many different ways, and it appears that its current meaning is based on common sense and ordinary language use rather than agreed definition. This all too easily creates confusion of thought. Westera (*loc. cit.* p. 87) wrote that *“the term competence is too problematic and lacks an appropriate and commonly accepted definition. Within educational research, its use should be restricted to a class of cognitive sub-skills involved in coping with complex problems.”* He said earlier that *“the ability to produce successful behaviours’ in non-standardized situations, seems to vitiate the possibility of using competencies as an educational frame of reference”* (*loc. cit.* p. 81).

Hamdan (2001) points out that in general INSET programmes in the Arab countries are not worthy and lack special theoretical and practical frames to execute them due to the neglect of those who design them in operating such theories and researches. He adds that some trainers are not in line with the expected level and states that in the USA for example as one of the most modern countries in the world in training lack from trained staff. He mentions that 85% of those who work in the field of training came from untrained academic and employed backgrounds. He says that in the Arab world and in countries like Saudi Arabia, Bahrain, Jordan, Morocco, Sudan and Yemen, training suffers from several problems namely: lack of sufficient educational systems either in quantity or quality; lack of sufficient politics, conditions and administration systems that are responsible for managing and operating training goals and aims; lack of sufficient qualified workforce for planning human and local resources; leakage of the workforce from the service abroad or to other institutions that give higher or extra financial benefits; lack of communication between every training centre and all other related institutions and authorities; solid centralisation and long bureaucratic routines in admin, and executive procedures that focus on how to operate training centres rather than training essence and skills; isolated training centres or departments and their marginal role; lack of trained trainers or lack of competency in training ; and lack of national training policies which makes training useless.

Hamdan (2001) argues that there are some specifications and behaviours needed for any trainer who wants to succeed in presenting his/her training programmes and these specifications and behaviours are:

1. The willingness and tendency to train along with the capability to behave and understand well his/her trainees.

2. Enough employment knowledge that include his/her understanding of himself, trainees, organisation, training subject and other approaches or principles of training.
3. Applied understanding for learning theories and methods.
4. Deep understanding of the work environment from a financial, human, goals, needs and responsibilities point of view and of methods of analysing in order to prepare for designing the appropriate training.
5. The capability to communicate and interact (flexibly) with others.
6. The ability to plan training in academic and scientific ways.
7. The acceptance of environment feedback and benefit from it.
8. Encouragement of trainees to achieve without showing them their weaknesses or inadequacies.
9. Leading and managing groups successfully during training.
10. Guiding and following groups during training and providing them with the highest support.
11. Training in different methods or ways including implementation and practical explanation.
12. The flexibility and adaptability to trainees' needs and the correct response at the right time.
13. The ability to use technological and other aids along with ICT in training.
14. The existence of an interactive and effective environment for training were trainees' respect each other.
15. The ability to evaluate training results along with writing his/her recommendations.

It can be concluded that trainer competency plays a key role either in the success or failure of the programme. In other words, having specialised, competent and skilful trainers will help in improving trainees' learning from the programme.

4.7 The importance of feedback

Feedback exists in any process, activity or information that enhances learning by

providing students with the opportunity to reflect on their current or recent level of attainment. It can be provided individually or to groups. It can take many forms. It is responsive to the developmental expectations of particular programmes and disciplines. Detailed opportunities for the receipt of will therefore vary at different stages of student programmes (Burnett, 2002). Noe (2008, p. 145) refers to Gagne & Medsker (1996) who said that feedback *“is information about how well people are meeting the training objectives. To be effective, feedback should focus on specific behaviours and be provided as soon as possible after the trainees’ behaviour.”* A definition of survey feedback by Nicholas (1982), cited in DeSimone & Harris (1998), is *“the systematic feedback of survey data to groups with the intent of stimulating discussion of problem areas, generating potential solutions, and stimulating motivation for change.”*

Alsaleh (2005) points out that feedback is a basic and important factor for programme evaluation. Feedback can be done through questionnaires that include statements which explore to what extent trainees benefit from the programme. In addition, they explore what are the sides that trainee believes it is more beneficial and what are the sides that is less beneficial along the easier one and the difficult one. Through feedback programme deliverers will be able to identify trainees’ satisfaction with programme components such as content, trainer, environment, methods and level of presentation. Alsaleh argues that such feedback has two difficult aspects namely; trainee perception of the impact of training programme on him/her and the impact of training programme on his/her knowledge, skills and attitudes.

In this study, however, we define feedback as that process that allows participants’ feedback on the research aims and objectives to be obtained through research questions. In other words, it is a survey aimed at discovering participants’ perceptions of current INSET situations or circumstances, and their suggested solutions and proposals emerging from answering the questions. It is important to understand the process of feedback as a key activity in understanding what should be carried out either before or after executing any programme. In other words, feedback is that process that allows programme deliverers and planners to construct the intended programme based on tangible facts and information, which in turn helps them set the appropriate programme.

4.8 What motivates teachers to learn?

Motivating teachers is one of the topics that has been given much attention by

researchers. Richardson (1999, p. 5) wrote that “*motivation is generally taken to refer to a willingness to act in certain ways, e.g. a willingness to work harder, or a willingness to focus on one thing rather than another.*” He points out that, if teachers are not well motivated, they are less likely to be willing to do certain things.

Herzberg (1966) suggested that there are two types of rewards employees can be influenced by namely motivation and hygiene. He states that the first one is intrinsic rewards such as recognition, responsibility, achievement and the actual work. Hygiene factors on the other hand are extrinsic ones. According to him these two factors make work less unpleasant than it otherwise would be – good working conditions and salary. Herzberg argues that because they are not promoting the psychological growth, hygiene factors have little effect on increasing efforts.

According to Kelley (1999), there are three theories of motivation that could help us to understand the ways in which teachers are motivated to modify or improve their teaching practice. These are expectancy theory, goal-setting theory and systems theory. Expectancy theory was put forward by Vroom (1964), who assumed that individuals will be motivated to change their behaviour only if they understand their programme or organisational goals. Only when they have the confidence in, and insight concerning, their own behaviour, are they able to achieve change within performance goals that will result in an outcome that is valuable to them. In other words, in order for teachers to be motivated to change, they must first know and understand these goals. They should totally believe that the achievement of these goals is under their control. They should also believe that the achievement of these goals would result in an outcome that is important to them.

A claim by Jacobson (1992) said that the relationship between teachers’ performance and results cannot be straightforward. He assumed that certain conditions such as overcrowded classes and poor resources that prevent teachers from achieving their anticipated performance related pay might be de-motivating. Jacobson also raised a question asking if teachers are motivated by money. Based on Jacobson (1992) arguments we need to clarify some critical points. First we have to understand that the nature of the teaching profession is understood or at least known by all teachers who are in practice facing almost the same drawbacks within the same school. In other words, teachers who work at the same school are faced with or deal with the same difficulties such as crowded classes and poor resources which means that all teachers have the same

opportunity to be rewarded. In addition, we believe that providing an organized and fair performance related pay system may motivate and encourage teachers to be enthusiastic and work harder. Furthermore, we should also differentiate that performance related pay scheme is not a substitution for teachers salary, but as additional rewards and bonuses. However, there are differences between teachers' levels, which may be treated by having systematic performance related pay system that takes levels of rewarding into account in order to create fairness.

Goal-setting theory is referred to by Locke (1968), who suggests that motivating employee behaviour through goals can be done when these goals are 'specific', 'challenging', 'achievable', and 'worthwhile'. Kelley (1999) wrote that different researchers proved that having clear and measurable goals will motivate employees and lead to high improvement in performance.

Systems theory suggests that organisational resources and alignment of policies can be motivating factors (Scott, 1992). Resource alignment research suggests that the productivity effect is higher than the total effect of productivity improvements from any one policy when human resource policies are 'complementary' and 'aligned' (Kelley, 1999).

Moslem (2003) states that there should to be a clear and logical relationship between teacher tender weakness and his/her motivation to work. He argues that such motivation responsible for tender renovation and teacher care for professional development and learning continuity along with teaching creation and increase enthusiasm for more and better tender. In his study of the Kingdom of Saudi Arabia he aimed to find out some of the negative phenomena or problems that face components of the educational process including teacher, pupil, school management, tests, curriculum, educational aids, relationship with the Ministry and relationship with society. The results of his study show that there was a high level of dissatisfaction toward some of these educational processes that are shown in the table below.

Table (4.1) illustrates some of the results of *Moslem* (2003) study that shows a negative phenomenon's toward educators in the Kingdom of Saudi Arabia:

Number	Items	Percentage
1	Lack of financial incentives for distinguished managers.	97%
2	Weaknesses of required admin competencies and skills with some head teachers.	86%
3	Weaknesses of head teachers training courses.	83%
4	The prevalence in favouritism in recruiting some head teachers.	69%
5	Lack of preparation of teaching profession with some teachers'.	94%
6	Lack of actual preparation level from the educational side.	80%
7	Lack of sufficient number of national teachers in some scientific majors.	77%
8	Lack of loyalty for teaching profession.	74%
9	Lack of teachers' opinion in curriculum.	66%

The results of his study show that there was a high level of dissatisfaction with various items relating to different issues investigated. For instance, there was a high percentage (94%) regarding lack of preparation of the teaching profession with some teachers'. In addition, there was also a high percentage (83%) for the item weaknesses of head teachers training courses, along with a high percentage (74%) relating to lack of loyalty of the teaching profession. Furthermore, (77%) agree with lack of sufficient numbers of national teachers in some scientific majors along with (80%) agreement with the lack of actual preparation from the educational side. Moreover, there was a high percentage (69%) regarding the item the prevalence in favouritism in recruiting some head teachers, and (97%) regarding lack of financial incentives for distinguished managers. It can be said that the results of Moslem's study illustrate that teachers and head teachers in Saudi Arabia suffer from different problems that reflect their disappointment with levels of the educational process.

4.9 Teachers' recruitment and retention

The UK government has started to introduce a whole series of changes that will enhance educational services to help improve the performance of all children. In the Green Paper that diagnoses the present situations, the government claims that these changes can only work properly if teachers (and other staff) are attracted and motivated with the incentives, training and support to take advantage of the opportunity. The Green Paper notes that the teaching profession does not attract successful graduates, due to low wages and it being difficult work compared with the growing range of alternative careers. These issues have also been linked to another problem, which is the high wastage rate within the first five years of teaching. Another important point noted was that the present pay system rewards only 1% of teachers for excellent performance (Richardson, 1999).

Guskey (2002) says that what attracts teachers to undertake professional development is their belief that being involved in it will expand their knowledge and skills, increase their professional growth, and enhance their effectiveness with their students. Stronge (2007) cites two key goals for school reform: working on improving pupils' achievements, and ensuring that there are qualified teachers in every classroom. He argues that within this context of reform, teacher compensation systems are the pathway for change, with the potential to support these two key goals. He adds that, even with the attraction of other professions, policymakers and policy researchers predict that offering alternative compensation systems may assist the related goals of recruiting and retaining quality teachers. However, one of the suggested compensation plans that has been introduced by many countries for motivating and retaining sufficient and able teachers, is the payments remedy scheme, or what is known as Performance Related Pay (PRP) (Anne, 2000; Beavis, 2003; Richardson, 1999; Stronge, 2007). A discussion of the meaning of performance related pay and its impact on motivating teachers is presented below.

Chamberlin *et al.*, (2002) mention that in the US schools teachers' salaries vary from one to another because wage rates are set by their own school districts. They argue that it makes it possible to study the effect of the differences in starting salaries. Jacobson (1995) on the other hand, studying the differences of New York districts who have the different starting salaries, found that those who pay high salaries are better in attracting high quality applicants than those who don't. An argument by Richardson (1999a) states

that the advantages of the starting salary particularly for recruiting newly qualified teachers, are more important than having the prospect of performance related pay. He writes:

“Some may be attracted by the (uncertain) prospect of accelerated increments but the effect on their career choice now of moving on to the proposed new pay spine in 5-9 years ’ time look rather smallIt is probably starting salaries that have a disproportionate influence on young teachers ’ career choices’; (p.28).

Dhahawi (2001) pointed out that the policy of accepting applicants for the teaching profession in the Arab world and particularly in the Gulf States is based on two main factors namely: its frame that based on repeated and routine system along with being conducted in fast way that make it lose its required aim and success; and the absence of the scientific objective side due to lack for codified sides or points and therefore the effect of favoritism become high. Alharbi & Alhai (2012) on the other hand refer to several problems that effect negatively teacher recruitment and retention that are linked with the process of teacher preparation. According to them these several problems can be summarised as follows:

1. The rose of quantitative side on the qualitative one because the aim is to graduate the highest number of teachers in order to fill the work market.
2. Educational curriculum loaded with the academic theoretical sides and profession courses upon teaching skills that related with class management, evaluation and aids.
3. Lack of correct thinking and guidance due to the absence of the scientific theory in some sides.
4. Lack of or poorness in educational aids, laborites and learning resources rooms.
5. The unsuitability of some buildings for professional preparation.
6. The absence or lack of coordination and communication between preparation colleges and institutes after teacher graduation and joining the teaching field.
7. The availability of some changes in preparation levels between different teachers’ levels.
8. The absence of coordination between national polices between countries which cause each country to decide on a specific and special policy and use different

criteria.

9. The diversity of those who supervise teacher preparation in some countries leading to differentiation in guidance or systems.
10. The selection or style of teacher programmes does not consider teacher requirements and needs.
11. Lack of colleges and institutes clear goals for teacher preparation.
12. Lack of coordination between knowledge components for teacher preparation training programmes.
13. Problems related to financial budgets and payments for preparation colleges and institutes.
14. Lack of balancing between the theoretical and the applied sides in preparation programmes particularly in the practical education field.

4.10 What is the PRP scheme?

Tomlinson (2001, p. 288) wrote that the concept of performance related pay (PRP) *“is linked with an assessment of performance, usually in relation to agreed objectives. It is about motivating people and developing performance oriented culture.”* The performance related pay scheme is a plan that links payment with the performance of the individual, group or organisation, according to certain criteria or measurements that provide those who perform better with a pay increase. Guthrie (2005, p. 7) argues that *“teaching is the largest single professional undertaking still devoid of significant performance rewards.”* There is a clear need to increase teachers’ salaries along with offering more rewards and incentives. Odden & Kelly (1997, cited in Stronge, 2007) point out that in most schools, teachers’ pay is based on their attendance, years of experience and previous earnings, not on how they are performing their current teaching tasks and duties, or their pupils’ performance. They state that this approach is common in all United States school districts, and estimate that over 90% are currently using a uniform single salary schedule. Odden & Kelly also claim that, due to poor salaries, almost 40% of new teachers leave their jobs within the first five years.

Kingdon & Teal (2006) in their study found that there is a positive relationship between teachers’ pay and student achievement. They said that only a few have addressed the

issue of endogeneity in assessing the relationship between payment and achievement. According to them there are two positive impacts reflects from wages onto achievement namely; higher wages attract better quality people into the teaching pool, and higher pay increases achievement by increasing the efforts of existing teachers. Kingdom & Teal state that in terms of the efficiency wage theory, giving teachers better pay leads to better and harder work by teachers in order to raise the chance of retaining their valuable jobs. They conclude that teacher performances related pay in private schools in India does improve student performance. Whereas government teaching jobs in public schools in India are mostly permanent contracts with less chance of dismissal, and efficiency wages become unavailable as a motivating device.

Chamberlin *et al.*, (2002) pointed out that there are five different ways employees can be rewarded based on their organization's perception of their individual merit. They argue that three of these ways are not relevant to a public sector profession such as the field of teaching. Those three ways are piece work, the distribution of equity and profit shares. The fourth one which is not currently under discussion in England is the allocation of one-off bonuses, often on the completion of a particular project or in recognition of a specific contribution. The fifth one is performance related pay or merit pay which they believe if agreed becomes a regular part of the employee's salary and is usually taken into account for pension purposes. Chamberlin *et al.*, mention that economists differentiate between the two terms 'performance-related pay' and 'merit pay'. They say that according to the economists performance related pay is usually used when there are specific measurable outcomes. Whereas the term merit pay may be given for less easily measured behaviour and may not require specific measurable outcomes. Economists also believe that performance related pay is more common for manual workers, whereas merit pay is for non-manual workers. Chamberlin *et al.*, state that most American writers do not differentiate between the two terms and they tend to use the term merit pay. On the other hand, most of the British writers tend to use the term performance related pay.

4.11 Advantages of PRP

According to Chamberlin *et al.*, (2002) there are many advantages claimed for performance related pay. One of its primary purposes in any organization is to recruit, retain and motivate the workforce. They argue that high quality workers are attracted to

an organization because they believe that their ability will be rewarded. They say that such an idea in the workforce sends a message that good workers are valued, whereas poor ones are not. They add that the prospect of gaining more money is assumed to motivate workers to work harder and more effectively. Increasing employees' awareness of or greater commitment to certain organizational goals is an additional aim. In other words, when employees learn that certain skills or specific behaviour are rewarded by an organization's performance related pay system, they will also learn consider what is of the highest importance to their employer.

There are other objectives of performance related pay identified by Kessler & Purcell (1991, cited in Chamberlin *et al.*, 2002) namely: weakening unions' power through making individual rather than collective contracts; decision taking is the responsibility of managers; providing better value for money; advertising the organizations core values and changing organization culture. Furthermore, the Organization for Economic Co-operation and Developments (OECD, 1993) study of performance related pay in the public sector also found that: it supports better accountability; increases the relationship between individual jobs, goals and organizational goals; provides managers with better and greater flexibility; saves money by reducing automatic increments and improves and increases job satisfaction.

Chamberlin *et al.* (2002) mention that there is empirical studies introduced performance related pay of some non-teaching organizations show that is has a motivational effect. A claim by Murnane & Cohen (1986) said that performance related pay can best work when there are clear measurable outcomes and that is not true in the field of teaching. But that can be so when the results of pupils' tests are the sole criterion of success. Chamberlin *et al.* (2002) refer to a quote by Murlis (1992; p. 69) who said:

“New systems need to match the culture and values of the organization. For those in education, this means that the pay and performance management systems operated in industry cannot be translated wholesale. They must be modified, adapted, even rethought, to match the special demands of schools and other educational institutions.

Murlis' quote reflects logically and practically that the nature of teaching profession is not the same as others in industry for instance. As a result, it can be concluded that if educational decision-makers aimed to design a specific and conditional system of

performance related pay for teaching it may lead to positive motivational results. For example, if a performance related pay system is introduced and linked with teacher promotion, performance and outcomes it could lead to positive attitudes.

Marsden & Richardson (1994) investigated the motivational effects of merit pay in the Inland Revenue Service in the United Kingdom. They pointed to the changes in motivational responses after the introduction of merit pay. The data shows that only 12% of the respondents found that the introduction of PRP increased their motivation. In addition, their results showed that many felt that PRP had undermined morale, and increased jealousy among staff. As a result, they infer that the net effect on motivation might have been negative. It could be argued that educational reforms should give more attention to teachers through implementing alternatives such as performance related pay.

4.12 Disadvantages of PRP

Although there is some evidence that performance related pay motivates employees to work better and harder or be more productive along with attracting better applicants and retaining the best and higher quality staff, it also has disadvantages. Tomlinson (2000) states that research shows that performance related pay systems in practice prove to be 'demoralizing', 'divisive' and 'unfair'. He said that the Government's proposals would deeply damage the professional culture and also the teamwork which is the heart of a successfully managed school. There are problems with performance related pay relating to its scheme such as not producing the hoped for benefits or having some unacceptable and undesirable side effects.

One of the biggest disadvantages of PRP is that it sends messages regarding what is valued along with the desired behavior. That might seem to be an advantage of PRP but at the same time may lead also to be as 'counter-productive' which is one of the main criticisms of PRP. In other words, employees under this scheme will focus only on those measurable targets required and ignore other important elements of their jobs (Chamberlin *et al.*, 2002). That was also supported by Tomlinson (2000) who said that the performance management structure pressures would cause distrust and counter-productive competition between colleagues at school. He states that it may make teachers de-motivated and depressed of the confidence required from them in order to be successful in their classroom.

In the British media for instance there were some criticisms regarding performance related pay (PRP). Mike Griffiths (2012) wrote an article in *The Guardian* about PRP under the title 'Performance related pay fails the test for teachers'. He argues that rewarding one teacher and not another would be "destructive of the notion of teamwork. Griffiths also pointed out that although PRP was recommended by MPs and he personally welcomes any idea that would make the teaching profession better and more attractive, there were aspects of PRP that would give him a headache. He believes that this is clearly untrue in secondary schools. Griffiths said that in his science department at Northampton Boys School all teachers are good and deserve increase of their salaries. They are also teaching at least 87% of the normal teaching load. In addition, most senior leaders, deputies and assistant heads of which large secondary's will have between six and ten along teaching most of their week too and so for the practicalities.

He argues that it makes him ask different questions such as *'How do I determine how much bonus to award teacher? Do I do it on raw scores? Or on the progress measures of students in their classes? How do I reward the teacher who is responsible for raising pupil self-esteem or other essential qualities that are so difficult to measure? And how do I measure the relative impact of the variety of teachers who together help a youngster to achieve?'* Griffith said that he has to be honest and that he wouldn't spend huge amounts of time of every working day or week trying to justify why he did and did not award bonuses. He said that it would be an awful prospect to demand such work along with the normal work of the school. He says that he agrees with Graham Stuart, chair of the Education Select Committee who said: *"It's crucial that we have an educational system which celebrates great teachers, keeps more of them in the classroom, supports their development and gives them greater status and reward. But Griffiths at the same time is opposed to the idea that PRP is the solution that would support him in running an excellent school along with recruiting and retaining excellent teachers. He adds that few excellent teachers are motivated by personal rewards and want to help youngsters to develop and achieve their potential. Griffiths asks if we should start with PRP for MPs with a committee of teachers deciding the criteria by which the MPs were judged worthy of payment.*

Murnane & Cohen (1986) identify what they call 'opportunistic behavior' among some of those who benefit from performance related pay. They argue that those who work at ironing shirts and being paid piece rates may disregard their machinery. In contrast,

teachers on the other hand may focus on how to raise their pupils' test scores but they may also ignore their emotional needs or other curricular goals. Therefore, like many other schemes performance related pay has both strength and weaknesses. The concept of performance related pay depends on whether a solid system exists in each organization. A good and fair system of PRP may encourage employees to work harder and increase their benefits and achieve the organization's goals. Whereas un-solid or weak system of PRP may increase chaos and lack of justice among employees. Overall, once PRP is organized and built carefully and with fair procedures it may raise competition between employees and increase their ambitions and performance.

4.13 Summary

Social capital theory along with the required steps for planning and designing INSET programmes were presented in this chapter. The first section presents social capital theory, its definitions, of the chapter presented the importance of need assessment phase in INSET programme. The second related to designing INSET programmes along with the importance of trainer competency. The third section discussed the importance of feedback followed by motivating and attracting teachers, including the, introduction of performance related pay and its advantages and disadvantages.

Chapter 5 Research Methodology

5.1 Introduction

This chapter will demonstrate the research methodology that is most likely to answer the research questions. To achieve this, the chosen methodology will be justified in the light of general knowledge about the strengths and weaknesses of each research tool. In addition, the research approach for this study will be presented, along with the data collection methods and an overview of each method adopted. This research aims to answer the following research questions:

1. What are the shortcomings of INSET programmes conducted by the Ministry of Education in the State of Kuwait, from teachers' perspectives?
2. What are teachers' attitudes towards their schools' contribution to INSET programmes in Kuwait?
3. What is the relationship, if any, between schools' contributions to planning INSET programmes in Kuwait, and the effectiveness of those programmes?
4. What is the appropriate way forward in planning INSET programmes for teachers in Kuwait?

5.2 Research Design and Methodology

Nachmias & Nachmias (1996) point out that research methodology is a set of techniques that is used in a particular area of any research. There is not necessarily any right or wrong approach; however, in order to establish the most appropriate approach for this study, a researcher should search for the most readily available method. Cohen *et al.* (2007, p. 78) write that *"there is no single blueprint for planning research. Research design is governed by the notion of 'fitness for purpose'. The purposes of the*

research determine the methodology and design of the research.” Three concepts mentioned in the literature of social sciences, that might be confused while doing research are; methods, methodology and design. According to Van Manen (1990, cited in Creswell & Clark, 2007) the term ‘methodology’ encompasses the philosophical framework and the fundamental assumptions of any research. Based on this view, Creswell & Clark (2007) argue that the philosophical framework of any research influences the research procedure. Therefore they define the term methodology as the framework related to the overall research process. Clough & Nutbrown (2010) state that the term methodology is about how to articulate research questions with questions asked in the field. Its effect is to claim significance. They add that methodology is your diary that ‘irradiates’ the whole of the research, starting from the first day of the research. In other words, methodology provides the reasons for using particular research guidelines. On the other hand, they believe that the term methods is part of the research ingredients. Another view by Kaplan (1973, cited in Cohen *et al.*, 2007 p. 47) says that the word methods means approaches that are used to gather data in a way that interpret, explain and predict that data. The aim of this research is to explore and understand teachers’ attitudes toward INSET programmes in Kuwait at primary, intermediate and secondary school levels along with their school’s contribution in planning INSET programmes. Therefore the methodology followed in this study is descriptive. About descriptive methodology, Best wrote in 1970 (cited in Cohen *et al.*, 2007) that *"Conditions or relationships that exist; practices that prevail; beliefs, points of views, or attitudes that are being felt; or trends that are developing. At times, descriptive research is concerned with how what is or what exists is related to some conditions or events"*.

It can be said that the term methods refers to the instruments, tools and techniques such as questionnaires and interviews that are going to be used to collect and analyze the data in order to answer the research questions. Whereas methodology is the systematic way that describes and analyzes the process itself. In other words, methodology relates to the way the research is going to be conducted. Research design includes phases in the research which are intended to lead to the results of the study.

Several steps will be clarified in more detail that are considered and need by this study. In addition, data collection methods used in this research will also be described and analyzed. Designing this study was done according to different major phases, namely: referring to literature review related to INSET programmes; collecting data from teachers, heads of departments and head teachers at primary, intermediate and

secondary public school levels about INSET programmes in Kuwait along with their school's contribution in INSET planning. Therefore, within this research both quantitative and qualitative research elements are included that are based on mixed methods approach.

5.3 Research Approach

Aaker *et al.* (1995) state that for any scientific research there are two main components, theory and empirical research. Theory involves studying the subject through others' writing and through formal conversations with informal participants who can comment on the subject area. A conclusion then follows, with an argument about the study. The empirical method involves observation and experimentation of what is happening. When these phases are complete, the empirical researcher draws conclusions and sets up a discussion to identify any research value which adds to what is already known.

Because the aim of this study is to discover and explore participants' attitudes and opinions, survey is the best approach. It serves to gather data at a certain time, along with the aim of describing the nature of existing conditions, identifying standards against which existing conditions can be compared, and, in addition, determining the relationships that exist between specific events (Cohen *et al.*, 2007). The benefit of using survey has several characteristics that make it one of the best approaches suited to the purpose and nature of the study. One of these characteristics is that it is used to scan a wide field of populations, programmes, issues etc. Another advantage is that it gathers data on a one go base that keeps it economical and efficient. In addition, survey provides different information such as descriptive, inferential and explanatory. Moreover, it generates numerical data. Furthermore, it also relies on large-scale data gathering across a wide range of population that allows and enables it to make generalisations about given factors and variables, along with processing statistical data (Morrison, 1993, pp. 38-40, cited in Cohen *et al.*, 2007, p. 206). Due to the nature of the current study, a cross-sectional survey is the one that produces a 'snapshot' of a population at a certain point in time. The feature of cross-sectional survey is that it provides the researcher with data for either a retrospective or a prospective enquiry. There are many studies that apply survey as one of the most effective approaches that fits in with the purposes and nature of their studies, particularly the ones that look for participants' attitudes and opinions such as the study of (Alaajez *et al.*, 2010; Alhamdan

& Alshammeri, 2008; Alsarraf *et al.*, 1998; Alwan, 2000; Burns, 2005; Rakumako & Laugksch, 2010; Yigit, 2008). Therefore, due to the nature and purpose of the research questions, the author of this thesis has selected a cross-sectional survey approach that aims to explore, discover and answer the research questions and aims.

5.4 Quantitative Approach

The quantitative approach is defined differently by the researchers and the educators. According to the definition of Denzin & Lincoln (1994, p. 4) “*quantitative studies emphasise the measurement and analysis of causal relationships between variables, not processes. Inquiry is purported to be within a value-free framework*”. Another concise definition by Cresswell (1994: p. 84) identifies it as research that “*explains phenomena by collecting numerical data that is analyzed using mathematics based methods (in particular statistics)*”. Cresswell's definition shows that there are different elements within it. The first explains a phenomenon, which is a key element of all research, either quantitative or qualitative. The second element is the collection of numerical data. The final part of the definition refers to analysis using mathematics-based methods. Using mathematics-based methods requires a numerical form that is not needed by qualitative research. In other words, using qualitative data does not necessarily involve a numerical form that then requires statistical analysis. Therefore the use of statistics to analyze the data is the main element of doing quantitative research, which differs from qualitative research which mostly uses interpretation and explanation.

Based on the literature in educational research, survey is one of the most common quantitative research approaches used in social sciences (Cohen *et al.*, 2007). In addition, the questionnaire survey is one of the most commonly used methods. There are several characteristics and benefits of questionnaire surveys: they represent a wide target population; they create numerical data; they provide descriptive, inferential and explanatory information; they collect standardized information; they capture data from multiple choice, closed questions or scales; they make generalizations about pattern responses; they generate accurate instruments through their piloting and revision; and more importantly, they rely on large-scale data gathering from a wide population that allows generalization to be made about given factors or variables (Morrison, 1993, pp. 38-40, cited in Cohen *et al.*, 2007).

Therefore, the current study adopted a questionnaire survey as one of the appropriate methods to achieve the study's aims and objectives, supported by a qualitative approach represented by interviews that could help in closing the gap resulting from using a single method in order to gain maximum benefits from this research.

5.5 Qualitative Approach

Denzin and Lincoln (1994, p. 4) write that:

"the word qualitative implies an emphasis on processes and meaning, that are not rigorously examined or measured, in terms of quantitative amount, intensity or frequency...qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied and the situational constraints that shape inquiry. Such researchers emphasise the value-laden nature of inquiry. They seek answers to questions that stress how social experience is created and giving meaning"

According to Hussey & Hussey (2003) a qualitative approach is an approach that involves some kind of interaction between the researcher (interviewer) and those people (interviewees) or those situations being researched. A qualitative approach provides and supports the researcher with more in-depth information that helps him to explore and understand the studied phenomena or problem. In addition, Hakim (2000) states that one of the strengths of qualitative research is the validity of the data collected, where data are usually gathered sufficiently from participants' views and experiences in more detail and gathered by the researcher as true, correct and complete. Walter & Gall (1989) identify several features which differentiate between the nature and design of qualitative research. One of these features is that it allows researchers to investigate the phenomena in a holistic manner. The qualitative approach allows the participants more flexibility by giving them the opportunity to respond in their own words, instead of inflexible and fixed responses that do not allow them to express their thoughts in greater detail or what is in their heads. In addition, qualitative research avoids missing samples that might be considered by random selections as outliers, where the researcher needs to select the sample purposefully rather than randomly. Purposive samples allow the researcher to design a study that includes both typical and non-typical subjects, which in turn enriches the research outcomes. Moreover, because of its flexibility, a qualitative approach allows the researcher to probe the participants' responses by asking them why

or how questions, which further help him to understand and verify their answers. Thus, due to its nature, which probes more deeply interviewees' minds and opinions, the author has applied a qualitative approach through the use of interviews in order to support and enhance the aims and objectives of the current study.

5.6 Mixed Methods Approach

Following the discussion above regarding about the use of the qualitative and quantitative methods along with their nature and differences, the author now aims to highlight the importance of using a mixed methods approach in the current study. The previous parts show that there are some differences between both methods; qualitative and quantitative. One of the most significant differences between these two methods is flexibility. For instance, due to the nature of the current study that uses survey, the quantitative approach using questionnaire is fairly inflexible; participants are asked the same question and their responses to some extent are fixed compared with qualitative methods that allow the participants the flexibility to respond in their own way. In addition, analysis of the two methods is also different. For instance, analysing qualitative results is through non-numerical data, whereas the quantitative approach analyses through numerical and statistical data. Due to the nature of this research work, the author believes that the best approach would be to use the 'mixed method approach'. This approach will enrich the aim and results of this research.

Researchers who use mixed methods employ both qualitative and quantitative data in order to answer a certain question or set of questions. Hanson *et al.*, 2005, cited in Hesse-Biber, (2010, p. 224) state that a combination of these methods "*involves the collection, analysis, and integration of both qualitative and quantitative data in a single or multiphase study*". Witkin & Altschuld (1995, p. 279) support this and state that "*we do recommend that you use more than one data source or method and that you balance quantitative methods with qualitative ones,*" because a single data source is "*generally insufficient to provide an adequate basis for understanding needs and making decisions on priorities.*" Creswell & Plano Clark (2007, p. 5) wrote that the mixed methods research:

"Is a research design with philosophical assumptions as well as methods of inquiry. It is a procedure for collecting, analysing, and mixing both qualitative and quantitative data in a single study to understand a research problem or phenomena. As a methodology, it

involves the assumptions that direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process. As a method, it focuses on collecting, analysing, and mixing both qualitative and quantitative data in a single study or series of studies.”

They argue that using mixed methods can provide rich data, expand the interpretation of findings and generate better understanding of research problems compared with using just one approach. Cohen & Manion (1994) define mixed methods as the use of two or more data collection methods in the study of some aspects of human behaviour.

Creswell (2009, pp. 207-8) supports this in saying that mixing data “*means either that the qualitative and quantitative data are actually merged on one end of the continuum, kept separate on the other end of the continuum, or combined in some way between these two extremes.*”

Miles & Huberman (1994) argue that combining quantitative and qualitative methods is possible. Many researchers have called for the use of mixed methods, although some have different views. Bryman (2001, p. 444) highlights two reasons for not applying mixed methods approach: the belief that a mixed method carries epistemological commitments, and the fact that both quantitative and qualitative methods are separate paradigms. Another argument, posed by Miles & Huberman (1994, p. 41), states that “*the question, then, is not whether the two sorts of data and associated methods can be linked during study design, but whether it should be done, how it will be done, and for what purposes.*”

Other research approaches applying mix methods also face limitations. Johnson & Onwuegbuzie (2006) set out a number of limitations of the mixed methods approach: firstly, it is difficult for a single researcher to perform both qualitative and quantitative research, especially if two or more approaches are to be used at the same time, which may require more than a single researcher; secondly, the researcher has to understand multiple methods and approaches and be aware of how to combine them properly; thirdly, it is more time-consuming and more expensive than using just one method; fourthly, methodological purists contend that one should always work within either a qualitative or a quantitative paradigm; and fifthly, some of the details of mixed research remain to be worked out fully by research methodologists (such as problems of paradigm mixing, how to qualitatively analyse quantitative data, and how to interpret conflicting results).

Hesse-Biber (2010) states that the term ‘multi-methods’ refers to the combining of two or more qualitative methods in a single research study, or by using two or more quantitative methods in a single research study. He points out that when qualitative data, represented by words, pictures and narrative, is combined with quantitative data, represented by numerical data, from a larger-scale study on the same issue, this allows the research results to be generalised for future studies and investigations.

The use of mixed methods research in this study is in three stages, which allows the researcher to collect both types of data, quantitative and qualitative. The first stage is the collection of quantitative data through the use of questionnaires along with qualitative data gathered through interviews. In the second stage the researcher will analyse the quantitative and qualitative data in two different ways. Quantitative data will be analysed into percentages and qualitative data will be analysed in a thematic way. In the final stage, each of the two different types of data will be brought together and will be matched and compared by the researcher in order to provide a clear and overall understanding of the studied problem (Johnson *et al.*, 2007).

Selecting mixed methods research as a third approach or paradigm in this study is based on the reason that combining quantitative and qualitative methods provides a deeper and better understanding of the problem or of the research questions. In other words, bringing together the findings of a quantitative approach represented by numbers and generalisation along with the findings of a qualitative approach through words, context and meaning will balance and fill the gaps resulting from the use of each of the two methods. Therefore, within the current study, the aim was to use a quantitative survey with a qualitative in-depth interview, which can be termed a mixed method approach.

5.7 Data Collection Methods

There are several ways that data can be collected using different methodologies. Huberman & Miles (2002) describe as a qualitative approach when data is collected in text form, event descriptions, comments by individuals and phenomena. Data, on the other hand, collected in numerical form or measurements that seek to provide a precise observation, can be classified as a quantitative approach. There are a number of arguments as to which is the best method to use.

De Vaus (1996) states that it is difficult to decide which the best method for collecting data, and that selection of any of these methods depends on the aim of the study, and other factors such as time, funds, sample size, environment and conditions. Therefore, thought should be given to the appropriate method to use for a particular study. In the qualitative approach, the data provided arise from describing situations, phenomena and individuals. In the quantitative approach, however, data collection is linked to a numerical and statistical approach that looks for more accurate results. Hence, the selection of one or both of the approaches depends on the researcher's aims and purposes alongside the nature of the research.

5.8 Interview Method

Kvale & Brinkmann (2008, p. 2) state that “*an interview is literally an inter-view, an inter-change of views between two persons conversing about a theme of mutual interest.*” They say that an interview is based on the conversations of everyday life, but conducted in a professional manner. A definition given by Walford (2001) states that an interview is “*a social encounter, not simply a site for information exchange, and researchers would be well advised to keep this in the forefront of their minds when conducting an interview.*” Cannel & Khan (1968) define an interview as a conversation between two persons on a specific topic, which should be guided by the researcher, who drives it according to the research aims and objectives in order to collect descriptive and explanative information from the interviewees. Understandably, interviews can be defined as a direct dialogue between interviewees and interviewer on a topic under study, reflecting interviewees' opinions and experiences in order to obtain information needed by the researcher related to his or her study's aims and objectives.

5.8.1 Types of interview

There are three categories of interview: structured, semi-structured and unstructured. Questions in structured interviews are closed, and usually sequenced the same way in every interview (Nachmias & Nachmias, 1996). This type of interview provides objectivity and is easy to analyse, but at the same time, it is inflexible. An unstructured interview contains open-ended questions, and consequently is more difficult to analyse.

Semi-structured interviews use both open-ended and closed questions. In this category, the researcher combines the advantages of both structured and unstructured styles (Kidder *et al.*, 1986). However, structured interviews are rarely used by researchers following a qualitative approach, as they restrict participants' ability to divulge information. The primary data collected from discourse in semi-structured interviews can be recorded and transcribed. A researcher often notes interviews with an audio recorder, but pen and paper can also be used with or without the recorder. Data can be collected by interviewing individuals from different levels in an organisation, in order to minimise possible bias. The open-ended questions in semi-structured interviews provide the interviewer with more flexibility and fewer limitations. Open-ended questions give the interviewees the freedom to answer and express themselves. They also allow the interviewees a feeling of partnership with the interviewer in the process of controlling the interview. In addition, open-ended questions allow the interviewee to present their own significant personal ideas, information and concepts, which the interviewer might not have previously considered when selecting the questions. This creative aspect allows both interviewer and interviewee to discuss new issues in greater depth. It helps the interviewer to probe with new questions, and allows the interviewee to examine any questions that might contain ambiguities (Kadushin, 1990).

The processes in unstructured interviews are informal. In this type of interview, the researcher has an interest in an area and he or she tries to enrich this area. In order to clarify the area, the researcher participates in a dialogue with the interviewee to improve this area through discussion. In fact, researchers use unstructured interviews to explore answers in greater depth. Unstructured interviews are conducted in an open framework, which allows for focused discourse and communication between the interviewee and interviewer in order to probe and obtain a greater depth of information.

5.8.2 The importance of interviews

According to Nachmias & Nachmias (1996, p. 232), "*the interview is a face-to-face interpersonal role situation designed to elicit answers pertinent to the research hypotheses.*" On the other hand, Cohen *et al.*, (2003) state that the interview encourages participants to discuss their interpretations and perceptions of the world that they live in. In fact, interview methods provide descriptive and in-depth information from the participants, when conducted by a skilful researcher. The interview is an action

involving personal contact between two parties, the interviewer and the interviewee. The researcher typically uses an interviewing style that encourages interviewees to produce descriptions of a rich nature, not just a 'yes' or 'no' response. Because of its nature, interaction between interviewer and interviewee can lead to higher response rates than other methods of data collection. Cohen & Manion (1994) argue that an interview can be used to obtain information and is not limited to a particular research methodology. Atkinson & Silverman (1997) add that face-to-face interviews are presented as enabling 'special insight' into subjective views and lived experience.

Nachmias & Nachmias (1999) and Hussey & Hussey (2003) state that the interview method can be used as a primary approach in a study as well as in a survey. Interviews can be combined with other methods. The interviewer can play a great role in enriching the interview process. He can be both supportive and helpful when explaining the aim of the interview. He can assist the participants by explaining the questioning and clarifying the meaning of the interview. The researcher uses interviews as a method to find out what he cannot obtain from direct observation alone. Kvale & Brinkmann (2008) argue that interviewing is a craft; when prepared in a professional way it becomes an art. Interviews are an important tool for gathering in-depth information, when prepared skilfully. Seidman (1998) states that the purpose of in-depth interviewing is not only to receive another's responses to questions, but also to test hypotheses or to evaluate issues. He insists that the basis of in-depth interviewing is connected with understanding another's experiences and the meaning of those experiences. Seidman (1998, p. 3) says: *"I do not say that there is one right way or there is one way better than the other, but if the researcher aims is to understand and gather participants' experiences, interviews would be necessary, if not highly sufficient and more powerful than other methods, such as the questionnaire."*

Seidman links his view to that mentioned by Trow (1957), who argues that for some purposes, interviews could be superior to other methods.

It can be concluded that the power of an interview comes from its nature, which depends on the shared interaction between interviewee and interviewer. Interviews can be effective and efficient when conducted in a professional manner. It is widely agreed that the interviewer is the interview instrument (Kvale & Brinkmann, 2008). That suggests that an interview conducted by a skilful, well-prepared researcher, who works hard to establish a bond and creates a comfortable atmosphere, will certainly encourage

participants to offer deeper and more insightful data. In addition, interviews may present original information that has not occurred to the researcher, prompting new ideas and directions. In fact, accessing what is in others' minds requires a flexible and directed tool like the interview technique, which has the ability to probe deeply participants' opinion, views, information and experiences.

5.8.3 Advantages and disadvantages of the interview method

There are numerous benefits derived from using the interview method of collecting data. Adams & Schvaneveldt (1985) point out that interviews have several advantages. First, in commencing an interview, the interviewer can explain the aim of the study to the interviewee. The interviewer can then discuss with the interviewee his or her responses. Second, the participation rate for interviews is high and more effective. Third, when an interview is done by a skilful interviewer, he or she can intuitively understand and assess an interviewee's mood. The interviewer can seek for, verify and underpin ideas, and glean additional information in a number of different ways. Fourth, the interviewer can observe an interviewee's facial expressions, body language or any other visible expressions, which enhance the interviewer's understanding of the interviewee and their responses. Fifth, face-to-face interaction is fundamental in establishing a relationship with the interviewee, which often results in an increase in motivation. Sixth, there is little doubt that people enjoy talking, and this is a true benefit of the interview as a data-gathering exercise.

Aldhaen's (2008) study involved interviewing 10 head teachers from three learning levels, primary, intermediate and secondary, in the Alasema district of Kuwait. These interviews investigated attitudes towards educational planning, discovering that head teachers were highly involved and very enthusiastic throughout the interviews. In fact, the interviews generated valuable answers, and good attendance from participants was recorded. Finally, the interview method was particularly valuable in gathering information about sensitive and personal data.

However, there are also disadvantages to using the interview method. It is time consuming compared with other methods, such as questionnaires. Another disadvantage is that when the interviewer needs to give a good impression, a bias may occur and it can be difficult to cover every part of the interview by the interviewer (Cohen *et al.*, 2003; Nachmias & Nachmias, 1996). In addition, interviews can be complex to arrange.

The researcher must often pass through several administrative channels and processes when gathering permission, which can be overwhelming, and prove time-consuming and costly (Aldhaen, 2008).

5.9 Questionnaire method

Alali (1998) asserts that the questionnaire is one of the most effective and commonly used methods for many researchers. Qandelgy (2008) defines the questionnaire as those groups of questions and various inquiries that are linked with each other in order to achieve the goals wished for by the researcher, relating to their subject or problem. That is, the questionnaire is a structured collection method whereby each respondent is asked written questions. Brown (2001, p. 6) writes that questionnaires are “*any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.*” Oppenheim (1992) has another view; he says that the word ‘questionnaire’ has been used in different ways by different researchers; some consider it as ‘self-administered and by post’, while others describe the questionnaire as ‘administered face-to-face or by telephone’. Oppenheim argues that the questionnaire is sometimes used to distinguish a set of questions, such as some open-ended questions. He states that there is an overlap between these techniques. It can be concluded that the questionnaire is a specified set of questions designed in different ways either closed, or open-ended, or both, in order to highlight the research problem, under the umbrella of the researcher’s aims and goals.

5.9.1 Types of questionnaire

Cohen *et al.*, (2007) point out that, although there are many uses for the questionnaire, there is a simple rule for selecting the questionnaire type. They argue that selecting the questionnaire type depends on size of the sample. A larger cohort requires a more structured, closed and numerical questionnaire type. On the other hand, a smaller sample size would require a less structured, more open and word-based questionnaire. The authors give two common types of questionnaire used: closed and open-ended questionnaires.

Dawson (2009) presents the view that there are three basic types of questionnaire: closed, open-ended and a combination of both. She says that closed questionnaires are the most commonly used by researchers conducting questionnaire-based studies, because this type asks specific questions based on the researcher's aims. This type of questionnaire is typically used to generate statistics in quantitative research. The open-ended questionnaire is mainly used in qualitative research. This type of questionnaire provides a blank space or section that allows the respondents to answer with more flexibility and in their own words, but it does not include boxes for participants to tick like the close-ended questionnaire. In other words, it is designed to understand participants' thinking in more depth and to recognise how respondents see the question from their own perspectives without being limited in their answers. Dawson argues that, although this type is more related to seeking participants' opinions rather than collecting numbers and only a few questionnaires need to be distributed, analysis of the data is more complicated.

The third type, which is the combination of using both questionnaires, closed and close-ended, seems to be the preferred by many researchers. Dawson argues that the reason is that it incorporates both types through highlighting how many people are involved in answering the questionnaire and how they think and express their thoughts. She points out that many questionnaires of this type start with focused or closed-ended questions, linked with a selection of boxes to tick or scales to rank, and are concluded with a section of open-ended questions in order to obtain more details of the participants' own views.

5.9.2 The importance of the questionnaire

Oppenheim (1992) says that the importance of the questionnaire comes from its specification, which needs many weeks of advance planning, reading, design and exploratory pilot work, before issuing to participants. That is, the questionnaire needs to be specifically based on what the researcher is trying to do. Some of the elements that define questionnaire selection come from the aims and objectives of the study that is being investigated, the types of the sample and size of the sample. Oppenheim believes that the questionnaire instrument is an important method that can be used in different research studies and in different ways.

Kumar (1996) supports this view and adds that the importance of the questionnaire arose from its convenience, and the fact that it is less expensive compared with other methods, such as the interview, particularly when it is administered collectively to the study population. In addition, the questionnaire method allows for greater anonymity among the respondents, rather than face-to-face interaction, especially when sensitive questions are asked. This gives the questionnaire a very specific merit that does not exist in other methods.

5.9.3 Advantages and disadvantages of the questionnaire method

As any other method, the questionnaire has both strengths and weaknesses. One of the greatest advantages of using the questionnaire is its cheapness compared with other methods (Oppenheim, 1966). Another advantage is that the questionnaire does not require the recruitment of trained staff, but only the costs of planning and pilot work, printing expenses, sampling, addressing, mailing and providing stamped, self-addressed envelopes for the return. In addition, processing and analysing the questionnaire is generally simpler and cheaper compared with the interview. Further, questionnaires can cover a larger sample than other methods. Mason & Bramble (1978) state that questionnaire increases the generality of the data and ensures a better level of honesty in respondents' answers.

Neuman (2007) set out a detailed list of advantages and disadvantages for both closed and open-ended questionnaires. He sets out the advantages of the closed questionnaire as follows: it is easier and quicker for respondents to answer the questions; differentiations in respondents' answers are easier to compare; it is easier to code and statistically analyse the answers; response choices can clarify questions' meanings for respondents; respondents are more likely to give answers about sensitive topics; there are fewer irrelevant or confusing answers to questions by respondents; less articulate or literate respondents are not at a disadvantage; and replication is easier.

The advantages of open-ended questionnaires are as follows: they allow an increase in the number of possible answers by giving respondents freedom to express what they want; respondents can give more details alongside qualifying and clarifying responses; they allow for the discovery of unexpected findings; they allow adequate answers to

complex issues; they offer respondents chances for more creativity, self-expression and richness in details; and they make known respondents' logic, thinking processes and frames of reference.

On the other hand, closed questionnaires have disadvantages: they suggest ideas that respondents may not have; although respondents do not have opinions or knowledge about a specific question, they can answer anyway; they can increase frustration among respondents because their desired answer is not available; it is confusing when there are many choices of response offered; misunderstanding of question can be disregarded; distinctions between respondents' answers may be vague; 'clerical' mistakes or making the wrong response is possible; responses are too limited and simplistic to cover complex issues; and they force respondents to select choices that they would not make in the real world.

The following are disadvantages of open-ended questionnaires: different respondents give different degrees of details in answers; responses may be irrelevant or hidden in useless details; this approach is very difficult for drawing comparisons and undertaking statistical analysis; it is difficult to code; articulate and highly literate respondents have an advantage; respondents may lose direction due to the generalisation of the questions; respondents' writing makes it difficult for interviewers to read; a greater amount of respondent time, thought and effort is necessary; respondents can be frightened by questions; and answers take up a lot of space in the questionnaire Neuman (2007, p. 178).

5.10 Sample for this study

Collecting cases, events or actions that clarify understanding of a phenomenon is the purpose of sampling. Drawing a sample from a larger pool of cases forms the study population, which has an important role in sampling (Neuman, 2007). As mentioned earlier, the nature of the study is a national survey, so the intended population was selected that is most suitable to that investigation. The population of this study is all public primary, intermediate and secondary schools in the State of Kuwait. The sample of the study includes teachers, heads of departments and head teachers within the three school levels (primary, intermediate and secondary). As shown in Table 2-3, the numbers of teachers is estimated to be 45,000, distributed among the three school levels. To calculate the required sample size we accepted a 95% confidence level and

approximately 3.5% confidence interval. Based on those levels, the sample size should not be fewer than 1,009 teachers, distributed evenly between both genders. Therefore, the aim was to distribute 1,500 questionnaires.

The sample covers all six districts (Alasema, Alahmadi, Aljahra, Alfarwanya, Hawali and Mubarak Alkabeer), and samples were selected randomly from the three school levels (primary, intermediate and secondary). Based on the systematic random sampling, a number of 30 questionnaires were distributed for each of these different schools level; among 50 schools out of 1500 questionnaires. These schools were selected as a systematic random sampling within the six districts as follows. Eight schools were selected in each of the following districts: Alasema, Alfarwanya, Alahmadi and Mubarak Alkabeer; and nine schools in each of the Aljahra and Hawali districts. In addition, an interview sample was selected randomly, and interviewees included 10 head teachers, 20 heads of departments and 15 teachers. The next table shows in detail number of distributed questionnaires and conducted interviews in each district:

Table 5.1 Distributed questionnaires and conducted interviews in each district

Ministry of Education (State of Kuwait)								
Districts		Al-Asema	Hawali	Al-Farwaniya	Al-Jahra	Al-Ahmadi	Mubarak Al-kabeer	Total
No. of Schools * (Year 1 to 12)		8	9	8	9	8	8	50
Questionnaire Distribution (in each school)		30	30	30	30	30	30	1500
Interviews Sample and Distribution (in each District)	HT	2	2	1	2	1	2	10
	HD	3	4	3	4	3	3	20
	T	2	2	3	3	2	3	15
Total Interviews		7	8	7	9	6	8	45

* The research covers three levels of public schools in the State of Kuwait t namely primary (year 1 to 5), intermediate (year 6 to 9), and secondary (year 10 to 12).

5.11 Interview and questionnaire design

Several steps were given close attention before the questionnaire was designed. The initial step was revisiting the literature related to research purposes, in order to provide a wide background to the types of questions that need to be asked relating to the current study (Studies reviewed included those of Alhamdan & Alshammeri, 2008; Alwan, 2000; Bayracki, 2009; Somers & Sikorova, 2002; and Yigit, 2008). The next step was constructing the first draft questionnaire questions, followed by supervisor moderation and subsequent revision of these questions. Great support and guidance was received from the supervisor and, when the questions had been approved by him, a questionnaire covering letter was compiled. The English copy of the questionnaire was then submitted to a specialised translator, in order to have it translated into Arabic, with strict instructions not to change the original meaning of the questions.

Next, the Arabic version of the questionnaire was presented to different academicians from Kuwait University and to officials from the Public Authority for Applied Education and Training. Feedback was received from them that contained praise from some instructors who thought that the questionnaire was excellent, with very clear questions. These responses formed the pilot study phase of the original questionnaire.

A Likert Scale was used in the questionnaire, since the study is looking for participants' perceptions of planning INSET in Kuwait. Alali (1998) points out that one of the most commonly used methods in measuring perceptions, attitudes and values, is the Likert Scale, where the researcher presents a specific question and then requests an answer from the selected sample in accordance with their level of agreement or disagreement. After the questionnaire was revised, the distribution of the questionnaire to the selected sample began.

In addition to this, interview questions were also given serious consideration before writing them. As many researchers have stated, the interview is one of the best methods for obtaining what is in the interviewee's mind (Aldhaen, 2008; Kvale & Brinkmann, 2008; Seidman, 1998). To support the questionnaire method, and get more in-depth information for the current study, the interview is an effective way in getting focused information when conducted in a skilful way. Based on the expected themes that helped to structure the survey, more can be learnt through conducting an in-depth interview to find out any hidden information.

The initial step was revisiting the literature review, which helped the writing of appropriate questions related to the aims and objectives of the study. The next step was constructing the draft interview questions, followed by supervisor moderation and subsequent revision of these questions. After agreeing the interview questions with the supervisor, they were submitted to a specialised translator at Kuwait University with strict instructions not to change the meaning of the English version. The questions were then sent to the office of the Under Secretary for Public Education, so that they could be attached to the Ministry's permission letters, which were sent to the six educational districts concerned. In addition, a copy was retained for each school in the visit, in order to avoid any unexpected circumstances.

5.12 Validity and reliability of the study

According to Patton (2002) there are two factors that the researcher should be concerned about while designing, analysing and evaluating the study; these are validity and reliability. Threats to validity and reliability can never totally be eliminated. According to Newman (2007) the term 'validity' is overused; sometimes it is used to mean 'true' or 'correct'. When a researcher says that an indicator is valid for a particular purpose and definition, it could be valid for one purpose but less valid, or invalid, for others. Measurement validity refers to how well the conceptual and operational definitions mesh with each other. In other words, a better fit leads to greater measurement validity. Validity is more difficult to achieve than reliability. "*Validity is part of a dynamic process that grows by accumulating evidence over time. Without it, all measurement becomes meaningless*" (Neuman, 2007, p. 118). Cohen *et al.*, (2007, p. 133) support that and say "*validity is an important key to effective research. If a piece of research is invalid, then it is worthless. Validity is thus a requirement for qualitative and quantitative/naturalistic research.*" Validity is significant for having good and effective research, and research becomes less effective and valueless without it. In contrast, Bryman (2008, p. 151) says validity is related "*...to the issue of whether an indicator (or set of indicators) that is devised to gauge a concept really measures that concept.*" Bryman (2008, p. 149) defines reliability as "*the consistency of a measure of a concept.*" According to him, there are three factors involved when considering whether a measure is reliable: stability, internal reliability, and inter-observer consistency. Bryman says that the first is about asking whether a measure remains stable over time in

order to ensure that the results of measuring sample respondents do not ‘fluctuate’.

Internal reliability is whether the indicators that make up the scale or index are consistent; in other words, whether respondents’ scores on any one indicator tend to be related to their scores on the other indicators. Inter-observer consistency is when a great deal of subjective judgement is involved in an activity, such as recording of observations or the translation of data into categories, and where more than one observer is involved. In this case, there is the possibility of a lack of consistency in their decisions. Neuman (2007) says that reliability means dependability or consistency, so that under similar conditions the same thing is repeated or occurs. He adds that if the measurements yielded are erratic, unstable or inconsistent, the results are the opposite of reliability.

In this study, two methods of data collection were used for two different approaches of validity and reliability testing was approached. The first is the questionnaire method where the questionnaire was presented in Arabic; the questionnaire was given to Arabic experts in order to evaluate it at Kuwait University and the Public Authority for Applied Education and Training. Those experts had some comments which were adopted and then the new questionnaire was tested in a pilot manner and results were checked against the research aims and objectives. On the other hand, the interview questions were used in a pilot manner before the actual data collection phase. The pilot interviews were analysed and then the results were verified against the research aims and objectives. Amendments were adopted as necessary.

5.13 Ethical issues

One of the most important aspects for conducting any research are the ethical considerations that must be taken into account (Cohen *et al.*, 2007). In this research, great attention was paid to the ethical considerations, and multiple academic and ethical processes were navigated. At the beginning of this study, the supervisor provided a letter stating the purpose of the study, and that data would be collected within a certain period of time. The letter was sent to the Kuwaiti Cultural Office in London, who approved the proposal and issued a letter confirming the PhD study, approving the researcher, and the need to collect data during the stated period. The University of Southampton ethics form was also completed before starting any research activity, in accordance with the University’s rules. This was confirmed and approved by the University.

At the start of the fieldwork in Kuwait, the Assistant Undersecretary for Public Education Office in the Ministry of Education was provided with the researcher's university identity, the certified letters from both the University and the Kuwaiti Cultural Office and samples of both the interview and questionnaire. A Letter of Permission was issued, which confirmed that the named researcher was intending to collect data from head teachers, heads of department and teachers, from three school levels (primary, intermediate and secondary). In other words, the letter of permission issued by the ministry of education clarified that the researcher was going to collect data using questionnaires and conducting interviews. Letters were sent by the Ministry to all six educational districts and subsequently to the chosen schools. This letter set out the researcher's name, university and degree level, the intended samples and school levels for the study, and the methods used to collect the data; finally, it asked those concerned to help the researcher to conduct his study.

The issuing of the Letters of Permission by the Ministry was important because it would help the researcher address any unusual circumstances faced in some schools. Copies of the Letter of Permission were taken when visiting every school. This was a prudent move, as some schools argued that they had not received a letter from the Ministry, and refused to cooperate without a written request to do so.

At each visit, a brief explanation of the study's aims was given, followed by a brief discussion of both interview and questionnaire questions to ensure that everything was clear to the interviewees. The interviewees were thereby encouraged to feel that they were very important in the study. In fact, they provided very important information that enriches the research activities. They were also given the flexibility to ask questions, so that they would be aware of their role in enriching the study. Interviews can be more effective when interviewees are given the initiative and enthusiasm to participate effectively in the study (McQueen & Knussen, 1999). From the ethical standpoint, the respondents were guaranteed privacy and anonymity, and no names were mentioned.

5.14 Data Analysis Techniques

All the forty-five interviews were audio recorded. The audio clips were listened by this researcher carefully and repeatedly, and were transcribed into verbatim in Arabic. Later, the Arabic transcripts were coded and categorised under a number of major and sub themes which were finally translated into English.

In the first phase of the data analysis, the Arabic version of data was categorised into three codes namely Teacher (named as T), Head of Department (HD), and Head Teacher (HT). Additionally, each code was named with a number (for example, T1, HD3 and HT 9). The reasons for given codes and numbers are to maintain anonymity, and to effectively compare and contrast within intra-group and inter-group participants. The codes were later analysed as reflections of the three groups of the participants.

In the later phase, each participant's statements were highlighted on the basis of the aims and objectives of the research. Therefore, similar ideas were looked for, highlighted within different participant groups, and combined into six major themes namely Programme Design (PD), Trainer Competency (TC), Identifying Meeting Needs (IMN), Impact (I), Feedback (F), and Teacher Willingness and Rewards (TWR). These major themes had some sub-themes as well which helped to support the major themes. For example, the major theme Programme Design (PD) was further categorised under three sub-themes namely, Programme Time (PT), Programme Practicality (PP), and Programme Relevance (PR) which all were relevant to the ideas relevant to the main theme.

On the other hand, one survey questionnaire containing thirty-four questions was distributed among fifteen hundred school teachers across fifty public schools under three levels namely primary, intermediate and secondary which were situated within six administrative districts in Kuwait namely Alasema, Alahmadi, Aljahra, Alfarwanya, Hawali and Mubarak Alkabeer. The schools were chosen by the systematic random selection process, and the sets of questionnaires were given to the Head Teachers and the Heads of Departments who passed those to their respective teachers, and also collected the filled-up ones within a given time table.

The data received through the collected filled-up questionnaires were entered into SPSS computer software programme under six themes namely Programme Design (PD), Trainer Competency (TC), Identifying Meeting Needs (IMN), Impact (I), Feedback (F), and Teacher Willingness and Rewards (TWR); which were also presented in tables under each theme in counts and percentages.

5.15 Participants' feedback

One of the aims of this research was to obtain participants feedback for the researcher's interpretation and themes in order to find out whether there are agreements or disagreements toward these interpretations. Feedback was obtained from participants involved in this research and from other policy makers working at the Ministry of Education, Kuwait. Overall feedback provides an understanding that there is a gap between the teachers and the policy makers in designing INSET programmes in the State of Kuwait. Most of the head teachers positively reflected on the INSET programmes. In this regard the following example can be considered.

I think what has been interpreted reflects exactly our current INSET programmes. I believe that our current INSET programmes lack from good designing. In addition, INSET programmes do not have full attention by those who deliver it. Furthermore, there is no clear policy for INSET programmes by the Ministry and these programmes is not run in professional way. Regarding teacher willingness and rewards I think that the Ministry or those who are responsible for designing INSET programmes should create or construct a system that make INSET programmes attractive for teachers through establish a new reward system(HT01).

The similar reflections are reinforced by the following head of department:

I believe that what you have found is what we suffer from. These programmes planned and designed by the Ministry and as schools we are not involved or contributed. Therefore, I think that these programmes will not feed our real needs because such programmes are designed as I said earlier by the Ministry and without any consideration to teachers and school's needs. Moreover, policy makers should benefit from teachers and schools in designing INSET programmes rather than ignoring them (HD06).

Another head teacher mentions about

I think that your interpretation is similar to the actual expectation. In fact, presented INSET programmes lack to many things. For example, what you have found about improper plan and design for teacher training programmes is absolutely right and I can confirm that these programmes was not designed in proper and professional way. These programmes do not meet or feed our real needs. I believe if the Ministry involve schools

in designing these programmes it will be completely different because every school will tailor their programmes according to their needs (HT09).

On the other hand, dissimilar views were received from the higher officials of the Ministry of Education, Kuwait. The Deputy Head of the Planning Department in the Ministry of Education regarding the research interpretation and themes were as follow:

I am afraid that we are not involved in plan and design INSET programmes. What I know is that the Ministry Training Centre is the one who is responsible for plan and designs these programmes.

Based on the views and feedback received from head teachers and head of department along with the high official of policy makers it can be understand that INSET programmes in the State of Kuwait lack from proper plan and design. In addition, INSET programmes suffer from selecting specialised and professional trainers. According to the qualitative data most of the trainers are their colleagues or from the MOE technical supervisors. Lack to identify and meet teachers and schools need was also another deficiency. Disregarding teachers and schools was one of the most dissatisfaction reflected through both quantitative and qualitative data and also through their strong willingness to contribute and plan INSET programmes. Further weakness was lack for systematic follow up and evaluation by those who deliver the programmes. The absent of rewards and incentives system was another deficiency that keep INSET programmes less motivated or attractive. As a result, policy makers for INSET programmes in Kuwait should revise and reconstruct these programmes in order to be attractive and more beneficial rather than waste of time, money and efforts.

5.16 Summary

This chapter started by presenting the research design and methodology for the current study including the research approach, quantitative and qualitative approaches. A discussion of the use of mixed methods, and both data collection methods used, together with their definitions, types, importance and strengths and weaknesses. The sample of the study, interview and questionnaire design, validity and reliability were discussed. It concluded with the ethical issues, and the pilot of the study as well as data analysis techniques.

Chapter 6 Results and Analysis

6.1 Introduction

The purpose of this study is to explore the views and opinions of teachers, heads of department and head teachers in the State of Kuwait concerning INSET programmes and whether they suffer from any weaknesses and deficiencies. In addition, it was hoped through this research to find out teachers' views concerning their school's contribution in the planning of INSET programmes. It was also intended to discover if there is any relationship between schools' contributions to planning INSET programmes and the perceived effectiveness of those programmes in Kuwait. Within this research two different methods were used, namely questionnaires and interviews, in order to investigate the following research questions:

1. What are the deficiencies and weaknesses of INSET programmes conducted by the Ministry of Education in the State of Kuwait from teachers' perspectives?
2. What are teachers' attitudes towards their schools' contribution to INSET programmes in Kuwait?
3. What is the relationship, if any, between schools' contributions to planning INSET programmes in Kuwait, and the perceived effectiveness of those programmes?
4. What is the appropriate way forward in planning INSET programmes for teachers in Kuwait?

During this study six major themes emerged from the data of the research namely; programme design (PD), trainer competency (TC), identifying and meeting needs (IMN), Impact (I), feedback (F) and teacher willingness and rewards (TWR). In order to analyse these themes in this chapter it is intended to present them in detail through the study research questions and responses from each of the two methods, questionnaires

and interviews. In other words, each of the two methods was prepared and conducted to cover and answer the above mentioned research questions through asking different questions within the two methods. Each method will now be discussed in turn by identifying the questions that were intended to answer the main research question.

6.2 Data analysis procedure

The data related to this study were gathered from the two main sources, the questionnaires and the interviews. Both sources provided information that aimed to answer the four research questions. However, for mix method purposes interviews in addition to questionnaires were used to gather more in-depth and detailed information. The data analysis procedure was done in three parts. Firstly, quantitative data were collected via questionnaires from participants and questionnaires were then revised and treated by the SPSS system. The quantitative data were divided in a thematic way based on the research questions, and each theme has its own items that were set to answer that theme. The quantitative findings were then presented in tables as counts and percentages for each theme and its items. Secondly, qualitative data were collected from interviewees who were given coded in order to illustrate each one is voice. Data were then transcribed and categorized in a thematic way based on the research questions and literature review. Finally, each of the two methods was presented in a thematic manner with its findings and results and supported by each other. In other words, the questionnaire method is presented in a table that shows its theme along with its components and the results in counts and percentages. The interview method is also presented and supported by questionnaire findings. The aim is to combine and match the two methods as one theme and that support each other.

6.2.1 Reliability

The Cronbach's alpha for the whole questions = .892, therefore the reliability of the response of the questionnaire questions is acceptable (exceeds .7 for all of the questionnaire parts).

6.2.2 Sample

The questionnaire sample was drawn conveniently from teachers in the public schools in Kuwait. It includes teachers from primary, intermediate and secondary public schools within all six districts in the State of Kuwait. The total questionnaire sample was 1500 questionnaires distributed within the six districts namely; Alasema, Hawalli, Alfarwaniya, Aljahra, Alahmadi and Mubarak Alkabeer. The three public schools levels namely; primary, intermediate and secondary schools were all involved in this research. The sample distribution is shown in the following tables:

Table (6.1): Length in years of teaching in the public schools

Length in years of teaching	Frequency	Percentage
1 – 5 years	402	39.8
6 – 10 years	211	20.9
11 – 15 years	149	14.8
16 – 20 years	148	14.7
20 years or more	99	9.8
Total	1009	100.0

The above table shows that about 40% of the teachers taught for more than 10 years. While approximately 60% of the teachers taught for less than 10 years, almost 40% of them have less than 5 years of teaching. That may give an indication that a small majority of teachers, 60%, are new to teaching and have a long time till retirement. As a result, that indicates that the average length of teaching experience of teachers in Kuwait is less than 10 years, which increases the importance and need for continuous INSET programmes. There is a possibility that the results shown in the above table may lessen teachers' ability to understand and evaluate INSET programmes due to their length of teaching.

Table (6.2): Teachers' age categories

Age categories	Frequency	Percentage
20 – 29 years	280	27.8
30 – 39 years	400	39.6
40 – 49 years	243	24.1
50 years or more	86	8.5
Total	1009	100.0

Table (6.2) shows that approximately 67% of the teachers' ages are less than 40 years compared with 24% with between 40 and 50 years and compared with 8% who have more than 50 years. As a result, this reflects the need for INSET programmes in Kuwait due to the percentage of teachers who will be longer in teaching. Government policy and regulations about employment and retirement would be another possibility that may have an affect on teachers' ages. In other words, based on the recent retirement system in the State of Kuwait teachers can retire after the age of 55 which may encourage the percentage for early retirement.

Table (6.3): School levels

School level	Frequency	Percentage
Elementary	307	30.4
Intermediate	313	31
Secondary	389	38.6
Total	1009	100.0

The sample represented in table (5.3) shows that the sample is balanced between school levels. Although data were distributed as a systematic random sample that may give an

indication that all of the primary, intermediate and secondary school levels have almost the same percentage of participation in this survey.

Table (6.4): Teacher Gender

Gender	Frequency	Percentage
Male	521	51.6
Female	488	48.4
Total	1009	100.0

From the above table it is clear that the sample is balanced in terms of gender representation between both sexes. The percentage in table (6.4) shows almost equal between both genders, which may indicate that men and women have the same opportunities to join the field of teaching. In other words, there is a possibility that both genders have a tendency to work as teachers.

The following table (6.5) shows the number of distributed and returned usable and unusable questionnaires along with the percentages of returned and usable questionnaires.

Table (6.5): The numbers and percentages of distributed and returned usable and unusable questionnaires.

Distributed Questionnaires	Returned Questionnaires	Usable Questionnaires	Unusable Questionnaires	Percentage for Returned Questionnaires	Percentage for Usable Questionnaires
1500	1257	1009	248	84%	67%

The table shows that out of 1257 returned questionnaires, there were 248 returned questionnaires regarded as unusable. Those unusable returned questionnaires were discarded for different reasons. One of the reasons was that some of the respondents answered only the first page of the questionnaire and left the other two pages blank. Others missed ratings for a considerable number of questionnaire items. A number of respondents answered all the questionnaire items with the same ratings. Furthermore,

very few questionnaires returned blank without any attempt. The next table (6.6) will show the questionnaire themes and its items that been asked to answer each aimed theme. As mentioned earlier the six major themes were as follows: programme design (PD), trainer competency (TC), identifying and meeting needs (IMN), Impact (I), feedback (F) and teacher willingness and rewards (TWR).

Table (6.6): Themes and items of the questionnaire

Themes	Questionnaire Items
Programme Design (PD)	<p>1- Teachers INSET programmes are loaded in content.</p> <p>2- INSET policies are very clear.</p> <p>3- INSET programmes are comprehensive enough.</p>
Trainer Competency (TC)	<p>4- INSET programmes are well prepared by those who deliver them.</p> <p>5- INSET trainers are suitably qualified.</p> <p>6- INSET trainers are well prepared.</p> <p>7- INSET trainers are well selected.</p>
Identifying and Meeting Needs (IMN)	<p>8- INSET programmes meet teacher needs.</p> <p>9- INSET programmes keep pace with improvements in the educational field.</p> <p>10- Teachers should participate in planning INSET programmes.</p> <p>11- Teachers should attend specific training programmes to enable them to participate in setting INSET programmes.</p> <p>12- Teachers should be asked in advance to specify their training needs before INSET programmes are designed by the Ministry.</p> <p>13- Teachers are the best ones to identify and design INSET programmes.</p> <p>14- INSET designers should give greater attention to teacher participation in planning INSET programmes.</p> <p>15- Head teachers should be involved in identifying teacher training needs when INSET programmes are being planned by the Ministry.</p> <p>16- Parents should be involved in planning INSET programmes.</p>
Impact (I)	<p>17- Teachers' INSET programmes are beneficial.</p> <p>18- INSET programmes improve teacher knowledge or skills.</p> <p>19- INSET programmes improve teacher performance.</p> <p>20- INSET programmes improve classroom efficiency.</p> <p>21- INSET programmes improve pupils' performance.</p>

	22- Teachers reflect practically what they learn from INSET programmes. 23- Teachers' contribution in planning INSET programmes would have a strong impact on programme success. 24- Teachers' participation in planning INSET programmes would lead to programmes flourishing. 25- INSET programmes can improve relations with parents and the community.
Feedback (F)	26- INSET programmes are adequately followed up and evaluated by the Ministry. 27- Teachers' contribution in planning INSET programmes would lead to more successful and effective programmes. 28- How could teachers contribute in planning INSET programmes?
Teacher Willingness and Rewards (TWR)	29- What would make INSET programmes most effective? 30- How could INSET programmes be improved?

As shown above in table (6.6) the first theme was programme design (PD) where participants were asked different questions in order to identify whether there are any weaknesses and deficiencies in designing INSET programmes from their point of view. This first theme (PD) in the questionnaire deals with the first research question which asks:

- *What are the deficiencies and weaknesses of INSET programmes conducted by the Ministry of Education in the State of Kuwait from teachers' perspectives?*

The aim in designing and conducting the interviews was to gather in-depth information about teachers', heads of department and head teachers' views and opinions concerning the quality of INSET programmes in Kuwait and concerning INSET programme trainers. The interviews were also designed to gain a real understanding of teachers', heads of department and head teachers' opinions and views about both good and bad INSET programmes with justification of why they were good or bad. In addition, interviews were aimed at identifying how INSET programmes can be tailored to meet teachers' and schools' needs. Interviews were also conducted to find out how INSET programmes are planned and who should be involved in planning them. Other aims were to find out the appropriate and best way to organise follow up and evaluation of teachers' INSET programmes in Kuwait and to enquire whether INSET programmes improve teacher effectiveness in the classroom or not with an explanation for the interviewee selected answer. It was hoped that interviews would provide the researcher

with more in-depth and detailed data for the intended research. The first question of the interview deals also with the first research question that asks:

- *What are the deficiencies and weaknesses of INSET programmes conducted by the Ministry of Education in the State of Kuwait from teachers' perspectives?*

The interviews contains six main questions all designed as semi-structured ones. In more detail, the first and fourth questions have two parts that may differ from the other. The second and sixth consist of justification for interviewee selection. The interviews are divided into six major themes namely: programme design (PD), trainer competency (TC), identifying and meeting needs (IMN), Impact (I), feedback (F) and teacher willingness and rewards (TWR). Table (6.7) shows the interview themes and its items that been asked in order to answer each of the aimed theme.

Table (6.7): Themes and Items of the Interviews

Themes	Interview Items
Programme Design (PD)	1. What do you think of the quality of In-service education and training programmes (IP) in Kuwait? And what do you think of (IP) trainers?
Trainer Competency (TC)	1. What do you think of the quality of In-service education and training programmes (IP) in Kuwait? And what do you think of (IP) trainers?
Identifying and Meeting Needs (IMN)	2. Can you think of a very good or a very bad INSET programme (IP)? Why was it very good/ very bad? 3. How can INSET programmes (IP) be tailored to meet teacher needs or your school needs?
Impact (I)	6. Do INSET programmes (IP) improve teacher effectiveness in the classroom? Yes/No, Why/Why not?
Feedback (F)	4. What do you think of INSET programmes (IP) and how they are planned? And do you think that you should be involved in planning (IP)? 5. What would be the best way to organise follow up and evaluation of (IP)?
Teacher Willingness and Rewards (TWR)	6. Do INSET programmes (IP) improve teacher effectiveness in the classroom? Yes/No, Why/Why not?

It is intended to match the two methods in a thematic fashion by presenting each theme toward both methods separately. Therefore, we will present the results of the questionnaire theme and each of its items in a separate table that will show the counts and percentages (%) according to the questionnaire five Likert scale namely; (1) Strongly disagree, (2) disagree, (3) undecided, (4) agree and (5) strongly agree. Quantitative data will also be supported and followed by the findings of the qualitative data. The first major theme is the programme design (PD); both quantitative and qualitative data will be discussed below.

6.3 Theme 1: programme design (PD)

Table (6.8): The percentage distribution for the questionnaire program design items

Program Design Theme and its Items		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1. Teachers INSET programmes are loaded in content.	Counts	92	365	111	385	55
	%	9.1	36.2	11	38.2	5.5
2. INSET policies are very clear.	Count	88	347	145	378	51
	%	8.7	34.4	14.4	37.5	5.1
3. INSET programmes are comprehensive enough.	Count	78	433	162	298	38
	%	7.7	42.9	16.1	29.5	3.8

6.3.1 Questionnaire item one

The data for the first item of the theme PD in the above table shows that the percentages about the item that teachers' INSET programmes are loaded in content vary between (45%) disagreement (disagree and strongly disagree) and (44%) agreement (agree and strongly agree) with (11%) undecided. That shows that the percentage almost equally distributed between disagreement and agreement. Although the questions in the questionnaire are not the same as the ones in interviews, there was a direct quote by one of the interviewees who thought that INSET programmes are loaded in content:

I think that INSET programmes are loaded in content compared with time given for the programme and I can say that mostly time is not enough to present it effectively to trainees. Appropriate timing is an important element for every good INSET programme. In fact, providing enough time for both the programme content and for trainees to have workshops during the programme for discussions and critical thinking, will support and enhance the success of the programme (HD11).

Though the theme (PD) in interviews deals with the first part of question one in interviews that asks:

- *What do you think of quality of In-service education and training programmes (IP) in Kuwait? And what do you think of (IP) trainers?*

Qualitative data results show that a number of the interviewees believe that planning and designing programme content is one of the major and sensitive factors that may have an effect on the quality of the programme. In other words, interviewees believe that planning and designing good programme content has a major impact on a programme's success; these interviewees were: HT07; HD02; HD05; HD09; HD10; HD11; HD12; T03; T04; T06; T08; T10 and T12. In fact, their responses vary from providing a programme content that not meets and serves pupils' and teachers' needs and requirements to one that is more theoretical rather than practical in content that may not be able to applied and implemented in practice. Others state that the programme content must be updated with the accelerated developments in education and not repeated ones along with being conducted to serve knowledge, skills and attitudes sides and not just focusing on one of them. It is shown by a number of interviewees that they are not satisfied with the content of INSET programmes in Kuwait. Some of the different opinions and views by interviewees, which emphasise the need for good programme content that meets teachers' and schools' needs were as follows:

I think having a very good INSET programme should take into consideration the required needs of teachers through having good content that feeds these requirements and needs (T08).

Another has the same idea and emphasises the way programme content is selected:

In addition, there must be good content that is selected accurately to feed teacher and school needs and not in a random way (T10).

Another, agreeing with the above, says:

Having a very good content that is tailored according to teachers' needs will support and fulfil the aim in conducting such programmes (T03).

Another view agreeing with the above adds:

I think that having a very good INSET programme can be done by having good content that meets the real situations together with adaptation for the intended participants in order to be in line with the content level (HD10).

One more opinion thinks that programme content should serve trainees' needs along with their subject:

I think that a very good programme should include different aspects. One of these aspects is having a very good content that serves the particular subject and trainees (HT07).

Others state that INSET programme content is not up to date and not meeting teachers and not repeated ones alongside being conducted to serve knowledge, levels said:

From my experience, I think that some of INSET programmes are repeated and some of them do not serve the content, while on the other hand others are not relevant or don't meet the required level (HD09).

Another view, believing that programme content is old and needs to be linked with the curriculum, said:

In my opinion there is one more factor that has effect on the quality of INSET programme in Kuwait which is programme content. In fact, many of those programmes are not new and only few of them are updated and those programmes are not linked with curriculum (HD02).

Another interviewee agrees with this and says:

I believe that a very good INSET programme should include a good content that serves the curriculum, teachers and pupils (HD05).

Other different views think that content should be more comprehensive:

I think that the quality of INSET programmes in Kuwait is acceptable because it is only serving the knowledge side and not the skills one while they supposed to be more comprehensive (HD12).

A view by one of the teachers refers to the need to match programme content to teacher and school needs and to find out school preferences before preparing and designing programme content.

From my opinion, I think that INSET programmes are not successful because of weak content that doesn't meet teacher and school needs along with bad preparation that is not based on our actual requirements (T12).

A further view by another teacher states that INSET programmes should give more attention to programme trainers in addition to content:

We should also look for other important principles such as good programme content and good and qualified trainers (T04).

Although the questionnaire data shows that there was almost equal amount of agreement and disagreement toward INSET programmes being loaded in content, there was a clear indication by one of the interviewees that INSET programmes are loaded in content due to shortage of time given for the programme. A number of interviewees agree on the importance of having well designed and planned programme content which they link with the success or otherwise of the programme. As a result, there is an indication from the qualitative data that INSET programmes might be loaded in content. A possible explanation for the equal percentages for the quantitative data is the weaknesses in communication between schools and those who deliver the programme. Another possibility could be lack of programme clarity that may have an effect on teachers' understanding or evaluation of programme content. In other words, because teachers are unaware due to lack of early information for programme content that would make teachers unable to judge the programme content.

Participants' length of teaching experience would be another factor which may cause this variety. In other words, those who have less years of teaching may have less ability to evaluate INSET programme content. It could also be argued that the number of previously entered programmes would help participants to judge whether INSET programmes are loaded in content or not. There is also a possibility that the type of content, whether it is theoretical or practical, might have an effect on teachers' understanding of and response to the item. In other words, what is given theoretically may not be able to be implemented practically by teachers which may affect teachers' acceptance of such programmes. Another explanation might be because teachers are not from area of interest in evaluating whether INSET programmes are loaded in content or

not. To sum up, from interviewees' responses it can be said that INSET programmes might be loaded in content compared with their different justification such as time provided for the programme, quantity and type that not meeting teachers' needs.

6.3.2 Questionnaire item two

The second item for the theme PD – INSET policies are very clear – also shows that the percentages vary between (43%) agreements (agree and strongly agree) and (43%) disagreements (disagree and strongly disagree), with (14%) undecided. The percentage of disagreements (43% disagree or strongly disagree) and agreements (43% agree or strongly agree) for the above two items shows that they are equal. One teacher perceives that loosing clarity for INSET goals and policies is a major reason that keeps INSET programmes weak in Kuwait:

Unfortunately, I can't see that there is clear policy for follow up and evaluation of INSET programmes. In fact, what we have currently only presents these programmes without any accountability, follow up and evaluation by those who are responsible for these programmes or even by the school (HD09).

Another interviewee with similar views and blaming the Ministry of Education, said:

I think that the quality of INSET programmes in Kuwait is to some extent within the mid-range. I believe that current INSET programmes are not achieving their goals in an integrated way. I think that the problem with INSET programmes lies in unclear goals and policies by the MOE, and if these goals and policies are clear I believe that these programmes will be beneficial. I also believe that these programmes need to be prepared in more professional way rather than current ones (T04).

Another view by one of the heads of department emphasises the importance for clear goals and objectives along with good preparation in order to have successful INSET programme stated:

Therefore, having a very good preparation for a programme besides having clear goals and objectives will lead to an effective and successful programme that impacts positively on trainees and improves and expands their knowledge, skills and experiences. In other words, a very good INSET programme will certainly increase and improve teachers' performance along with keeping them in line with rapid changes in the field (HD05).

Although the interview had no direct question about INSET policies, there were some responses to show that INSET policies need to be clearer. Despite the quantitative data showing that participants are divided equally between agreement and disagreement toward INSET policies being very clear, it was clearly shown by some of the qualitative data that INSET policies need more clarity. In fact, there are quite a number of reasons that keep questionnaire participants almost equal between agreement and disagreement for the item, INSET policies are very clear. One of the main reasons is that the centralised policy followed by the Ministry of Education does not allow teachers and schools to participate or contribute in designing and planning INSET programmes. In other words, that policy keeps teachers and schools away from understanding clearly the aim and goal of INSET policies. In more detail, the current policy by the Ministry of Education in Kuwait is top-down where teachers and schools are just receivers and are not involved in setting any policies even within their schools.

It could also be argued that weaknesses in communication between schools and programme deliverers would be another possibility. Losing programme goals and clarity would be another possibility where teachers and their schools are mostly distanced from goals and policies. A further possibility could be teachers' experience, particularly of those who have less years of experience and are not able to understand the intended aim of conducting such programmes. It could also be argued that the current system for INSET programmes in Kuwait may keep teachers and their schools depressed and do not paying attention to INSET policies because of their disregard. Therefore, INSET policies require more clarity in order to be understandable for teachers and schools and to achieve positively their aims and goals.

6.3.3 Questionnaire item three

The third item shows that the percentages of disagreement responses with the INSET programmes being comprehensive enough was (51%) disagree or strongly disagree compared with (33%) agree or strongly agree. The percentage of the third item shows that a small majority of respondents (51%) disagree that INSET programmes are comprehensive enough from their point of view along with (16%) of those who were undecided. While, a number of the interviewees agree that INSET programmes are not comprehensive enough. In fact, their opinions vary between INSET programmes shortages and rarities that from their point of view affect the quality of the programme.

Their responses showed also that they believe that INSET programmes are few and are not catering for the majority of teachers and therefore need to increase. In addition, a number of them, namely HD03; HD04; HD05; HD08; T03 and T12, call for having more programmes for the total numbers of teachers.

I think the quality of current INSET programmes is good but it needs to be increased in order to adapt to and serve the curriculum. Indeed, I think that teachers need more programmes and particularly class management, time management and those which deal with behaviour and how to treat children because these are the best and most needed courses by teachers in primary schools (HD03).

Other teacher agrees with the above idea that INSET programmes need to be increased in Kuwait when she says:

I think the quality of INSET programmes in Kuwait is good. Well, I think that the ministry of education is providing and presenting continuous training programmes for teachers and most of these programmes are good. Personally, I think the problem with INSET programmes is that they need to be increased in number, otherwise they are good (T03).

Another interviewee also agrees that INSET programmes are short and not enough when:

I think that the quality of INSET programmes in Kuwait can be classified as very weak due to infrequency and ineffectiveness. In fact, these programmes are very rare and not enough to cover all teachers (T12).

Another interviewee adds the importance for meeting teachers' needs in addition to the importance of time, saying:

I think the problem with INSET programmes is their insufficiency. I think that what is currently presented by the ministry does not meet the required needs for teachers, beside which these programmes are not covering most of the teachers due to the scarcity of the programmes. I believe that INSET programmes are good but need to be increased in order to cover all teachers (HD05).

A view by one of the heads of department refers to the importance of designing INSET programmes to meet teacher needs and particularly behavioural programmes, in addition to the need for an increase in the quantity of programmes.

I believe that INSET programmes are not enough and need to be increased along with selecting programmes according to teachers needs such as behavioural programmes that improve teachers, pupils and school members. Therefore, I think that INSET programmes are to some extent good (HD04).

Another interviewee has a similar opinion:

I think the quality of current INSET programmes is good but it needs to be increased in order to adapt to and serve the curriculum. Indeed, I think that teachers need more programmes and particularly class management, time management and those which deal with behaviour and how to treat children because these are the best and most needed courses by teachers in primary schools (HD03).

The results of the interviews regarding the first theme PD shows that the majority of participants agree that the quality of INSET programmes in Kuwait is not good because they are poorly designed and planned. In other words, interviewees' responses refer to the weaknesses and poor quality of INSET programmes and in the designing and planning of them. Although the majority of the qualitative data agree in having good programme design, there was a variety of respondents who differ. Their views regarding having good programme design refers to different causes namely: inappropriate planning and designing of the programme; programme content not selected and designed carefully to serve and meet teachers' needs; programme goals and policy not clear; programme timing, suitability and capacity inappropriate; INSET programmes not relevant, together with infrequency and not enough to cover the number of teachers. Nevertheless, the majority of the qualitative data indicates that current INSET programmes are poorly designed and planned. Different interviewees comment on and answer the first part of question one in interviews which asked:

- *What do you think of the quality of In-service education and training programmes (IP) Kuwait? And what do you think of (IP) trainers?*

The following are interviewees' different responses regarding the PD theme.

Referring to the quality of INSET programmes I can say that these programmes are to some extent not good because they are not well designed and not even prepared professionally (HT01).

Another interviewee has a similar opinion and adds that INSET programmes do not have criteria for quality:

Unfortunately, there is no quality for INSET programmes and not even criteria for the quality. In fact, what we have in Kuwait is just a bauble, adornment and only a frame for INSET programmes. Personally, I think that these programmes are poor and do not touch or meet our demands and ambitions. In brief, these programmes are very weak and poor because they do not have proper design and preparation (HT05).

Other view supports the above and refers to the weaknesses and poor quality of the planning:

In fact, INSET programmes are not good because they don't have a good planning that makes these programmes effective. For example, I am a head of department for over twelve years and during these years I have attended only one course which was on "class management". That gives the impression that these programmes are not designed properly in order to provide teachers and school with their requirements (HD02).

There was another view by one of the teachers who stated that INSET programmes are traditional and lacking in development and creation of the educational area.

Returning to the present INSET programmes in Kuwait I can say that they can be classified as traditional and lack development and creation in the educational field. In addition, it is only programmes conducted by those who deliver it to prove that we are doing and presenting programmes, and not much. In fact, I believe that those programmes were not prepared and designed in the proper and correct way. Hence, I can say that the quality of INSET programmes is very weak (T07).

Another teacher refers to the weakness of programme design and to the lack of development to these presented programmes adding that trainers are another negative factor:

Unfortunately, it is only this year that concern is being given to quality and we have the sense of hearing that there are forums talking about quality. Another issue is that unfortunately there are INSET programmes but they are mostly repeated and boring, besides which they do not have any creation neither by its potentiality and its trainers. Therefore, current INSET programmes in Kuwait are weak and not coping with the accelerated revolution in the educational field (T10).

One of the head teachers has another view when he raises a question about who should be involved in preparing and designing INSET programmes, along with the importance of the school's role.

We have to say that these training programmes are very important and they are much needed, but the question raised here is when and how INSET programmes should be prepared and designed. I would like to say that current INSET programmes lack the communication and coordination with schools. In other words, these programmes are not meeting teacher and school needs and the result is that these programmes are not focused or prepared accurately for school shortages and needs (HT01).

Two heads of departments have similar points of view, emphasising the way these programmes are designed and delivered.

I think that current programmes are differentiated from one to another and I think that there could be a problem in designing these programmes. Because some of these programmes I believe have benefit while others are a just waste of time. What I want to say is that these programmes should be designed according to what schools need and not according to those who deliver them (HD09).

I think that INSET programmes improve teacher effectiveness in the classroom when it is an effective and aimed programme and designed in a professional way. Because when it is prepared in a professional and proper approach it will achieve its intended goal (HD05).

Other views state that those who plan and design INSET programmes as representatives on behalf of the MOE should give attention to those who work in schools rather than ignoring them, and design programmes according to their needs.

Unfortunately our current programmes are weak and do not meet our real needs because those who plan them did not give consideration to field workers' opinions and did not listen or take their views. Therefore, these programmes need to be prepared for teacher and school needs by listening to their voice in order to have good preparation and design and become more effective (T02).

Another similar opinion said:

Therefore, I believe that the Ministry must give more attention to preparing and designing these programmes through going back to field workers, I mean the school, and listen to their opinions (HD16).

Another teacher pointed out that they are not involved in preparing INSET programmes as well as the programmes lacking goals and objectives:

I think that most of INSET programmes are not successful due to their improper planning by those who prepare and plan. In fact, as a teacher I can't see any clear goals by those who deliver INSET programmes that gives these programmes the power to be effective because we as a teachers are not involved in saying or suggesting what we need (T04).

One of the teachers blames those who plan and design INSET programmes for not knowing and understanding their real needs which in his opinion leads to weak programmes:

I think that current INSET programmes are within middle level and do not achieve our ambitions and visions were it supposed to be better and in line with the accelerated updates in educational field in order to enhance learning process and reach to the comprehensive quality. But I think that those who plan did not investigate and look for teacher and school real needs and therefore these programmes become less effective due to improper preparation (T05).

In addition, another view refers to the success of any INSET programme depending on good preparation for meeting actual school needs together with selecting the appropriate trainer:

I think that developing and improving teacher effectiveness in the classroom would be through INSET programmes and there is no doubt about this. But that will not happen if you don't have a very good and organized programme. That is because presenting a programme without having good preparation and planning may not improve and enrich teacher effectiveness in the classroom. In fact, one of the main reasons for conducting INSET programme is to have new techniques and methods in teaching alongside keeping teachers abreast with the latest changes in the educational field that in the end improves teacher performance and capabilities. Therefore, it is very important to prepare INSET programmes that meet teacher needs through having very good preparation alongside a qualified trainer in order to benefit successfully from it (T11).

One head teacher relates the importance of having good INSET programmes to the selection of the staff who will prepare and design these programmes:

I can guarantee that INSET programmes improve teacher effectiveness in the classroom when it is prepared under a specialized team who understand exactly teacher and school requirements (HT07).

One head of department has a different view regarding schools and preparing INSET programmes in addition to those who are responsible for designing and planning INSET programmes.

Having a very good preparation by those who plan INSET programmes, particularly experts and professional staff along with participating field workers, I mean school participation, will improve the quality of tailoring INSET programmes to meet teacher and school needs (HD16).

A view expressed by one of the teachers believes that having very good INSET programmes must be done through different elements and missing any one of them may lead to programme failure:

However, having a very good INSET programme must have inclusive preparation that includes a very good content, a very good trainer, a very good environment and suitable timing (T08).

A further view by one head of department mentions different and important points from his point of view for having very good INSET programme.

I think that a very good INSET programme is a programme which has a very good preparation and is designed according to teacher needs and attentions and so is very attractive for teachers. I think it will be a very good programme because it is designed according to teacher needs and feed their requirements and therefore it will achieve the intended goal (HD07).

One more view by one of the head teachers mentions that there are different principles that may affect negatively the success of INSET programmes, in addition to the importance of having good design to the programme.

I think the quality of INSET programmes is poor due to numerous reasons, namely: lack of pupil, teacher and school needs; lack of quality activation because of not giving authority for schools I mean head teacher, head of department and teacher alongside decision makers and programme designers are not specialized and does not have the competency to be as professionals. In brief, INSET programmes are not designed properly (HT08).

A statement by one of the teachers pointed out that current INSET programmes are not prepared and designed in a studied or academic way and that makes these programmes weak and not well designed.

I don't think that current INSET programmes achieve the required level especially because the majority of these programmes are prepared in a random and unstudied way. What I mean here is that these INSET programmes are not based on important needs or meant to develop a particular aspect; besides that they are not based on earlier surveys or questionnaires that show if there is any particular need to be developed and particular programmes to meet those particular needs. Therefore, current INSET programmes in Kuwait are weak and do not match the accelerated developments in the educational field (T02).

Another head of department says that these programmes do not cover all teachers as well as pointing to the necessity to understand teachers' differences.

In fact, MOE is presenting new programmes to schools but the question raised here is do all teachers benefit from these programmes and do they reach all teachers. In other words, do these presented programmes differentiate between teachers' level and needs. However, in reality I think the quality of INSET programmes provided by the MOE is not beneficial, besides which it is only theoretical information. Regarding the trainers of INSET programmes I am sorry that I cannot evaluate them because during my work for eight years I hadn't attended any programme (HD18).

Despite the fact that the quantitative data show a small majority (51%) agreeing that INSET programmes are comprehensive enough, there was a number of qualitative data agreeing that INSET programmes are not comprehensive enough. In addition, the majority of the qualitative data indicate that INSET programmes are poorly designed and planned in the State of Kuwait. Moreover, many interviewees believe that INSET programmes need to be increased and varied. However, the variation in quantitative data regarding the item INSET programmes are comprehensive enough may be because of other possibilities. One of the possibilities could be programmes' infrequency which was reflected by some of the qualitative data. Another possibility might be the number of previous programmes followed by teachers which differ from one to another. In other words, numbers of previously provided and undertaken programmes may influence teachers to recognise whether INSET programmes are comprehensive enough or not. Another possibility might be because of teachers' length of teaching which may vary from those who have less years of teaching. It could also be argued that teachers are not capable of evaluating whether INSET programmes are comprehensive enough or not.

Keeping teachers away from being involved in designing INSET programmes may lead them to be incapable on judging whether INSET programmes are comprehensive enough. From the qualitative data it becomes clear that teachers and schools are dissatisfied with current INSET programmes and they are not satisfied with them. In other words, statements from teachers and schools indicate that they have lost faith in currently presented INSET programmes. Thus, that leads many respondents to believe that current INSET programmes are not comprehensive enough and need to be increased and diversified in order to feed teachers with new and more knowledge, skills and experiences. Based on the qualitative results and findings there must be an extensive and immediate involvement by decision makers at the Ministry of Education in order to rebuild the trust of teachers and schools in INSET programmes in the State of Kuwait. Therefore, INSET programmes must be prepared and planned carefully and by professionals and experts along with teachers' and schools' involvements.

Different sub-themes emerged from the qualitative data relating to the first theme PD, namely: programme time (PT), programme practicality (PC) and programme relevance (PR). Each of these sub-themes has different opinions that may vary from one to another which will now be presented in detail.

6.3.4 Programme Time (PT)

Further views emerged in a number of interviewees' responses remarking on the importance of programme timing. Interviewees reflect two main points regarding programme time namely: the importance of having suitable time when presenting an appropriate INSET programme for teachers; and the need for enough time in the programme that allows teachers to interact practically with the trainer and the content during the programme. In fact, they put emphasis on preparing and scheduling these programmes in a professional way by those who deliver the. The interviewees were HD01; HD02; HD05; HD06; HD08; T05 and T09.

One of these refers to the importance of conducting the programme in suitable time:

I think that the quality of INSET programmes is good and serves the learning process but the problem is with their timings that mostly come within the exams period (T09).

Other view agrees and emphasise the need for appropriate timing when conducting the programme, along with enough time:

Another reason is that programme timings are not organized properly and they are mostly presented in the peak periods; besides that, programme designers or planners do not give enough concern to appropriate timings for such programmes. In fact, it is very important to have enough time for doing workshops and discussing programme issues practically, but what really happens is that it is more focused on theory rather than practical (HD02).

Another one has a similar opinion and calls for giving more time for trainees:

Appropriate timing is an important element for every good INSET programme. In fact, providing enough time for both the programme content and trainees in order to have workshops during the programme for discussions and critical thinking will support and enhance the success of the programme (HD11).

Another similar view links it with the success of the programme:

In addition, I believe that having or providing enough and suitable time for presenting the content and for discussion by trainees' would lead to more programme success (HD05).

A further view agrees and blames those who deliver the programme:

In addition, those who deliver INSET programmes do not give enough time for us as trainees during the programme to discuss and implement practically what we learn (T05).

One of the heads of department has different view when he pointed out that those who deliver INSET programmes should give more attention for programme timing and need to schedule it in a proper way that has no effect on its success:

We must also give more consideration for enough and suitable time to the programme. In fact, most of the teachers that I supervise said to me that we don't have enough time during the programme to apply what we learn in practice. They state that some of these programmes are mostly theoretical and therefore we face difficulties with these programmes particularly the ones that need to be reflected in practice. Another factor is that some of the programmes are conducted within or during school exams time which certainly impacts negatively on the educational process Therefore, when these factors are taken into consideration by those who provide INSET programmes I can say that it will satisfy and feed teachers aspirations and needs. However, these programmes must

be conducted in a proper and suitable time and not during working times and not during the examinations period (HD08).

One more opinion by one of the interviewees refers to the importance of managing programme time adding that there should be focus on using information and communication technology:

I think that the quality of current INSET programmes is good, but the problem lies in the timings. In fact, programmes timings are not suitable at all because those who are responsible for conducting these programmes present them at bad times. For instance, we have some of these programmes conducted during exams period. In addition to that they need to be more focused on using information and communication technologies in order to be abreast with globalization and accelerated learning in the educational field (HD01).

Another interviewee calls for giving more attention to conducting these programmes according to teacher and school schedules and by having early coordination with school management:

Yes, I think that INSET programmes improve teacher effectiveness in the classroom but when you select the appropriate time to conduct these programmes. In other words, many of these current programmes are prepared and conducted in bad time that is not suitable and not adapted to teacher and school schedule. What I mean here is that INSET planners should give more attention to teacher and school times and prepare these programmes with early coordination with school management (HD06).

6.3.5 Programme Practicality (PP)

A small number of interviewees – HT01; HT09; HD02; HD12 and T07 – remark on the need for having practical programmes rather than theoretical ones and they emphasize programmes that are able to be applied and implemented in practice. Some of the opinions express their dissatisfaction toward the programme content for being more theoretical rather than being practical:

Yes, I am sure that INSET programmes improve teacher effectiveness in the classroom if they are prepared on the practical side and able to be applied in practice. But if prepared as theoretical as happens currently, I can say that we will not benefit from it.

What I mean is that if it is according to what we are having currently I believe that it becomes just a waste of time and effort (HT09).

Another has a similar view:

I can say that most of the programmes are focusing on the theoretical part more than the practical part which from my opinion is not able to be applied practically (HD12).

Another different opinion calls for having an obligatory system to measure the success of the programme along with being practical rather than theoretical:

It is necessary that the MOE have a compulsory system to measure programme success; besides that, programmes should have the practical perspective rather than the theoretical one. These good programmes must touch real and practical situations and be related to the actual and practical facts alongside its applicable during the course and better to be after the theoretical part and through practical apply in the classroom (HT01).

One of the heads of department mentions that INSET programmes are more theoretical than practical and link this to the way these programmes are designed. He points out that it is not meeting or designed according to school real needs.

I think that INSET programmes are not beneficial and the reason is that they are more focused on the theoretical part rather than the practical one as well as not linked or faced with the real needs or situations. In fact, INSET programmes enrich and provide teachers with new and additional knowledge, skills and experiences, particularly when they are able to apply practically to the actual situations and not theoretical. In addition, when teachers reflect practically what they learn and acquire from the programme that will certainly improve teachers' skills and develop their capability professionally, behaviourally and knowledgeably (HD02).

6.3.6 Programme relevance (PR)

A number of interviewees – HT03; HT04; HT05; HD01; HD06; T02 and T10 – remark that INSET programmes in Kuwait are not updated and are not familiar with rapid changes in the educational field. In fact, they agree that current INSET programmes in Kuwait need to be prepared with other modern programmes and not simply repeated:

One of these views mentions that these programmes are not up to date and not attended by recent changes in the field:

Furthermore, they are not up to date programmes in line with the latest and rapid changes in the educational field. There must be a strategy and changes for INSET programmes so that we can benefit accurately from them (HT05).

Another similar opinion adds that these programmes should get the advantage from other modern countries:

I think that INSET programmes must be kept updated and following the rapid improvements in the field through benefiting from modern countries' experiments and experiences (HD01).

Other view agrees with the above ideas and refers to its boring feeling due to missing creation in its potentiality and trainers:

Another issue is that unfortunately there are INSET programmes but they are mostly repeated and boring, besides which they do not have any creation neither by its potentiality and its trainers. Therefore, current INSET programmes in Kuwait are weak and not coping with the accelerated revolution in educational field (T10).

Further opinion mentions that these programmes become less attractive for teachers, particularly its typical content:

I think that INSET programmes are not attractive for teachers because its lack of renewal, of not being in line with the up to date programmes in the educational field, and one of the issues is its content (HD06).

One of the head teachers, together with his emphasis on the importance of INSET programmes, adds another point when he expresses that if teachers do not attend an INSET programme within five years that means from his point of view the failure of these programmes.

We must understand that a teacher is the crucial point of the educational process and therefore he is in real need for continuous and new knowledge, skills and attitudes in order to be in line with the latest technology with less cost and time. I believe that if within every five years teacher did not attend or join a programme that means that these programmes are failing, and that makes INSET programmes very important for teachers (HT03).

From the above responses it becomes clear that for any INSET programme to be successful it should pass through different phases namely: an early investigation into the deficiencies and requirements needed by teachers and schools in order to prepare programmes to meet their real needs; preparation of programmes by specialized staff who work as professional designers or planners for such programmes; the importance of giving more attention and consideration to the views and opinions of teachers and their schools who are the intended participants; the necessity of having good and professional preparation and design for every INSET programme in order to achieve the aim in conducting each programme; provision of professional trainers who have the ability to improve teachers knowledge, skills and attitudes in a professional way; selection of the appropriate content that is up to date and in line with the latest developments in the educational field alongside selecting the appropriate timing for conducting these programmes and providing enough time for the programme that allows the interaction and feedback processes between trainer and trainees; having clear goals for the programme in advance so that the participants understand what are their tasks in undertaking these programmes and helping them to prepare themselves to interact with the programme.

It can be concluded that the different views and opinions expressed all emphasise and focus on the importance of having professional preparation and design for any INSET programme. In other words, the qualitative data show that not having good and precise preparation and design for INSET programmes may lead to programme failure or ineffectiveness. Although the data from the interviews produce different answers, it gives a general impression that current INSET programmes suffer from unsystematic planning that fails to feed teachers and schools with good, appropriate and improved INSET programmes in the State of Kuwait. In addition, the Ministry of Education should look and search for urgent diagnosis to find out how to modify and reconstruct INSET programmes in Kuwait.

6.4 Theme 2: Trainer Competency (TC)

The second major theme is trainer competency (TC) which was investigated through different questions in questionnaires and interviews. The trainer competency theme in the questionnaire is addressed by the first and second research questions which asked:

- *What are the deficiencies and weaknesses of INSET programmes conducted by the Ministry of Education in the State of Kuwait from teachers' perspectives?*
- *What are teachers' attitudes towards their schools' contribution to INSET programmes in Kuwait?*

Table (6.9) presents the trainer competency theme and its items in the questionnaire by counts and percentages (%) according to the questionnaire five Likert scale namely; Strongly disagree, disagree, undecided, agree and strongly agree.

Table (6.9): The percentage distribution for the trainer competency items

Trainer Competency items		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1. INSET programmes are well prepared by those who deliver them.	Count	71	273	118	481	66
	%	7	27.1	11.7	47.7	6.5
2. INSET trainers are suitably qualified.	Count	68	260	186	432	63
	%	6.7	25.8	18.4	42.8	6.2
3. INSET trainers are well prepared.	Count	42	228	166	512	61
	%	4.2	22.6	16.5	50.7	6
4. INSET trainers are well selected.	Count	49	255	272	378	55
	%	4.9	25.3	27	37.5	5.5

6.4.1 Questionnaire item one in TC

From table (6.9), it is apparent that there is a small majority of agreements (54%), agree and strongly agree, about the INSET programmes being well prepared by those who deliver them. It is also evident from the table that (12%) were undecided and (34%) disagree or strongly disagree. Participants' responses regarding this item might give an indication that INSET programmes are well prepared by those who deliver them at the Ministry of Education. However, there were a number of interviewees who believe that INSET programmes are not well prepared by those who deliver them. One of the interviewees believes that INSET programmes are weak:

Returning to the present INSET programmes in Kuwait I can say that they can be classified as traditional and lack development and creation in the educational field. In addition, it is only programmes conducted by those who deliver it to prove that we are conducting and presenting programmes and not more (T07).

Another agrees with the above opinion and has a similar view:

I think that the quality of INSET programmes in Kuwait can be classified as weak and inadequate due to poor preparation and planning (HD08).

Another interviewee supports the idea that INSET programmes are not well prepared:

As long as we are now one village INSET programmers should be abreast with current or latest improvements in education, but unfortunately what we have currently in Kuwait is that INSET programmes are not in line with the accelerated developments in the educational field (HT04).

The results from the quantitative data show that there is a small majority of participants who agree that INSET programmes are well prepared by those who deliver them; whereas some of the qualitative data shows that they are not well prepared. There is a possibility that this variation is due to participants' differences. Some of the participants have less experience in teaching compared with those who have more length of teaching. That is those who have more experience might be able to evaluate whether INSET trainers are well prepared or not. Weaknesses in communication between those who deliver the programme and teachers and their schools could be another possibility. Another possibility could be lack of programme clarity for the goals and aims for teachers. A further possibility could be the number of previously entered programmes by participants that may help them to understand better by comparing with previously entered programmes.

It could also be argued that some teachers may not have the ability or the speciality to evaluate such programmes. In other words, there is a possibility that some teachers are not able to evaluate whether INSET programmes are well prepared by those who deliver them. A further reason could be because of the current policy by the Ministry of Education where teachers are not involved in preparing and designing INSET programmes. This current policy by the Ministry of Education is highly centralised where teachers and schools are not involved in preparing and designing INSET programmes which might make it difficult for teachers to evaluate INSET programmes.

Furthermore, close-ended questions particularly in questionnaires do not give participants the freedom or the flexibility to illustrate their answers compared with semi-structured questions in interview. In other words, participants in close-ended questions in questionnaire do not have the space to express or explain their views in detail compared with interviews. In fact, the system conducted in Kuwait is highly centralised where teachers and schools are not involved in key decisions in preparing and designing INSET programmes.

6.4.2 Questionnaire item two in TC

Another item related to the INSET trainers being suitably qualified shows that there is no huge difference between agreement and disagreement. As shown in table (5.9) the percentage was (49%) for agree or strongly agree and (33%) for disagree or strongly disagree along with (18%) for those who were undecided. The results show that there is slight excess for those who agree that INSET trainers are suitably qualified than those who disagree, but that does not give an indication that INSET trainers are suitably qualified. One of the interviewees has a different view:

Oh trainers and their headache who works in the same field and experience as teachers or MOE technical supervisors and not as pure trainers. In fact, those current trainers are the MOE technical supervisors in the morning time and in the afternoon they are trainers; how? I don't know. In other words, they are not those who are from the area of interest in training and they don't have the thought, experience and skills of trainers (T10).

Another interviewee has almost similar opinion:

Regarding current INSET programme trainers I can say that the majority of INSET trainers are mostly in a need for pre-training before going through teacher training process in order to keep this training in line with basic and latest theories for achieving learning quality (T05).

As mentioned in table (5.9) the percentage was (49%) for agree or strongly agree and (33%) for disagree or strongly disagree along with (18%) for those who were undecided. Although the results show that there are slightly more of those who agree that INSET trainers are suitably qualified, a number of interviewees indicated that INSET trainers are not suitably qualified. One of the possible reasons for this difference

could be because of lack of teachers and school participation and contribution when planning and designing these programmes. Another possibility would be because those who agree that trainers are suitably qualified might not have enough experience to evaluate compared with those who have experience. In addition, some of the agreement might be a result of the traditions that based on favouritism in the Arabic culture. Moreover, it emerged from some of the interviews that most of the INSET trainers are not from the area of interest. In other words, some of the interviewees pointed out that most of the trainers are their friends such as teachers or MOE technical supervisors which indicates INSET trainers are not specialized or professionals. Overall, it can be seen from the information from a number of interviewees that INSET trainers are not suitably qualified.

6.4.3 Questionnaire item three in TC

The data also shows there is a small majority in agreement (57% agree or strongly agree) with the item INSET trainers are well prepared. There was (27%) who disagreed or strongly disagreed along with (16%) undecided for the statement that INSET programmes are well prepared. The responses indicate that a small majority of participants agree that INSET trainers are well prepared. Although the quantitative data shows that there is a small majority who agree that INSET trainers are well prepared, there were other views expressed by some of the interviewees who thought that INSET trainers are not well prepared. One of the interviewees said:

Unfortunately, there are no good trainers because their selection depends on their favouritism to programme deliverers or decision makers. In addition, those trainers mostly are our colleagues and who accept small amount to do the course alongside the fact that they are not specialized or professional in training. In fact, trainers should be selected as professional trainers and from academic institutions. So, I think that evaluation of current trainers will be within the acceptable level (HD01).

Another interviewee agrees with the idea that INSET trainers are not well prepared when said:

I think that the majority of the trainers of INSET programmes in Kuwait are from the MOE technical supervisors who mostly do not have training skills and they are near to and more on the management side because they come within the management and not

specialized in training. Therefore, those programmes presented by the MOE mostly have unqualified trainers who are not specialized as trainers (HD16).

While quantitative data shows that a small majority of participants agree that INSET trainers are well prepared, there was a number from the qualitative data who think that they are not well prepared. To explain this differentiation there might be a possibility that it relates to participants' levels and culture. Some of the participants evaluate trainers in the way he/she deals or behaves with them, in addition to friendships, relationships and favouritism which is one of the characteristics of the Kuwaiti culture. In other words, because the Kuwaiti culture is based on friendships, relationships and favouritism it makes trainees' evaluate trainers with these criteria and not neutrally. Excluding teachers and their schools from participating or contributing in designing INSET programmes may be another possibility. In other words, excluding teachers and schools may keep them from understanding or knowing trainers' requirements or criteria. Others may not be able to or have the capability to evaluate INSET trainers due to their length of teaching.

There is a possibility from the qualitative data that some teachers have less trust in trainers because some of them have not specialised as professional trainers. In other words, some interview responses state that many of those trainers are their colleagues such as teachers and MOE technical supervisors who are not from the area of interest in training. Another reason is that it is known scientifically by many authors that a close-ended question particularly in a questionnaire does not give participants the freedom to clarify their answers compared with semi-structured questions in interview. In other words, a participant in close-ended questions in a questionnaire does not have the flexibility to illustrate or explain their views clearly compared with interviews. In fact, the system in Kuwait is highly centralised where teachers and schools are not involved in key decisions in preparing and designing INSET programmes.

6.4.4 Questionnaire item four in TC

Referring to the item that deals with the selection of INSET trainers, the results show that there is also a slight difference between those who were in agreement and those who disagreed. The percentages for the item INSET trainers are well selected were (43%) agree or strongly agree and (30%) disagree or strongly disagree, along with (27%) undecided. In general, there were no agreements or disagreements that INSET

trainers are well selected and that indicates that there is ambivalence that INSET trainers are well selected. On the other hand, different interviewees believe that INSET trainers are not selected properly and carefully, as one of the interviewees said:

INSET programme trainers in Kuwait are just a tool for delivering or sending messages to teachers and who finally takes their money. In fact, they are not qualified and their selection is mostly done not for their qualification but for their favouritism (HT01).

On the theme TC the first research question asked:

- *What are the deficiencies and weaknesses of INSET programmes conducted by the Ministry of Education in the State of Kuwait from teachers' perspectives?*

The second question asks:

- *What do you think of the quality of In-service education and training programmes (IP) in Kuwait? And what do you think of (IP) trainers?*

A number of interviewees' impression regarding INSET programme trainers in Kuwait showed that INSET programme trainers are not qualified and specialized. They state that INSET programmes trainers are not professional and many of them are not specialized and qualified. These participants were HT01; HT02; HT04; HT06; HD01; HD02; HD04; HD06; HD16; T03; T05; T08; T10 and T11. In fact, interviewees' responses varied between two main points concerning trainers, namely: trainers' competency and the way those trainers are selected.

One expresses his dissatisfaction with current INSET trainers:

At the same time INSET trainers are also traditional and not in line with modernization along with the fact that they don't have the ability to send the information to participants. In other words, INSET trainers are not specialized and professional as trainers but most of them are from the MOE technical supervisors or our colleagues I mean teachers who are not from area of interest of training (HD06).

Some of the interviewees believe that the problem with INSET programme trainers lies in the way trainers are selected. They believe that their selection depends on favouritism and therefore they are not qualified and professional as trainers. In fact, they pointed out that most of the trainers' selection is done due to their relationships and not according to their qualifications. One of the interviewees said:

I believe that INSET programmes trainers are not qualified and need to be more professional and I think that their level is acceptable to good because their selection

depends on favouritism besides which they are not specialized and most of them are teachers or those who still use the old styles (HD04).

Another interviewee adds that INSET trainers are not professional:

I think that the level of INSET trainers in Kuwait is acceptable. The reason is that they are not professional trainers and their selection depends mostly on favouritism (HT02).

Another similar view by another interviewee states:

In fact, having a good programme requires a professional trainer who has the professional knowledge, experience, qualification and the capability to reflect and link this experience with real facts and situations, otherwise you will not be able to deliver or transfer the information in an accurate and professional way (HD02).

A small number of interviewees have a different view and believe that I.P. trainers are good but at the same time they call for bringing INSET programme trainers from abroad particularly from modern countries.

I think that trainers of INSET programmes are good and most of them have the ability to train successfully but they are not professional enough. Although they are good, I think that the MOE should focus on bringing academic and professional INSET trainers in order to increase the level of these programmes and to make them more professional and beneficial (T03).

A similar view stated:

I think that INSET programme trainers are qualified and they have also the capability to train but I emphasize bringing trainers from abroad and particularly from modern countries such as Europe and America in order to achieve the most benefits and be on a level with modern countries (HT04).

A further view emphasises bringing academic or professional trainers from private institutions rather than from the Ministry of Education.

I believe that good programmes should have qualified trainers who are mostly academics or professional from private institutions and it would better if they are brought from abroad such as the United Kingdom and United States of America (HT01).

Although interviewees' responses to I.P. trainers varied between the three views mentioned above, another different view was expressed by one of the head teachers who said:

I think that INSET programme trainers are in line with the quality of such programmes because those who deliver the programmes are better than us in evaluating INSET trainers but from my experience I believe that they are good. I think that the MOE should create a committee for programme quality and development in order to follow up and evaluate such programmes (HT06).

An additional view connects qualified and specified trainers with programme success by saying:

I believe that you need also to have a qualified and specified trainer who is one of the most important principles for any good programme. The reason is that a trainer can have a positive effect on teacher capability by providing him or her with some techniques that could improve their teaching methods (HT02).

Another agrees that having a good trainer is a major principle for programme success:

We should also put in our mind the need for having specialized and professional trainers who is one of the important principles for having a successful programme (T03).

A view by one head of department adds good environment and teacher willingness to having a qualified trainer in order to have a good INSET programme.

It is also requiring qualified trainers who have the abilities to improve trainees, good training environment, as well as a trainee who is willing and keen to learn (HD01).

One more believes that programmes should be prepared and designed to meet teacher needs alongside good programme content, preparation and time, in addition to a qualified trainer.

I think having a very good INSET programme should take into consideration the required needs of teachers alongside having a very good content and preparation besides a qualified and professional trainer and timing (T08).

A further point of view refers to the importance of having good preparation that meets teacher needs along with teacher keenness to learn.

Therefore, having a qualified trainer and very good programme preparation that meets teachers' requirements and needs, besides a willing trainee, will lead to excellent and successful INSET programmes (T11).

A very few refer to the importance of having a very good trainer due to his or her role in improving teacher professionalism.

It is very important to have a professional trainer in order to improve and increase teacher capability through transferring his or her experiences to them (HD06).

Another similar view says:

It is also important to have qualified trainer who can play a great role in transferring new methods and techniques to teachers in a professional way (T10).

The results for the item INSET trainers are well selected through the quantitative data shows that there was slight difference between those who agree and disagree with this item, while some of the qualitative data reveal that INSET trainers are not well selected. To explain this differentiation, this variation could be a result of missing clearly the basics and criteria for trainers' selection for teachers and schools. Lack of participation and contributions by teachers and schools in designing INSET programmes would be another reason. Another possibility could be because of participants' personality and the culture. That is, some of the participants evaluate trainers in the way he/she deals or behaves with them along with the friendships, relationships and favouritism which are some of the characteristics of Kuwaiti culture. In other words, because Kuwaiti culture is based on friendships, relationships and favouritism, it makes trainees' evaluate trainers with these criteria and not neutrally. Others may not be able or have the capability to evaluate INSET trainers due to their length of teaching.

There is a possibility from some interviewees that teachers don't trust trainers because some of them are not specialised as professional trainers. Some interview responses stated that many of those trainers are their colleagues such as teachers and MOE technical supervisors who are not from their area of interest. A further one could be because the system carried in Kuwait is highly centralised where teachers and schools are not involved in key decision in preparing and designing INSET programmes. As a result, that may not give teachers the willingness to interact with the way trainers are selected. Moreover, it is known scientifically by many authors that a close-ended question particularly in questionnaire does not give participants the freedom to clarify their answers compared with semi-structured questions in interview. In other words, a participant answering close-ended questions in questionnaire does not have the flexibility to illustrate or explain their views clearly compared with interviews.

Overall, the trainer competency theme within its four items through the quantitative data shows different responses between those who agree and disagree, whereas a number of responses from the qualitative data show strong and explained views that differ and agree that INSET trainers are not competent. The qualitative data show that INSET trainers in Kuwait are not competent and they are not qualified and professional, and their selection depends mostly on favouritism, relationships and utility. Those who are responsible for delivering INSET programmes in Kuwait must give greater consideration to the way INSET trainers are selected and trained.

6.5 Theme 3: Identifying and Meeting Needs (IMN)

The third major theme is identifying and meeting needs (IMN) which was investigated by different questions in the questionnaires and interviews. The IMN theme in the questionnaire is addressed by the first, second and fourth research questions which asked:

- *What are the deficiencies and weaknesses of INSET programmes conducted by the Ministry of Education in the State of Kuwait from teachers' perspectives?*
- *What are teachers' attitudes towards their schools' contribution to INSET programmes in Kuwait?*
- *What is the appropriate way forward in planning INSET programmes for teachers in Kuwait?*

Table (6.10) presents IMN theme and its items for the questionnaire by counts and percentages (%) according to the questionnaire five Likert scale namely; strongly disagree, disagree, undecided, agree and strongly agree.

Table (6.10): The percentage distribution for the identifying and meeting needs items

Identifying and Meeting Needs		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1. INSET programmes meet teacher needs.	Count	57	311	74	487	80
	%	5.6	30.8	7.3	48.3	7.9
2. INSET programmes keep pace with improvement in the educational field.	Count	82	305	104	444	74
	%	8.1	30.2	10.3	44	7.3
3. Teachers should participate in planning INSET programmes.	Count	21	60	46	488	393
	%	2.1	5.9	4.7	48.4	38.9
4. Teachers should attend specific training programmes to enable them to participate in setting INSET programmes	Count	22	66	44	500	377
	%	2.2	6.5	4.4	49.6	37.4
5. Teachers should be asked in advance to specify their training needs before INSET programmes are designed by the Ministry	Count	18	30	36	378	547
	%	1.8	3	3.6	37.5	54.2
6. Teachers are the best ones to identify and design INSET programmes.	Count	20	63	60	405	461
	%	2	6.2	5.9	40.1	45.7
7. INSET designers should give greater attention to teacher participation in planning INSET programmes.	Count	17	42	53	473	424
	%	1.7	4.2	5.3	46.9	42

8. Head teachers should be involved in identifying teacher training needs when INSET programmes are being planned by the Ministry.	Count	32	124	90	505	258
	%	3.2	12.3	8.9	50	25.6
9. Parents should be involved in planning INSET programmes.	Count	114	255	127	359	154
	%	11.3	25.3	12.6	35.6	15.3

From table (6.10) it is apparent that most of the items that comprise the IMN theme show a high majority of satisfaction, between (87%) and (92%) of agree or strongly agree. However, some items have a low majority of satisfaction, between (51%) and (56%); those items are “Parents should be involved in planning INSET programmes, “INSET programmes keep pace with improvement in the educational field” and “INSET programmes meet teacher needs. The results show that three quarters of the respondents agree that head teachers should be involved in identifying teacher training needs when INSET programmes are being planned by the Ministry.

6.5.1 IMN items

For the first item, INSET programmes meet teacher needs, the percentages were (56%) in agreement or strong agreement compared with (36%) who disagreed or strongly disagreed, along with (7%) undecided. The second item, INSET programmes keep pace with improvement in the educational field, has (52%) in agreement or strong agreement compared with (38%) disagreements or strong disagreements. However, the majority of respondents (77%) agree or strongly agree that teachers should participate in planning INSET programmes. The data also show that there was a high number of participants (81%) who believe that teachers should attend specific training programmes to enable them to participate in setting INSET programmes.

A high percentage (92%) of respondents believe that teachers should be asked in advance to specify their training needs before INSET programmes are designed by the

Ministry. A majority of participants (86%) believe that teachers are the best ones to identify and design INSET programmes. In addition, the data show a high agreement by respondents (89%) that INSET designers should give greater attention to teacher participation in planning INSET programmes. Furthermore, a majority of participants (76%) agree that head teachers should be involved in identifying teacher training needs when INSET programmes are being planned by the Ministry. For the item which says that parents should be involved in planning INSET programmes, there was a low majority agreement (51%) compared with (36%) disagreement and (13% who were undecided. Overall, the data show that there was a high agreement among respondents toward the items that comprise the theme identifying and meeting needs. In fact, that also was clearly shown by many interviewees' responses who agree with the results of the questionnaire concerning identifying and meeting the needs for INSET programmes. One of the interviewees said:

In fact, those presented INSET programmes in Kuwait are acceptable and probably below expectation and from my opinion I believe that they are designed and planned without studying and knowing our actual needs (HT01).

Other participants have the similar opinion:

Therefore, I think that we should first diagnose and identify the shortages that we suffer from in school and then start to set and prepare INSET programme according to the results (T04).

I think that there must be earlier studies or surveys that measure and identify the shortages and needs with teachers and schools and then formulize and conduct INSET programmes according to these shortages and needs and not as random programmes. In fact, it is very necessary first of all to identify teacher and school needs in order to tailor INSET programmes according to their real needs and avoid putting on programmes that may not be beneficial but only a waste of time, efforts and money (T10).

Another links the importance of having prior IMN with the success of a programme:

Another thing is that these programmes did not look for schools real needs and therefore I believe that whatever plan you have for such programmes will be less effective and will not achieve or provide schools with their actual requirements (T04).

Analysing the interviews shows that the majority of interviewees believe that preparing and designing INSET programmes should start first by identifying teachers and schools actual needs in order to achieve the aims and success from conducting a programme and the benefits from it. In addition, INSET programmes should be designed and prepared to meet teachers and schools needs and be based on their identified needs and shortages. In fact, many of the respondents emphasise the importance of INSET programmes meeting teachers and schools real needs and being designed according to these shortages and requirements, and which start by addressing school needs in advance. However, a number of participants believe that it is very important to identify teacher and school needs earlier in order to have a very good INSET programme. In fact, a number of respondents – HT04; HT05; HT07; HT08; HD10; HD14; HD18; T02; T04; T08; T10 and T11 – emphasize the importance of having early identification of teacher and school needs prior to programme preparation and design.

One view expresses dissatisfaction with current INSET programmes that are not meeting teachers level along with missing early investigation:

I don't think that current INSET programmes achieve the required level especially because the majority of these programmes are set in a random and unstudied way. What I mean here is that these INSET programmes were not chosen based on important needs or to develop a particular aspect, besides which they were not based on prior survey or questionnaires that show if there is any particular need to be developed and certain programmes to meet those particular needs (T02).

Another opinion supports the above idea and says:

I think that any good programme should find out and consider the real situation and study teacher needs, and work on improving trainees or teachers. In fact, in order to tailor INSET programmes to meet teacher and school needs we must first study the shortages and needs for teachers and tailor the programme according to their real and actual needs (HD14).

Another similar view said:

I think that INSET programmes can be tailored to meet teacher and school needs by identifying earlier their actual needs (HD10).

Further opinion supports the above idea and links it with the Ministry general goals:

I think that INSET programmes can be tailored to meet teacher and school needs through identifying teacher and school needs and by achieving these needs under the umbrella of the general goals of the Ministry of education (HT07).

Another opinion emphasises the importance of having early inquiry before designing the programme and said:

I think that tailoring INSET programmes to meet teacher and school needs should first have an earlier survey or questionnaire in order to find out teacher and school weaknesses and needs before tailoring and presenting it (T08).

Other similar view said:

I think that INSET programmes can be tailored to meet teacher and school needs by identifying and knowing earlier, teacher and school needs and shortages before preparing and planning the training programme. It is very necessary and important to identify teacher and school needs before planning and designing the programme in order to tailor it according to their actual requirements. In other words, you have to fill the gaps that teachers and schools have so that you can have a very good INSET programme based on their real needs which will finally lead to improvement and enrichment for teacher and school (T11).

One of the head teachers added other view when he stated that specifying the factor of early identification of teacher and school needs can also be done through the visits of the MOE technical supervisors.

I think that INSET programmes can be tailored to meet teacher and school needs by having prior visits by the MOE technical supervisors in order to discover early the real and actual needs for teacher and school which must be prior to designing and preparing the programme and not after so that we gain the intended goal from it (HT04).

An additional view for early identification of teacher and school needs and the need for identifying these needs by the school itself rather than the Ministry was reflected by another head teacher who added that there must also be specified staff for designing INSET programmes.

It is very important to start by the school in identifying school needs in order to tailor INSET programmes to meet teacher and school needs and then call for an assistance and consultation from external and international experiences. In addition, there must be

a specific and specialized staff or team in designing INSET programmes and not like what we currently have (HT05).

A further view is provided by one of the heads of department who believes that, in addition to identifying teacher and school needs, there are also other elements that need to be taken into consideration to tailor INSET programme:

I think that INSET programmes can be tailored to meet teacher and school needs by identifying teacher needs, preparing a good environment, providing a very good trainer alongside encouraging trainees to enter the programme by giving them accredited certificates and rewards. In addition, prepare a suitable time for conducting the programme in order to fit in with teachers' timings. Furthermore, there must be full consideration and follow up by the MOE through encouraging teachers and rewarding them by giving incentives, certificates and also by advertising them in the media (HD11).

One more view by one of the heads of department emphasizes the point that identifying teacher and school needs should be done through the school itself and not through the Ministry of Education.

I think that tailoring INSET programmes to meet teacher and school needs should pass through different processes. One of the major processes is that identifying the necessary needs should be first done by the school itself and not by the MOE programme designers because the school understands exactly the requirements (HD15).

A further view by one of the head teachers says that having a very good INSET programme can be achieved by designing the programme according to school shortages and needs. He points out that identifying these shortages should be done first by the school. In addition, he also mentions that school management and the head teacher should identify school requirements and shortages over a year and propose a strategic plan for five years and then to be evaluated by the Ministry of Education.

A very simple way for a very good INSET programme is tailoring the programme according to our shortages and needs. For instance, I think that in order to have a very good programme we should first study and identify school needs for a year by the head teacher and school management and then put a strategic plan for five years also by the head teacher and head of department, to be evaluated by the Ministry of Education (HT05).

On the other hand, many other interviewees pointed out the importance for meeting INSET programmes for teachers' and schools' real needs and requirements, namely: HT06; HT07; HT08; HD01; HD02; HD03; HD04; HD10; HD11; HD13; HD15; HD16; T01; T04; T08 and T11. In fact, examinees' responses emphasise the necessity of preparing and designing INSET programmes according to teachers and schools actual needs in order to benefit from such programmes and to achieve the aims in conducting these programmes.

A similar view by some interviewees expresses their dissatisfaction in not matching current programmes with teachers and school needs:

I think that the quality of INSET programmes in Kuwait is between acceptable to good and I think that is because these programmes is not organized and prepared to meet our real needs (HD15).

I think that the quality of INSET programmes in Kuwait is very poor because these programmes do not include and meet exactly what teacher and school suffer from and therefore they are poor (T01).

I think the quality of INSET programmes related to teachers in Kuwait is very weak during teaching service and period. This is because these programmes simply do not meet teachers' requirements and needs (T11).

I think that generally INSET programmes are acceptable and the reason that these programmes was not planned according to teachers need besides that it does not provide teachers with their required and actual needs (HD10).

Another similarly said:

Moreover, it is very important to have very good preparation and planning for each programme that is based on the actual needs for teachers and schools (T01).

Others similarly said:

In my opinion, I think a very good INSET programme is that one which looks for or investigates actual needs and shortages required by teachers and schools and also which is based and prepared on teachers' needs (HD13).

I think that a very good INSET programme is that one linked with a teacher's needs and meets his own area of interest (HD11).

A further opinion adds that not matching programmes to teachers' and schools' needs keeps the programmes less effective:

The problem with INSET programmes is that they are not meeting teacher and school needs and for that reason I think these programmes will be less effective (HT06).

Another states that current programmes are not linked with teachers and schools needs:

I think that current INSET programmes miss the link with the actual needs of teachers and schools. Therefore, these programmes do not meet teacher needs and for that reason I believe that they are not good (HD02).

Other different views believe that linking the programme with the scientific curriculum or subject will meet teachers and schools needs:

I think that the best way to tailor INSET programmes to meet teacher and school needs will be through linking the programme with the scientific curriculum or subject (HD16).

Another adds that in addition to weakness in meeting teachers and school needs programmes also suffer from weakness in quantity and quality:

I think that the quality of INSET programmes is not in line with the required level and the teams who deliver and plan programmes do not cover the essential needs and also in terms of its quantity and quality. So, I think that these programmes are below the standards and do not meet our ambitions (HT03).

Another view links meeting teachers and schools needs with programme success and feeding teachers with missed needs:

I think that designing INSET programmes to meet teacher and school needs will support programme success and will enrich teachers with needed information (HD13).

Another opinion by one of the interviewees indicates the importance of programme timing and fitting in with teachers timetables, in addition to satisfying and meeting teacher shortages:

I believe that a good INSET programme is one which satisfies and meets teacher needs and shortages together with its fitting in with teachers times (HD04).

A further view by one of the head teachers mentions that INSET programmes should be in line with the latest changes in education in addition to meeting teacher needs.

From my experience I think that a very good INSET programme is one which feeds teachers with the basic needs alongside being abreast with up to date programmes in the educational field (HD03).

One more view by one of the teachers emphasises the importance of having teachers and school opinions regarding their needs before designing the programme and saying that this can be done through prior survey or questionnaire. He also mentions that it is very important to do a questionnaire after conducting any programme in order to find out its advantages and disadvantages.

I think having a very good INSET programme should take into consideration teachers and schools needs by asking them through survey or questionnaire before designing the programme. In addition, it is necessary that we do a questionnaire after each programme to evaluate its strengths and weaknesses (T08).

Another view by one of the head teachers mentions that conducting INSET programmes according to teacher needs will enable teachers to evaluate themselves.

On the other hand, it should be designed according to teacher needs because it will provide him with new knowledge's, skills and experience and additional information as well as helping him to evaluate himself (HT07).

One of the head teachers believes that meeting teacher and school needs can be done through different means, namely: identifying teacher and school needs, consulting school staff and by learning from previous programmes experiments or mistakes.

INSET programmes can be tailored to meet teacher and school needs when you identify teacher and school needs, call and consult field workers and when you learn and benefit from previous programmes (HT08).

As shown in table (5.10) it is apparent that most of the items that consist of identifying and meeting training needs have high majority satisfaction, between (87% and 92%) agreements or strong agreements. However, some items have low majority satisfaction, between (51% and 56%) namely: "Parents should be involved in planning INSET programmes", "INSET programmes keep pace with improvement in the educational field" and "INSET programmes meet teacher needs". Whereas the results show that three quarters of the respondents agree that head teachers should be involved in identifying teacher training needs when INSET programmes are being planned by the

Ministry. As a result, that gives a clear indication that teachers and their schools should be involved in identifying their needs before INSET programmes are designed.

The quantitative data shows clearly that teachers agree that they should be involved in designing INSET programmes which from their point of view leads to strong and effective programmes. That was also supported by many qualitative data that show almost full agreement that teachers and their schools should be involved in designing INSET programmes. There are different reasons leading participants in both quantitative and qualitative data to agree on the importance for giving the authority and opportunity for teachers and their schools to contribute and participate in designing INSET programmes in Kuwait. One of the major reasons is the highly centralised policy of the Ministry of Education where teachers and schools are not involved in designing INSET programmes. That is, INSET programmes in Kuwait are largely driven by the Ministry of Education through its representatives, the technical supervisors. As a result, the top-down policy keeps teachers and schools as mere receivers for what is provided by the Ministry, which may lead to ineffective and unsatisfied programmes.

Weaknesses in the clarity of programmes concerning goals and aims would be another possibility. Missing teachers and schools for programme goals and aims would increase their involvement and participation in designing such programmes. Weaknesses in communication between schools and programme deliverers could be another reason. It is apparent from the majority agreement by participants concerning their contribution and participation in designing INSET programmes, that teachers need to know and understand the process of preparing and designing such programmes. In other words, teachers may want to build and design INSET programmes in order to fit and meet their real needs and requirements rather than designing them apart from their needs. It could also be argued that this agreement by participants regarding IMN arose from their concern toward current INSET programmes in Kuwait which in their view are not satisfactory. Therefore, participants may feel that early IMN is very important to avoid weak and inefficient INSET programmes.

Moreover, there might be a feeling by participants that they are the best ones to understand and know their shortages and needs due to their nearness to them. There is another possibility that teachers and their schools may want to tailor INSET programmes according to their needs. In other words, every school may want to tailor and design INSET programmes according to their teachers differences such as

programmes for new teachers rather than experienced ones. It can be concluded that the identifying and meeting needs theme shows great agreement by participants who believe that their contribution and participation is highly recommended. Therefore, those who deliver INSET programmes in the State of Kuwait must give great attention to teachers and schools before designing INSET programmes along with early investigation of teachers and schools needs.

6.6 Theme 4: The Programme Impact (I)

The fourth main theme is programme Impact (I) which was addressed by different questions through questionnaires and interviews. The theme of programme Impact in the questionnaire is addressed by the first, second and fourth research questions which asked:

- *What are the deficiencies and weaknesses of INSET programmes conducted by the Ministry of Education in the State of Kuwait from teachers' perspectives?*
- *What are teachers' attitudes towards their schools' contribution to INSET programmes in Kuwait?*
- *What is the appropriate way forward in planning INSET programmes for teachers in Kuwait?*

The next table (6.11) presents the I theme and its items for the questionnaire by counts and percentages (%) according to the questionnaire five Likert scale namely; strongly disagree, disagree, undecided, agree and strongly agree.

Table (6.11): The percentage distribution for programme Impact

Impact Items		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1. INSET programmes improve teacher knowledge or skills.	Count	41	167	94	560	147
	%	4.1	16.6	9.3	55.5	14.6
2. INSET programmes	Count	38	148	80	572	171

improve teacher performance.	%	3.8	14.7	7.9	56.7	16.9
3. Teachers INSET programmes are beneficial.	Count	39	140	46	598	186
	%	3.9	13.9	4.6	59.3	18.4
4. INSET programmes improve classroom efficiency.	Count	34	166	78	627	104
	%	3.4	16.5	7.7	62.1	10.3
5. INSET programmes improve pupils' performance.	Count	39	166	93	596	115
	%	3.9	16.5	9.2	59.1	11.4
6. Teachers reflect practically what they learn from INSET programmes.	Count	44	142	140	563	120
	%	4.4	14.1	13.9	55.8	11.9
7. Teachers' contribution in planning INSET programmes would have a strong impact on programme success.	Count	15	28	50	525	391
	%	1.5	2.8	5	52	38.8
8. Teachers' participation in planning INSET programmes would lead to programmes flourishing.	Count	19	27	59	530	374
	%	1.9	2.7	5.8	52.5	37.1
9. INSET programmes can improve relation with parents and the community.	Count	20	92	137	553	207
	%	2	9.1	13.6	54.8	20.5

The results shown in table (6.11) indicate that the INSET programmes I theme has strong majority agreements (agree or strongly agree) among the respondents. In other

words, all of the Impact items of the INSET programmes has majority agreement, more than two thirds of respondents (68%) agree or strongly agree. In addition, two items have majority agreement (agree or strongly agree) close or equal to (90%), those items related to teachers' contribution and participation in the planning of INSET programmes, which would lead to the programmes flourishing.

6.6.1 Item one

The result for the first Impact item relating to INSET programmes improving teacher knowledge or skills shows (70%) agreements (agree and strongly agree) compared with (21%) disagreement (disagree and strongly disagree) along with (9%) who were undecided. That was also supported by qualitative data through several responses. One of the interviewees reflects the positive impact of INSET programmes:

There is no doubt that INSET programmes certainly improve teacher effectiveness in the classroom. In fact, the impact of INSET programmes is good and excellent on teachers' capabilities because these programmes provide them with much knowledge, skills and experiences that increase and enrich their skill in teaching. Therefore, INSET programmes are a very important and necessary key in keeping teachers abreast with the latest improvement in the educational field and particularly in teaching methods so that they can reflect positively new knowledge and skills to their pupils and colleagues (T10).

6.6.2 Item two

The second item connected to INSET programmes improving teacher performance shows (74%) agreements (agree and strongly agree) with (19%) disagreements (disagree and strongly disagree). One of the interviewees said:

I think that INSET programmes are very important because they work on improving teachers' performance due to the accelerated changes in the educational field besides that it helps in improving those who are not prepared well in the universities or in applied colleges and also those who graduated with low levels. In other words, INSET programmes certainly improves teacher effectiveness in the classroom because it provides experiences and skills needed by teachers and also to deal with curriculum

which is in a continuous changing in Kuwait particularly if these programmes was based on studied method (T02).

6.6.3 Item three

For the Impact item, teachers INSET programmes are beneficial, the results show that (78%) of the respondents agree (agree or strongly agree) and (18%) disagree (disagree or strongly disagree). One of the interviewees supports that when said:

There is no doubt that INSET programmes improve teacher effectiveness in the classroom because the teacher is in continuous need of such programmes in order to be in line with the latest changes in the educational field. We must understand that the teacher is the crucial point of the educational process and therefore he is in need of continuous and new knowledge, skills and attitudes in order to be in line with the latest technology with less cost and time. I believe that if within every five years teacher did not attend or join a new programme that means that these are failed programmes and that makes INSET programmes very important for teachers within their profession (HT03).

6.6.4 Item four

The item, INSET programmes improve classroom efficiency, shows (72%) agreements (agree or strongly agree) along with (20%) disagreement (disagree or strongly disagree). One view agrees that INSET programmes improve classroom efficiency:

I think that the reason is that these programmes provide teachers with needed and new knowledge's, skills and attitudes as well as fulfilling their needs (HT02).

Another one has a similar opinion:

In fact, INSET programmes improve teacher effectiveness in the classroom because they achieve the intended goal from it (HD08).

6.6.5 Item five

The item, INSET programmes improve pupils' performance, shows that (71%) of the respondents agree (agree or strongly agree) compared with (20%) who disagree

(disagree or strongly disagree) and (9%) undecided. One of the interviewees who agrees with the view says:

I think that INSET programmes improve teacher effectiveness in the classroom because they provide teacher with new experience, knowledge and skills that help him in understanding how to behave and deal with pupils in a professional way (HD15).

6.6.6 Items six, seven and eight

The item, teachers reflects practically what they learn from INSET programmes, shows (68%) agreements (agree or strongly agree) compared with (19%) disagreement (disagree or strongly disagree) and (14%) of those who were undecided.

There was a high proportion of agreements (94% agree or strongly agree) agreeing that teachers' contribution in planning INSET programmes would have a strong impact on the programmes' success, together with (4%) disagreement and (5%) of those who were undecided. In addition, the results show also a high number of respondents (90%) agreeing or strongly agreeing that teachers' participation in planning INSET programmes would lead to programmes flourishing compared with (4%) disagreeing and (6%) undecided. Many interviewees' responses underpin and agree. One said:

This is a very good question and I think that those who are responsible for preparing and delivering INSET programmes should allow us to participate in planning INSET programmes. I can guarantee that if they allow us to participate in planning these programmes that will lead to better and more successful programmes (T05).

Another interviewee supports this and says:

In fact, giving us the authority to contribute in planning INSET programmes will enhance and enrich the way and the aim in conducting these programmes. What I need to say is that involving teachers in preparing and designing INSET programmes will certainly strengthen these programmes and keep them in touch with and meeting teachers' real needs (T07).

A further interviewee emphasises the importance of teacher participation and contribution in planning INSET programmes:

From my experience as a head of department and as a previous teacher I am sure that teachers must be involved in designing INSET programmes. The reason is that teachers

are the best and closest ones who understand and know what they want, and therefore they must be given the chance by decision-makers in order to benefit from their voices and opinions (HD03).

6.6.7 Item nine

For the item, INSET programmes can improve relation with parents and the community, there is (75%) agreement of strong agreement compared with (11%) disagreement and (14%) undecided. One of the interviewees said:

I believe that INSET programmes enhance and improve relations with parents and the community especially those programmes connected with behavioural and skills (T04).

The interviews data shows that all of the interviewees agree about the impact and importance of having continuous INSET programme and its efficiency in improving teacher effectiveness in the classroom. Although all of the interviewees highlight the importance and impact of INSET programmes, many of them link their success with good and accurate preparation and to various principles, namely: programme designing and preparation, having qualified trainers, good programme content that meets teachers and schools needs, and programme timing. The interview question related to the impact item was:

- *Do INSET programmes (IP) improve teacher effectiveness in the classroom? Yes/No, Why/Why not?*

One of the interviewees reflects hardly the wonderful impact on teacher effectiveness in the classroom by saying:

As long as the training philosophy is based on the principle of developing teachers capabilities as well as educational training allowing the teacher to be in line with scientific and technological development. That certainly gives INSET programmes the merit to be at the heart of the educational field and particularly teachers as 'pioneers' in transferring these knowledge's and experiences to their pupils. Therefore, INSET programmes have the secret code in keeping teachers up to date with the latest developments in the educational field and developing them with new knowledge, skills, attitudes and experiences that support them to be much more professional in their profession (T05).

Another interviewee has a different opinion:

I think that this question has two sides, yes or no. I can say that in the case of yes because it develops teachers professionally and skilfully in the classroom and also increases teacher readiness by giving him more confidence with more knowledge, skills and attitudes. Whereas, in the case of no these programme will lose their efficiency when the teacher does not have the willingness to learn or when those programmes do not meet teacher needs (HD04).

One of the head teachers states that there are different reasons that make INSET programmes effective and necessary.

I fully believe that INSET programmes improve teacher effectiveness in the classroom due to different reasons. One of the reasons is that they develop and improve teachers professionally. Another thing is that they improve a teachers capability and personality. In addition, they develop teacher's knowledge, skills and attitudes as well as expanding his experience. However, INSET programmes improve teacher effectiveness only when they are prepared and planned in proper and precise ways that meet the real needs for teachers (HT06).

Another head teacher mentioned that there are some factors that may affect the impact of INSET programme, namely: teacher willingness; rewards and incentives system; good programme content, trainer and timing.

There is no doubt that INSET programmes improve teacher effectiveness in the classroom but on the other hand there are some factors that would affect negatively teacher effectiveness. One of the important factors is teacher self-willingness to learn or to develop himself alongside respecting his managers and colleagues; offering rewards and incentives and linking it with teacher promotion in order to encourage teachers to attend such programmes that finally help in improving teacher effectiveness in the classroom; the success of programme content, trainer and timing is another important factor (HT08).

Another head teacher, head of department and teacher remarks on the effectiveness of INSET programmes but they link it to the way these programmes are prepared and designed.

I can guarantee that INSET programmes improve teacher effectiveness in the classroom when prepared carefully and designed according to teacher needs because they will

provide him with new knowledge's, skills and experience and additional information as well as helping him in evaluating himself (HT07).

On the other hand, if it's prepared in an accurate and professional way it will certainly improve teacher effectiveness in the classroom because it gives teachers the needed information alongside increasing his or her capability with new and up to date methods and techniques in the field (HD13).

Of course INSET programmes improve teacher effectiveness in the classroom because they provide teachers with new and greater knowledge, skills and experiences which certainly improve and increase their capabilities and develop performance. But we should put in our mind that if these programmes were not planned in an accurate and academic way they will not be beneficial and will be just waste of time (T03).

One of the interviewees remarks on the need for practical programmes rather than presenting theoretical ones, in addition to programme time suitability and sufficiency in order to benefit from the programme by working in groups.

INSET programmes can only improve teacher efficiency when they are implemented in a valid way and not as a frame. Honestly, INSET programmes improve teacher efficiency when you provide teachers with enough suitable time in order to reflect practically what they gain from the programme during the programme. The reason is that they can evaluate themselves with these new methods in group work and I think that this type will lead to more benefit (HD01).

Other heads of departments refer the impact of INSET programmes to good preparation and design that meets teachers actual needs.

I think that an INSET programme improves teacher effectiveness in the classroom if it meets the actual needs because this type of good-planned programme provides teachers with new and updated knowledge, skills and attitudes that develop them in line with the modern educational field. On the other hand, if it's not meeting the real and actual needs it's become only wasting time, money and efforts (HD10).

I think that some of INSET programmes improve teacher effectiveness in the classroom particularly those that meet teachers need. On the other hand, other programmes do not improve teacher effectiveness in the classroom because some of them do not focus on the basic needs particularly for new teachers who need to go through the practical

teaching and therefore these kind of programmes will not be beneficial in improving teacher effectiveness in the classroom (HD03).

The results from both quantitative and qualitative data show that there is agreement regarding the theme of INSET programme impact. As shown in table (5.11) almost all of the quantitative data agree on the benefits from INSET programmes. Qualitative data also show that the majority believe that INSET programmes are very important and have an effective role in improving teachers' knowledge, skills and attitudes. As remarked by many interviewees, INSET programmes help and support teachers in improving their knowledge, skills and attitudes. In fact, the importance of INSET programmes comes from their necessary role in keeping teachers up to date with the latest developments in the educational field. In other words, INSET programmes feed teachers with their missing requirements such as skills, knowledge and attitudes. Therefore, INSET programmes lead to better and effective performance for teachers and their schools.

6.7 Theme 5: Feedback (F)

The fifth major theme is feedback (F) which was addressed by different questions through questionnaires and interviews. The items for the theme F in the questionnaire are addressed by the first, second and fourth research questions which asked:

- *What are the deficiencies and weaknesses of INSET programmes conducted by the Ministry of Education in the State of Kuwait from teachers' perspectives?*
- *What are teachers' attitudes towards their schools' contribution to INSET programmes in Kuwait?*
- *What is the appropriate way forward in planning INSET programmes for teachers in Kuwait?*

The next table (6.12) presents the F theme and its items from the questionnaire by counts and percentages (%) according to the questionnaire five Likert scale namely; strongly disagree, disagree, undecided, agree and strongly agree.

Table (6.12): The percentage distribution for the feedback Items

Feedback Items		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1. INSET programmes are adequately followed up and evaluated by the Ministry.	Count	97	239	287	330	56
	%	9.6	23.7	28.4	32.7	5.6
2. Teachers' contribution in planning INSET programmes would lead to more successful and effective programmes.	Count	10	28	46	408	517
	%	1	2.8	4.6	40.4	51.2

6.7.1 Items one and two

From table (6.12), it is evident that there is no majority agreement or disagreement regarding the INSET programmes being followed up and evaluated by the ministry. The results were (38%) agreement or strong agreement and (33%) disagreement or strong disagreement. Whereas there was very large majority of (92%) in agreement or strong agreement regarding the item, teachers' contribution in planning INSET programmes would lead to more successful and effective programmes. Although questionnaire items show that there are almost no great differences between agreements and disagreements concerning INSET programmes being adequately followed up and evaluated by the Ministry, there was a large majority disagreement among interviewees that INSET programmes are adequately followed up and evaluated by the Ministry. Many interviewees' voice their disagreement regarding INSET programmes being adequately followed up and evaluated by the Ministry. One of these emphasizes the importance for teacher evaluation in addition to criticising the current situation:

I believe that it is necessary to evaluate teachers from time to time because such evaluation is a way of enhancing a teachers level through following up and evaluating the benefits from participating in INSET programmes. In fact, what we have currently is only a random follow up and evaluation of I.P. and not a systematic one (T07).

Another similar dissatisfied opinion:

In fact, currently we don't have follow up and evaluation for INSET programmes that help us to evaluate teachers according to standard criteria (HT06).

Further view agrees with the above idea and proposes:

I am sorry to tell you that we don't have a clear follow up and evaluation of I.P. and I think that there is supposed to be a test after each programme together with continuous systematic testing the programme from month to three in order to have a best way to organize follow up and evaluation of INSET programmes (HD10).

In line with this agreement concerning the second item, there was also a very high agreement by many interviewees regarding the same item relating to teachers' contribution in planning INSET programmes. Different interviewees express their strong attitudes towards teachers' contribution in planning INSET programmes in Kuwait. However, interview questions related to feedback item were as follows:

- *What do you think of INSET programmes (IP) and how they are planned? And do you think that you should be involved in planning (IP)?*
- *What would be the best way to organise follow up and evaluation of (IP)?*

When analysing the data the researcher received some feedback from the interviewees. Their feedback varies from one to another, but at the same time there were some common ideas reflected by the interviewees. One of the agreed common ideas is that in Kuwait they don't have a systematic process for following up and evaluating INSET programmes. In fact, the majority agreed that there is no clear system or process for following up and evaluating those programmes offered by the MOE. Another agreed common idea emerging from the interviewees through feedback was that organizing follow up and evaluation of INSET programmes can be done using three points or what I call the 'Triangle'. In fact, much of their feedback indicated that this process can be done through the three principles, namely heads of departments, head teachers and

MOE technical supervisors. In other words, they recommend that those three staff are the best ones to organize the process of follow up and evaluation of INSET programmes due to the nature of their work and closeness to teachers and schools. One of the views expressed dissatisfaction toward the current evaluation process:

First of all there is no follow up and evaluation for what is been presented for INSET programmes. To be honest what MOE technical supervisors do through their monthly visit is just to evaluate teachers performance and not to evaluate what they took from INSET programmes. The problem with MOE technical supervisors is that they work as inspectors and not as supervisors beside which they do not work on improving teachers performance or competencies (HT01).

Other similar opinion said:

I would like to say that currently we do not have a systematic process for programme follow up. Actually, we do have monthly visits by MOE technical supervisors that just investigate teaching profession issues such as teachers performance but not the INSET programme (HD01).

Another agreed saying:

We are missing the process for follow up and evaluation of INSET programmes. In my opinion, that leads me to say that those who deliver or plan INSET programmes must pass through several steps in order to control and organize this process (HD18).

A further similar view adds:

First of all let me become honest with you that for the time being I can't see that there is definitely follow up and evaluation of INSET programmes and particularly for us as teachers when we attend and finish any programme. To be honest, as a teacher I evaluate myself by myself I mean I work personally on improving and developing myself (T04).

Although the majority agree that INSET programmes are adequately followed up and evaluated by the Ministry, there was also other common idea or proposal in interviewees' responses which is to have a systematic process using the three circles or principles, that is heads of departments, head teachers and MOE technical supervisors or what I call the 'Triangle'. According to interviewees' responses organizing follow up and evaluation of I.P. could be better done through the above mentioned principles.

One of these opinions refers to the three circles (triangle):

I think that the best way to organize follow up and evaluation of INSET programme will be through head teachers, heads of departments and MOE technical supervisors and by evaluating the programme after a month by three from the programme (HD05).

Another similar view adds:

I think that the best way is to have a circulation and linkage between head of department, head teacher and MOE technical supervisors for follow up and evaluation of INSET programmes because they are the nearest staff after conducting the programme. Hence, I think that there should be a continuous follow up and evaluation plan that starts with direct supervision by head of department and head teachers in accordance with the MOE technical supervisors after each training programme to evaluate teachers. That can be done by examining teachers in a mini workshop in front of his colleagues on what she gained from the programme (HD08).

Another opinion agrees with the above:

I think the best way to organize follow up and evaluation of INSET programmes will be through preparing reports by the MOE technical supervisors on presented programmes and by dealing with school principals, head teachers, heads of departments and teachers. That can be done through continuous visits between all them in order to identify the strength and weaknesses of each programme (HD09).

A similar suggestion states:

I would suggest that the best way to organize follow up and evaluation of INSET programmes is through cooperation between MOE technical supervisors, head teacher, heads of departments and teacher. That is there should be a communication or a circulation between them in order to diagnose whether this programme has produced benefits or not. The question raised here is, is there any cooperation between the MOE technical supervisors and school circle? Unfortunately, I can't see that there is any cooperation between them (HT03).

One of the interviewees calls for a systematic approach for INSET follow up and evaluation:

I think that there should be a systematic approach for follow up and evaluation of INSET programmes and that could be through heads of department, head teacher and

MOE technical supervisors. The idea is that the start will be made by the head of department through writing a report of each teacher who had joined the programme and sending it to the head teacher and then to the MOE technical supervisors, two to four weeks after the programme. I prefer that this should be general practice from the MOE to all schools but unfortunately in reality we don't have a systematic approach but only waste of time, efforts and money (HT04).

A similar opinion:

As long as a teacher is supervised by the head of department and head teacher alongside the MOE technical supervisor I suggest that the best way to organize follow up and evaluation of INSET programme would be done by those three persons. In other words, there should be a systematic process between head of department, head teacher and the MOE technical supervisor through writing a report after finishing the programme by the teacher and to be done every month in order to evaluate the strengths and weaknesses of each teacher and what he gained from the training programme and whether he is able to reflect it practically or not (T03).

Another view emphasise on the need for having compulsory follow up and evaluation plan when said

I think that the best way to organize follow up and evaluation of INSET programmes will be through putting continuous and connected plan between head of department, head teacher and MOE technical supervisors and that must be during the full year and to be also compulsory in order to benefit from the programme and to check teachers readiness in implementing such programmes (HD11).

Another proposal says:

I think the best way to organize follow up and evaluation of INSET programme would be through three steps, heads of departments, head teachers and the MOE technical supervisors. I think that each one of them needs to communicate with the others to evaluate teachers who attend the programme in order to see the difference. I believe the first step will be through the supervision of the head of department who needs to evaluate the teacher in the classroom. The second one will be by the head teacher who needs to organize with the head of department to let the teacher do a presentation in front of his colleagues and the head teacher to verify that he has gained from the programme. The final step will be by communicating with the MOE technical supervisor

through writing and sending a report and evaluation to the teacher after each programme (HD16).

Another view by one of the teachers agrees that involving heads of department, head teachers and MOE technical supervisors is one of the best solutions in organizing follow up and evaluation of I.P., but he adds that programme trainers would also be additional tools in evaluating teachers during the programme through his or her interaction.

I believe that the best way of organizing follow up and evaluation of INSET programmes would be through three main points. The first one would be through teachers and their heads of departments who can evaluate the results from teachers attending these programmes via evaluating them in the classroom. The second point will be through the MOE representative who are the technical supervisors and also programme trainers who can evaluate teachers during each training programme through their interaction. The third stage will be by the head teacher through his continuous visits to teacher in the classroom who can recognize what teachers benefit from attending INSET programmes (T11).

A small number of interviewees called for having workshops within school sections and also within school districts in order to have follow up and evaluation for I.P. and to encourage and motivate teachers to interact with such programmes.

I think the best ways to organize follow up and evaluation of INSET programme can be done through workshops and discussions, prepare paper work, visit trainees to know what they learned or gained from the programme as well as mini-workshops conducted by the trainee to his colleagues in order to transfer his gained experience (T08).

Another view proposes:

I would suggest that the best thing is to have workshops during and after finishing each programme with the teacher presenting his acquired knowledge to his colleagues and also supervising him in the classroom to identify what the teacher gained and learned from the programme (T09).

A similar opinion states:

I think that the best way to organize follow up and evaluation of INSET programmes would be through doing workshops and abstracts of the programme, to be presented and discussed between colleagues in the section (HD20).

A further idea says:

Therefore, I think that the best way to organize follow up and evaluation of INSET programmes will be through three steps. The first one is to have a workshop within and during the programme by the teacher presenting in front of his colleagues and trainer what he has learned practically (T01).

Another different idea said:

I think that the best way to organize follow up and evaluation of INSET programmes is by linking schools with each other and by having workshops after each programme to discuss its strength and weaknesses in detail. In addition, there must be a systematic process by MOE technical supervisors to work with each head of department and head teachers to evaluate every teacher on the programme through observing him in the classroom in order to evaluate his performance (HD06).

Although many responses agreed on some common ideas, at the same time there were several different ideas and opinions that expressed each interviewee's own view regarding organizing the best way of following up and evaluating INSET programmes which vary from one to another. One of these views was expressed by one head of department who emphasized that those who plan I.P. should have a systematic process that forces each school to examine their teachers.

Therefore, I would suggest that those who plan and carry out INSET programmes should have a systematic process that forces each school to observe every teacher attending the programme to do a presentation or small lecture to their colleagues in front of the head of department and head teacher who will then write a report to those who are responsible for programme evaluation regarding teacher acquisition (HD01).

Another view by a head of department states that those who deliver I.P. must get trainees views before the end of the programme and at the end of the programme there should be a survey on what teachers gain from the programme. In addition, he called for a private form that has standardizations for follow up and evaluation of INSET programmes.

I think that the best way to organize a follow up and evaluation for INSET programmes is that programme designers or delivers must obtain participants views and opinions before the end of the course in order to know their views and opinions regarding the course. In addition, at the end of the course there should be a survey of what trainees

learn and gain from the course by establishing a system linked with head teachers and heads of departments in order to know the negative and positive points so that they can evaluate their teachers. There should be also a specific form that contains follow up and evaluation standardization. I believe that programme deliverers should listen for teachers views instead of heads of departments and head teachers because teachers are the closest and ones in touch with the field or the classroom and particularly with their pupils (HD02).

A further opinion by one of the head teachers calls for requesting each trainee to write a report on what he gains and also through presenting what he acquires from the programme in front of his colleagues.

I think that the best way to organize follow up and evaluation of INSET programmes will be through requesting from each participant in the programme to write a report on what he acquired and gained and then transferring his new knowledge and experience to his colleagues one month after the programme. One more things is that those who participated in the programme can give presentations or mini-courses to their colleagues in order to enhance and improve their profession (HT05).

One more suggestion by another head teacher says that having follow up and evaluation of I.P. should be done one month after the programme and should be supervised under the MOE representatives, followed by the evaluation process.

I think the best way to organize follow up and evaluation of INSET programmes is to have a follow up a month after conducting the programme, to be controlled by the MOE technical supervisors. The second phase is an evaluation process and then writing and sending reports about each teacher to the department concerned in the MOE (HT06).

An additional view was expressed through another head teacher who believes that the best way to organize follow up and evaluation of I.P. would be through having a clear vision and plan for such follow up and evaluation process.

I think that the best way to organize follow up and evaluation of INSET programmes will be through putting a clear vision and plan for follow up and evaluation. This process will be through preparing reports about the programme by those who deliver the programme or the trainers alongside the head of department. In addition, there should be a special follow up and evaluation form for each programme to be filled by

the head of department, head teacher and the MOE technical supervisors regarding teacher learning from the programme (HT07).

An additional view of the best way of organizing follow up and evaluation of I.P. was mentioned by one of the head teachers who suggested linking I.P. with participants' promotion alongside a reward system to motivate trainees to interact positively and benefit from such programmes.

"I think the best way to organize follow up and evaluation of INSET programmes is to link these programmes with promotion and particularly for those who participate and implement these programmes. In addition, there should be a reward system that motivates trainees to participate in these programmes and reflects what they learn in practice and then to be supervised by their supervisors and also by writing reports to the head teacher. When you implement these steps you can then follow up and evaluate INSET programmes successfully (HT09)."

One of the views by one of the heads of department mentioned that it is necessary to have a compulsory system that forces every trainee to prepare a report on what he learned and having meetings with trainee section for negotiations and having a supervision by the head teacher and finally a submission for a report wrote about the trainee.

As long as we are missing the process of having followed up and evaluation of INSET programmes I think that those who deliver or plan I.P. must have several steps to control and organize this process. The first step is to have a compulsory system that obliges each teacher who attends a training programme to prepare and write a report during the programme on what he benefits or learns from the programme. The second step is conducting meetings within the sections to discuss what has been presented in the programme. Thirdly, there should be follow up and supervision by the head teacher to find out what the teacher learned or gained from the programme by visiting him in the classroom. Fourthly, a final report submitted by the head teacher on each teacher who attends the programme evaluating their strengths and weaknesses in accordance with the MOE technical supervisors (HD18).

Another view by one of the teachers goes wider when he suggests that the best way would be through distributing questionnaires and then analysing them as well as conducting meetings between teachers and the development team. He also suggested

that trainees' performance should be observed prior to and after the programme in addition to observing pupils' outcomes and a teacher's preparation book.

I think that there are different ways to organize follow up and evaluation of INSET programmes and I think the best way would be through distributing questionnaires among school teachers and then analysing these questionnaires and studying the results. Conduct meetings between school teachers and a development team either individually or in groups in order to motivate teachers to participate in and interact positively with the programme. Supervise teachers' performance and register their differences in order to evaluate them after attending the programme. Study and observe pupils' outcomes and also check teachers' lesson preparation (T05).

A further vision by one of the head teachers emphasizes the need for having or establishing a special development department that is responsible for planning and preparing these programmes and to be linked with the princess of Kuwait.

From my point of view, there must be a special or private development department for developing learning and curriculum according to the political situations alongside specialized and professional persons in order to be in line with educational situations in the country and to be linked with the princess of Kuwait and then establish these training programmes according to the actual needs (HT01).

One of the heads of department states that tailoring INSET programme to meet teacher and school needs should be done through having a website that allows each school to present their suggestions and opinions regarding their requirements and what they are lacking in. He believes that giving school the authority to express their opinions and views via a private website will enrich and support programme success.

I think that INSET programmes can be tailored to meet teacher or school needs by establishing a website that allows teachers or school management to provide their suggestions and opinions regarding the actual needs so that programme designers can benefit from these various views. As a result, I believe that it is very necessary for programme delivers to pay attention to opinions and views in the field (HD06).

The results regarding the first item, INSET programmes are adequately followed up and evaluated by the Ministry related to the Feedback theme, show no differences between agreement and disagreement. Many interviewees express their disagreement that INSET programmes are adequately followed up and evaluated by the Ministry. In fact, they

believe that INSET programmes do not have either a system or standards for follow up and evaluation by the Ministry. The explanation for the differences between quantitative and qualitative data may be because of different reasons. One of the most significant reasons might be the centralised policy by the Ministry of Education with regard to INSET programmes. In more detail, the established policy for teachers' INSET programmes in Kuwait does not allow teachers and their schools to share in such programmes which may make it difficult to understand the evaluation process.

Weaknesses in communication between schools and programme deliverers would be another issue. Another possibility could be the absence of programme clarity regarding its goals and aims that may not be known by teachers and schools. Overlapping in roles between schools and other Ministry departments may lead participants not to give full attention to questionnaires. In other words, there is a possibility that some of the participants do not interact with a questionnaire and therefore don't give it high priority. A further possibility could be because of the nature of the questionnaire that does not give participants the flexibility to express their views freely. Participants in interviews have more freedom and flexibility to express their views compared with questionnaires. It could also be argued that the absence of a systematic way may make participants in questionnaires responses unaware of INSET follow up and evaluation in Kuwait which finally could be another reason.

There was great agreement regarding the item, teachers' contribution in planning INSET programmes would lead to more successful and effective programmes. In fact, the majority of teachers agree on the importance of teachers' contribution and participation in planning INSET programmes in Kuwait. As a result, this shows that the majority of respondents in both methods, questionnaire and interviews, emphasise the need to contribute to and participate in planning INSET programmes. Therefore, those who are responsible for preparing and designing INSET programmes must give full consideration for teachers and their schools to contribute to and participate in planning INSET programmes.

Although the majority of participants indicate a very high agreement toward teachers' contribution and participation in planning INSET programmes, that may be due to different reasons. One of the main reasons is the policy followed by the Ministry of education in Kuwait where teachers and schools are not involved in designing and planning INSET programmes. Programme weaknesses would be another possibility

where teachers and schools might be dissatisfied with being excluded from modifying such programmes. Another reason might be because teachers and schools need to express their views and opinions about their needs before designing and planning INSET programmes which currently does not happen. A further reason could be the type of INSET programmes presented which are not meeting teachers' and schools' requirements. In other words, the types of INSET programmes are not designed and planned to take account of teachers' and schools' actual needs and shortages.

6.8 Theme 6: Teacher Willingness and Rewards (TWR)

The sixth major theme is teacher willingness and rewards (TWR) which was asked through different questions through both questionnaires and interviews. The TWR theme in the questionnaire is addressed by the first, second and fourth research questions which asked:

- *What are the deficiencies and weaknesses of INSET programmes conducted by the Ministry of Education in the State of Kuwait from teachers' perspectives?*
- *What are teachers' attitudes towards their schools' contribution to INSET programmes in Kuwait?*
- *What is the appropriate way forward in planning INSET programmes for teachers in Kuwait?*

The theme of TWR was discovered and emerged when asking participants open-ended questions in the questionnaire namely:

- *How could INSET programmes be improved?*
- *What would make INSET programmes most effective?*

A number of participants in the questionnaires comment on the necessity of having a rewards and incentives system along with the importance of teacher willingness and readiness to learn. Some of them refer to the need for rewards and incentives system, for example:

From my opinion, having a reward system by the Ministry will make these programmes most effective and will lead to better programmes.

Another similarly says:

I think that there must be a rewards and incentives system so that teachers will be encouraged to participate in INSET programmes and therefore lead to more effective programmes.

A further similar opinion states:

I believe that having a rewards and incentives system will support and strengthen these programmes. I think providing reward system will make INSET programmes most effective.

Another detailed view said:

I think that providing rewards and incentives system by the Ministry of Education would make INSET programmes most effective. I can say that such rewards and incentives would give enthusiasm to teachers and increase competition among them.

Others believe that without teacher readiness and keenness, providing INSET programmes will become less effective and will be just waste of time and funds:

I think without teacher willingness and readiness to participate positively in INSET programmes it would make such programmes unusable.

Another similar opinion said:

I believe that if a teacher is not willing to learn or participate in such programmes that would make these programmes lose their strengths and become less effective. But if he or she is willing to learn or participate in such programmes that certainly will lead to improving and strengthening programmes.

Another similar view states:

It is very important that the teacher is willing and ready to learn from INSET programmes. What I mean here is that without teacher readiness and willingness to participate effectively in INSET programmes, these programmes will be less effective.

The same theme TWR was also emerged in interviews when asked:

- *Do INSET programme (I.P.) improve teacher effectiveness in the classroom?
Yes/No Why /Why not?*

The data shows that a number of the interviewees refer to teacher willingness and keenness as one of the important aspects for having a very good INSET programme. In fact, some of the interviewees pointed out that if the trainee does not have the enthusiasm and readiness to learn that will affect negatively the success of any

programme. In addition, others link teachers' willingness and readiness with rewards and incentives given to teachers in order to encourage them to participate positively in INSET programmes. In other words, they believe that having a rewards and incentives system will lead to more attractive INSET programmes rather than keeping joining these programmes optional, making it less attractive and acceptable. The interviewees were: HT04; HT08; HD06; HD07; HD09; T01; T06; T08 and T09.

One of the interviewees refers to the importance of teacher keenness and readiness factor:

In addition, trainee should have the readiness and keenness to learn otherwise you will only waste your time and money (HD06).

A similar view states:

Although these elements are important and major factors, this will not be helpful unless the teacher himself has the willingness and keenness to learn (T01).

Another agrees saying:

Trainees should have the enthusiasm to learn and be keen to join the programme in order to improve themselves (T06).

Another emphasises the factor of teacher keenness:

I think that INSET programmes improve teacher effectiveness in the classroom only if the teacher has the enthusiasm to learn and gain new knowledge, skills and attitudes (HD07).

A similar response:

There is no doubt that INSET programmes improve teacher effectiveness in the classroom but on the other hand there are some factors that would have negatively affect teacher effectiveness. One of the important factors is teacher self-willingness to learn or to develop himself together with respecting his managers and colleagues (HT08).

Another opinion concerning teacher readiness says:

Yes, INSET programmes improve teacher effectiveness in the classroom and that's what training programmes do, but that only happens if the teacher is willing to learn because everything made compulsory is not acceptable and may not give a trainee the enthusiasm to learn (T08).

A similar view for the factor of teacher willingness says:

I fully agree that INSET programmes improve teacher effectiveness in the classroom because they improve and increase teacher knowledge, skills and attitudes and provide new experiences but at the same time I think that cannot happen if the teacher is not willing to learn (HD09).

One view refers to the need for the use of information and communication technology and media technology in addition to teacher keenness for good INSET programmes.

In addition, providing enough information and communication technology equipment and media technology alongside keen and enthusiastic trainees will lead to successful INSET programme (T09).

A further opinion by one of the heads of department who indicates the importance of teacher willingness, refers also to the need for having qualified trainers and a good training environment.

It also requires qualified trainers who have the abilities to improve trainees, and a good training environment as well as a trainee who is willing and keen to learn (HD01).

One more view by one of the head teachers refers to the importance for having follow up by those who supervise teachers and the importance of teacher readiness and keenness to learn.

Although these programmes improve teacher effectiveness in the classroom, that will not happen as it should when there is no follow up by those who supervise teachers or an absence of teacher willingness to learn (HT04).

Another view remarks on the importance of motivation as one of the necessary factors that attracts teachers to these programmes, by establishing a reward system in addition to teacher willingness.

Yes, INSET programmes improve teacher effectiveness in the classroom but only if he is willing to learn because everything made compulsory is not acceptable and does not give a trainee a desire to learn. In addition, there must be motivation for a trainee to join INSET programmes through a reward system that encourages him/her to participate (T08).

A further view by one head of department emphasises teacher readiness to learn and adds that she used to join programmes at her own expense.

I think that INSET programmes improve teacher effectiveness in the classroom only if the teacher has the enthusiasm to learn and gain new knowledge, skills and attitudes. Indeed, I always attend programmes with my own money in order to feed my willingness and ambitions and also because of the weaknesses and shortages of MOE INSET programmes (HD07).

A small number of interviewees – HT06; HT08; HD01; HD11; HD14; HD16; HD18 and T08 – state that providing a rewards and incentives system will enhance and lead to very good INSET programmes. These respondents remark on the importance of motivating teachers through rewards and incentives. In other words, motivating teachers to join and attend INSET programmes through rewards and incentives would be better from their point of view. One of these voices calls for having a reward system along with fail or success conditions:

There should be also a rewards system for INSET programmes such as money and issuing certificates in order to be much more organized and to encourage teachers to participate. That could be done by having pass or fail for INSET programmes so that we can get the benefit from them (HD11).

A similar opinion says:

In addition, there must be a system that provides teachers with incentives whether money or morally such as certificates alongside providing them with promotions particularly for the good teachers (HD01).

Further agreement for the importance of a rewarding system:

In addition, there must be motivation for trainee to join INSET programmes through a reward system that encourages teacher to participate (T08).

Another similar opinion for having a rewards and incentives run by the Ministry states:

I think that INSET programmes improve teacher effectiveness in the classroom because it provides trainee with new skills and knowledge's but the MOE must give more consideration to the motivation side by given incentives and rewards to participants (HD14).

Another view refers to linking incentives with teacher promotion:

Offering rewards and incentives and linking them with teacher promotion in order to encourage teachers to attend such programmes that help in improving teacher effectiveness in the classroom (HT08).

A different view expressed by one head of department refers to the need for giving more attention to selecting those who will participate in the programme.

There must also be a system for rewards and incentives in order to encourage teachers to participate. In addition, there should be a precise selection for those who will participate in the programme (HD16).

One more view calls for giving authority for schools and MOE technical supervisors in identifying school needs in addition to providing rewards for teachers.

I think that giving rewards and incentives along with giving authorities for the school with the MOE technical supervisors in identifying and designing the required needs can lead to effective and successful programmes (HT06).

Another view refers to the importance for teacher readiness and keenness to learn in addition to their rewards and incentives.

I think that providing rewards and incentives for teachers alongside having teachers' readiness and keenness to learn (HD18).

The data, both quantitative and qualitative, show high agreement for the importance of having a rewards and incentives system. In fact, the findings of both quantitative and qualitative data emphasise the factor of teacher motivation through having a rewards and incentives system by the Ministry of Education, which is currently not available. Teacher willingness and readiness was another important factor in order to benefit from INSET programmes. Current data show that there might be different possibilities that lead to the emergence of the theme TWR. One of these possibilities could be the absence of a rewards and incentives system. The absence of rewards and incentives may keep teachers frustrated or less motivated to participate in INSET programmes. Missing clear rules for linking INSET programmes with teachers' promotion would be another possibility. In other words, if programmes were linked with teacher promotion according to certain rules it may motivate teachers to interact positively in such programmes. Another possibility would be disregarding teachers and schools from being involved in INSET programmes. Because teachers and schools are not contributing or participating in INSET programmes that would make them less likely to

interact positively with such programmes. It could be also argued that presenting programmes that are not meeting teachers' actual needs would be another possibility. In other words, such programmes available to teachers but not meeting their real needs would make them depressed or less motivated to interact with current INSET programmes.

6.9 Summary

Six major themes emerged from the data of the research namely; programme design (PD), trainer competency (TC), identifying and meeting needs (IMN), Impact (I), feedback (F) and teacher willingness and rewards (TWR) were presented through this chapter. Analysing these themes in details was presented thematically by introducing study research questions and responses from each of the two methods, questionnaires and interviews. Questionnaire was presented in counts and percentage within its items that answer the intended research questions. Interview were also analysed through its questions that answer the intended research questions. Both of the two methods were analysed in turn by identifying the questions that were intended to answer the main research question.

Chapter 7 Discussion

7.1 Introduction

This research aimed to explore teachers, heads of departments and head teachers views and opinions concerning INSET programmes and whether they suffer from any weaknesses and deficiencies. In addition, it was hoped through this research to discover teachers' views about their schools contribution in planning INSET programmes in the State of Kuwait. It was also hoped to discover if there is any relationship between schools' contributions to planning INSET programmes and the perceived effectiveness of those programmes in Kuwait. Within this research two different methods were used namely questionnaires and interviews in order to investigate the following research questions:

1. What are the deficiencies and weaknesses of INSET programmes conducted by the Ministry of Education in the State of Kuwait from teachers' perspectives?
2. What are teachers' attitudes towards their schools' contribution to INSET programmes in Kuwait?
3. What is the relationship, if any, between schools' contributions to planning INSET programmes in Kuwait, and the perceived effectiveness of those programmes?
4. What is the appropriate way forward in planning INSET programmes for teachers in Kuwait?

As mentioned above two data collection methods were used to answer the four research questions above. First, 15,000 questionnaires were handed out to a number of 30 teachers through 50 mixed primary, intermediate and secondary public schools in the State of Kuwait throughout all six districts in Kuwait. The questionnaires were divided into six themes, namely; programme design (PD), trainer competency (TC), identifying

and meeting needs (IMN), impact (I), feedback (F) and teacher willingness and rewards (TWR). Interviews were also arranged to provide more in-depth information for the same themes. But, as said earlier in the sample section in the previous chapter, interviews were arranged with head teachers and heads of departments in addition to teachers within all six districts in Kuwait. Interviews were conducted with 10 head teachers, 20 heads of departments and 15 teachers.

As presented in the previous chapter six major themes emerged from both the quantitative and qualitative data of the research. In this chapter the discussion will take place in order to illustrate and clarify the results of the study. The researcher will follow a thematic sequence for the discussion in order to discuss each theme in turn. In addition, the researcher will combine both of the two data resources, namely questionnaires and interviews, in one discussion. That is each theme will be discussed with regard to its results and interpretation.

7.2 Theme 1: Programme Design (PD)

As mentioned in the previous chapter in table (6.8) the data for the first item show that the percentages regarding the item, teachers' INSET programmes are loaded in content, vary between (45%) disagreements and (44%) agreements with (11%) undecided. The second item also shows that the percentages vary between (43%) agreements and (43%) disagreements along with (14%) undecided with regard to the item INSET policies are very clear. The third item, INSET programmes are comprehensive enough, shows the percentage of disagreement responses was (51%) disagreements compared with (33%) agreements.

As shown above the percentages for the first two items were almost equally distributed between disagreements and agreements, whereas the third item, INSET programmes are comprehensive enough, shows that the number of disagreement responses were (51%). Although the responses in the quantitative data are not the same as the questions in the qualitative one, there were statements by a number of qualitative data respondents who believed that INSET programmes are loaded in content, INSET policies are very clear and INSET programmes are comprehensive enough. Some of these reflections concerning the first two were expressed as follow:

I think that INSET programmes are loaded in content compared with time given for the programme and I can say that mostly time is not enough to present it effectively to trainees (HD11).

I think that the problem with INSET programmes lies in its unclear goals and policies by the MOE and if these goals and policies were clear I believe that these programmes would be beneficial (T04).

Unfortunately, I can't see that there is clear policy for follow up and evaluation of INSET programmes (HD09).

I think the problem with INSET programmes lies under its shortages (HD05).

In fact, these programmes are very infrequent and not enough to cater for all teachers (T12).

Personally, I think the problem with INSET programmes is that they need to be increased in number; otherwise they are good (T03).

There were at the same time sub themes related to the major theme, Programme Design namely; programme time, programme practicality and programme relevance. These sub themes will be highlighted and discussed below.

Programme Time

For the first sub theme a number of qualitative data respondents remarked on the importance of programme timing. There were two main points brought up by interviewees regarding programme time namely: the significance of having appropriate time when presenting INSET programmes for teachers and the need for providing enough time for the programme in order to allow teachers to interact practically with the trainer and the content during the programme. This was reflected in a number of qualitative responses in different ways. For example:

I think that the quality of INSET programmes is good and serves the learning process but the problem is with timing that mostly comes within the exams period (T09).

Another reason is that programme timings are not organized properly and they are mostly presented in the peak periods (HD02).

Appropriate timing is an important element for every good INSET programme (HD11).

In addition, those who deliver INSET programmes do not give enough time for us as trainees during the programme to discuss and implement practically what we learn (T05).

This is also consistent with the studies of Alhamdan & Alshammeri (2008); Almazkoor (2009); Cimer *et al.*, (2010); Rakumako & LaugKsch (2010); and Yigit (2008) which emphasise the important role played by programme time. Thus, the importance of having proper time when presenting the programme is a sensitive point that may have an effect on programme success or failure. In addition, giving enough time for the programme may increase and expand teachers' experiences through reciprocate their knowledge, skills and attitudes within the programme.

Programme Practicality (PP)

The second sub theme revealed a small number of qualitative respondents remarking on the necessity for having practical programmes rather than theoretical ones. They put emphasis on programmes that are able to be applied and implemented in practice. This was reflected through the different views from qualitative respondents. For example:

I can say that most of the programmes focus on the theoretical part more than the practical part which in my opinion could not be applied practically (HD12).

Programmes should have the practical perspective rather than the theoretical one.

These good programmes must touch real and practical situations and be related to the actual and practical facts along with their applicability during the course and better to be after the theoretical part and through practical application in the classroom (HT01).

I think that INSET programmes are not beneficial and the reason is that they are more focused on the theoretical part rather than the practical one as well as not being linked with the real needs or situations (HD02).

This is also supported by the studies of Dyer *et al.* (2004) and Yigit (2008) who recommend the necessity of running practical programmes more than theoretical ones in order to keep teachers up to date practically with the latest changes in the educational field. As a result, focusing on practical programmes more than theoretical ones seems to be an important factor and required by teachers in order to apply what they learn practically and be able to implement it.

Programme Relevance (PR)

A few qualitative data responses remark on the importance of presenting up to date INSET programmes in Kuwait and being abreast with rapid changes in the educational field. They point out that current INSET programmes in Kuwait need to be prepared and designed with modern and most recent programmes and avoiding too much repetition. Some of these reflections were as follow:

Another issue is that unfortunately while there are INSET programmes they are mostly repeated and boring, besides which they don't have any creation neither by its potentiality and its trainers (T10).

I think that INSET programmes are not attractive for teachers because they are not in line with up to date programmes in the educational field and one of these issues is the content (HD06).

Based on the above responses from the qualitative data it seems clear that any successful INSET programme should go through different phases. One of the most sensible steps is having an early investigation into the shortages and requirements needed by teachers and schools in order to plan and design INSET programmes to meet their real needs. This is agreed by many studies which emphasize the need for prior and early survey for teachers' needs namely Alaahez *et al.*, (2010); Alwan (2000); Burns (2005); Cimer *et al.*, (2010); Metwali (2004); Onderi & Croll (2008); and Yigit (2008). Another phase is planning and designing these programmes by specialized staffs who work as professional designers or planners for such programmes. That was emphasized by the studies of Bayrakci (2009) and DeSimone & Harris (1998). According to the social capital theory; cooperation, collaboration, trust, tolerance, mutual understanding, honesty and reciprocity are a major component that enhance and support relationships among people (Catts & Ozga, 2005). Therefore, there is a need of giving teachers and schools the authority to express their needs. This can be done before planning and designing INSET programmes through consulting them by those who deliver them.

The importance of giving more attention and consideration to teachers and their schools and listening to their views and opinions was another phase. This is consistent with many studies, namely Alaahez *et al.* (2010); Alsarraf *et al.*, (1998); Alwan (2000); Bayrakci (2009); Cimer *et al.*, (2010); Rakumako & LaugKsch (2010); and Yigit (2008). The importance of having professional planning and designing for INSET programmes leading to greater benefits and programme success is another very

important factor. Several studies supported this view, namely: Abiddin (2006); Alaajez *et al.*, (2010); Alsarraf *et al.*, (1998); Cimer *et al.*, (2010); DeSimone & Harris (1998); Elly (2010); and Noe (2008). Although many studies support the importance for providing high respect to teachers' and schools' voice, that is also echoed by the concept of social network which calls for increasing collaboration, cooperation, honesty and reciprocity between stakeholders (Persson, 2008; and Putnam, 2000).

Providing professional trainers who have the ability to encourage and improve teachers' knowledge, skills and attitudes in a professional way was another important phase. That is similar to different studies such as Almazkoo (2009); Alsarraf *et al.* (1998); Bayrakci (2009); Cimer *et al.*, (2010); EURYDICE (1995); Vivian (1977); and Westera (2001). Selecting the appropriate content that is in line with the latest developments in the educational field is another vital step needed before conducting the programme. That was supported by different studies like Alaajez *et al.*, (2010); Almazkoo (2009); Alsarraf *et al.*, (1998); and Cimer *et al.*, (2010).

Appropriate timing for conducting these programmes and also providing enough time for the programme that allows trainees to interact and share feedback with trainers is also an essential factor. This is similar to the studies of Cimer *et al.*, (2010); Noe (2008); and Yigit (2008). Clear programme goals in advance for participants would help them to understand what their tasks are and would increase their awareness to interact positively with the programme. That was recommended by Alwan (2000) who emphasizes the importance of informing teachers of any suggested activities as well as increasing their awareness.

A possible explanation of the equal percentages for the quantitative data might be because of weaknesses in communication between schools and those who deliver the programme. That was similar to the study results of Alhamdan & Alshammeri (2008) who pointed out that there is mis-communication between schools and other responsible authorities through schools head teachers who emphasise the importance of communication between such circles or chains. This is also supported and agreed by other studies such as Alwan (2000); Bayracki (2009); and Rakumako & LaugKsch (2010). In her study Alwan (2000) associates the weaknesses of designing INSET programmes in the United Arab Emirates (UAE) with the lack of consultation of those who deliver INSET programmes and school head teachers about teachers' needs. Thus, the factor of having good communication between all stakeholders seems to be a

necessary principle that leads to successful and effective INSET programmes. One of the most important principles the social capital theory depends on is raising communication between stakeholders through building trust and cooperation (Persson, 2008).

Another important possibility would be the centralised policy followed by the Ministry of Education that does not allow teachers and schools to participate or contribute in designing and planning INSET programmes. In other words, that policy keeps teachers and schools away from understanding clearly the aims and goals of INSET policies. In more detail, the current policy followed by the Ministry of Education in Kuwait is top-down, where teachers and schools are just receivers and are not involved in setting any policies even within their schools. Many studies emphasise the important role of good coordination and communication between all areas involved. These studies include Alhamdan & Alshammeri (2008); Alwan (2000); Bayracki (2009); Rakumako & LaugKsch (2010) who recommend that there should be good communication within all stakeholders and which may require implementing a decentralised or more flexible policy. In other words, teachers' in-service training policies should allow the level of (teachers and their schools) to contribute or participate in designing and planning INSET programmes. In addition, this was also reflected in several studies that call for taking previous teachers and schools' views and opinions about designing INSET programmes. Such studies are Alaajez *et al.*, (2010); Alsarraf *et al.*, (1998); Cimer *et al.*, (2010); and Yigit (2008). As mentioned above, current followed policy by the Educational Ministry of Kuwait does not provide teachers and schools the authority to contribute or participate in INSET planning and designing stages. This is conflicting with the concept of social capital which calls for enhanced communication building among stakeholders, and developing trust and reciprocity between them (Anderson, 2008). Therefore, there is need to reconstruct and revise current followed policy by the Educational Ministry of Kuwait.

Participants' length of teaching experience would be another possibility that varies from one to another which may cause this variety. The study sample in table (6.1) in the previous chapter shows that almost 60% of the teachers taught for less than 10 years. In other words, those who have less years of teaching may have less ability to evaluate INSET programme content. This is consistent with the studies of Abdah (2006) and Alaajez *et al.*, (2010) who found that there is a statistical significance difference for the factor of teaching experience. However, that was contradicted by the results of

Alghamdi & Alghamdi's (2011) and Alzeyadat & Khaled (2011) who found no statistical significant differences for the factor of length of teaching experience. As a result, this variation along with these two studies may refer to the nature of the study sample that shows that almost 60% had less experience than ten years.

The number of previously entered programmes would be another argument that would help participants to judge whether INSET programmes are loaded in content or not. This is similar to the study results of Alaajez *et al.*, (2010) who found that those who have entered previous programmes have better understanding and evaluation than those who haven't. This, however, clashes with the findings of Alzeyadat & Khaled (2011) who pointed out that there is no statistical significant difference for the factor of number of previously entered programmes. Therefore, the difference concerning the number of previously entered programmes may also be because of the study sample which shows that 40% of teachers taught for less than five years and a total of almost 60% of teachers have taught for less than ten years. Numbers of previously entered programmes may affect teachers' decisions or evaluation. According to Lin (2001b), the concept of social network can help identify the working process of any professional development programmes like INSET. Therefore, there is a need to increase the number of INSET programmes in Kuwait in order to extend the social network which can cover and help more teachers and schools better understand such programmes.

The type of programme content, whether theoretical or practical, might also have an effect on teachers' understanding or selection of the item. In other words, taught trainees' theoretical side may not be able to be applied or implemented practically by teachers and therefore may affect teachers' acceptance of the programmes. That was reflected by different responses that programme content is an important factor in good and effective programme design. This was supported by different studies such as Alaajez *et al.*, (2010); Almazkoo (2009); Alsarraf *et al.*, (1998); and Cimer *et al.*, (2010), which emphasise the important role played by programme content on the success or failure of programme design. This is also similar to the study of Yigit (2008) who recommends and calls for running practical content rather than theoretical, so that teachers can be abreast in practical terms with the latest changes in education.

Missing programme clarity would be another factor that may affect teachers' understanding or evaluation of programme content. In other words, because teachers are unaware due to missing early information about programme content that would make

teachers unable to judge the programme content. That is consistent with the studies of Alaahez *et al.*, (2010) and Almazkoo (2009).

I anticipate that another possibility would be because teachers are not educationally qualified, such as those who graduate from literature colleges, Shareea' (Islamic Laws) colleges and science colleges. In addition, teachers are recruited from other Arab countries, which have their own environment and culture different to those in Kuwait, and who are prepared for teaching differently in their country. As a result, that may effect teachers judgment concerning INSET programmes in Kuwait.

I predict that another factor would be that teachers are not from area of interest in evaluating whether INSET programmes are loaded in content or not. In other words, because teachers are not involved in attending specific evaluation programmes, that may limit teachers' understanding about programme evaluation.

Excluding teachers from being involved in designing INSET programmes may lead them to be incapable on judging whether INSET programmes are comprehensive enough. From the qualitative data it becomes clear that teachers and schools are dissatisfied with current INSET programmes. In other words, statements from teachers and schools pointed out that they have lost faith in currently presented INSET programmes. This was reflected in some of the responses as follows:

For example, I am a head of department for over twelve years and during these years I have attended only one course, which was "class management" (HD02).

In fact, the MOE is presenting new programmes to schools but the question raised here is do all teachers benefit from doing these programmes and does it reach teachers (HD18).

Thus, that leads many respondents to believe that current INSET programmes are not comprehensive enough and need to be increased and varied in order to give teachers new and more knowledge, skills and experiences. That is agreed by the study of Samoor (2006) who recommends the need for building-up and increasing teachers' INSET programmes. Based on this view and on the study of qualitative responses there must be an extensive and immediate involvement by decision makers at the Ministry of Education in order to rebuild teachers' and schools' trust with INSET programmes in the State of Kuwait. Therefore, INSET programmes must be planned and designed carefully and by professionals and experts along with early teacher and school involvement.

According to Persson (2008) network components such as trust, norms and values are all key elements to social capital which corporate social responsibilities among the stakeholders. Therefore, decision makers in Kuwait should work on finding valid connections between the target stakeholders through improving their trust, tolerance, mutual understanding and support which can help and enhance their professional responsibilities positively and efficiently.

Overall, it can be concluded that the different views and opinions given above all emphasise and focus on the importance of having professional preparation and design for any INSET programme. In other words, the qualitative data showed clearly that having good and careful planning and design for INSET programmes may lead to the programme flourishing and vice versa and that is consistent with many studies.

Although the data from the interviews produced different answers, it gives a general impression that current INSET programmes suffer from unsystematic planning and that they need to give teachers and schools good, appropriate and improved INSET programmes in the State of Kuwait. In addition, the Ministry of Education should conduct an urgent review to discover how to modify and restructure INSET programmes in Kuwait.

7.3 Theme 2: Trainer Competency (TC)

As mentioned in the previous chapter trainer competency (TC) was the second major theme which was asked by different questions through questionnaires and interviews. Trainer competency theme in the questionnaire answers the first and second research questions. Whereas, in interviews it deals and answer the first and second part of question one.

As shown in table (6.9) in the previous chapter there is a number of low majority agreements (54%) for the item, INSET programmes are well prepared by those who deliver them, along with (34%) disagreement. In addition, there were (49%) agreements along with (33%) disagreements for the item, INSET trainers are suitably qualified. Furthermore, there was a small majority in agreement (57%) compared with (27%) who disagreed with the item, INSET trainers are well prepared. For the item INSET trainers are well selected (43%) were in agreement and (30%) disagreed. In general, the results varied from one to the other of the four items for the TC theme. For the first item, INSET programmes are well prepared by those who deliver them, there was a number

of respondents from the qualitative data disagreeing with the findings of the quantitative data, and who had the opposite view. For example:

Unfortunately what we have currently in Kuwait is that INSET programmes are not in line with the accelerated developments in the educational field (HT04).

Returning back to the presented INSET programmes in Kuwait I can say that it can be classified as traditional and lacks to much of development and creation of educational life. In addition, it is only programmes conducted by those who deliver it to prove that we are conducting and presenting programmes and not more (T07).

There was a number of qualitative data responses disagreeing with the item, INSET trainers are suitably qualified. Some of these responses were as follows:

Oh trainers and their headache who works in the same field and experience as teachers or MOE technical supervisors and not as pure trainers. In fact, those current trainers are the MOE technical supervisors in the morning time and in the afternoon they are trainers how, I don't know. In other words, they are not those who are from area of interest in training along with the fact that they don't have the thought, experience and skilful as trainers (T10).

Regarding current INSET programme trainers I can say that the majority of INSET trainers are mostly in need of pre-training before going through teacher training process in order to keep this training in line with basic and latest theories for achieving learning quality (T05).

For the third item, INSET trainers are well prepared, qualitative data shows there were disagreements from some respondents who believed that INSET trainers are not well prepared. For example:

Unfortunately, there are no good trainers because their selection depends on favouritism from programme deliverers or decision makers. In addition, those trainers mostly are our colleagues who accept small amounts to do the course as well as the fact that they are not specialized or professional in training. In fact, trainers should be selected as professional trainers and from academic institutions. So, then I think that evaluation of current trainers will be within the acceptable level (HD01).

I think that the majority of the trainers of INSET programmes in Kuwait are from the MOE technical supervisors who mostly do not have training skills and they are near to and more on the management side because they come within the management and not

specialized in training. Therefore, those programmes presented by the MOE mostly having unqualified trainers who are not specialized as trainers (HD16).

There were a number of interviewees who disagreed that INSET trainers are well selected. As mentioned in the previous chapter their reflections mostly focus on the way trainers are selected. For example:

INSET programmes trainers in Kuwait are just a tool for delivering or sending messages to teachers and who finally take their money. In fact, they are not qualified and their selection is mostly done not according to their qualification but according to favouritism (HT01).

INSET trainers are also traditional and not in line with modernization along with the fact that they don't have the ability to send the information to participants. In other words, INSET trainers are not specialized and professional as trainers but most of them are from the MOE technical supervisors or our colleagues I mean teachers who are not from area of interest of training (HD06).

I believe that INSET programmes trainers are not qualified and need to be more professional and I think that their level is acceptable to good because their selection depends on favouritism; besides that they are not specialized and most of them are either teachers or those who still apply the old styles (HD04).

From the above mentioned results there is to some extent slightly difference exceed within the four different TC items for the quantitative data. In contrast, there were a number of disagreements with the quantitative results by the qualitative data for the four items. In order to clarify this variation there might be different possibilities that lead to this conflict. One of the most possibilities would be weaknesses in communication between those who deliver the programme and teachers along their schools. That is consistent with the studies of (Alhamdan & Alshammeri (2008); Alwan (2000; Bayracki (2009); and Rakumako & LaugKsch (2010). Therefore, that may give strength to the factor of having good communication between those who deliver the programme and teachers and their schools. Putnam (2000) referred to the importance of the two different types of social capital namely bridging and bonding. According to him, the significance of these two types comes from their powerful social effects. Putnam supported the results of this study by mentioning that the lack of communication among stakeholders widens their social capital which is the most needed type for collective problem today.

Another possibility could be because of the carried policy by the Ministry of Education where teachers are not involved in preparing and designing INSET programmes. That is current policy by the Ministry of Education is highly centralised where teachers and schools are not involved in preparing and designing INSET programmes which might be difficult for teachers to evaluate INSET programmes. This is consistent with the studies of (Alhamdan & Alshammeri (2008); Alwan (2000; Bayracki (2009); and Rakumako & LaugKsch (2010) who emphasise on having good communication between all of the involved areas and that may require to apply decentralised policy or more flexible policy. In other words, teachers' in-service training Policies should allow the level of (teachers and their schools) to participate in designing and planning INSET programmes. In addition, that was also reflected by several studies that call for taking previous teachers and schools views and opinion about designing INSET programmes. Such studies are Alaajez *et al.*, (2010); Alsarraf *et al.*, (1998; Cimer *et al.*, (2010); and Yigit (2008). The social capital theory consists of different social interactional assets such as cooperation, collaboration, and mutual understanding which can enhance and support people to work with each other in groups (Anderson, 2008; and Catts & Ozga, 2005). This phenomenon seems highly required to increase and enrich the work of designing and planning of INSET programmes in Kuwait through expanding or strengthening the connection among the stakeholders.

Another possibility may relate to participants who have less experience in teaching compared with those who have more length of teaching. That is those who have more experiences might be more able and better in evaluating current INSET programmes in Kuwait. This is consistent with the studies of Abdah (2006); and Alaajezet *et al.*, (2010). But, that was conflicted with the results of (Alghamdi & Alghamdi's (2011); and Alzeyadat & Khaled (2011). Consequently, this variation about the above mentioned agreement and disagreement studies may refer to the study sample nature that shows that almost 60% has less experience than ten years. In other words, the sample of this study showed that 40% taught for less than five years and 60% who taught for less than ten years, and that may indicate that some teachers have less ability to judge.

A further possibility would be lack of clarity in the programme goals and aims for teachers. In other words, lack of programme awareness concerning the goals and aims for teachers and schools would affect their understanding. That is consistent with the studies of Almufarej *et al.*, (2007); DeSimone & Harris (2000); and Samoor (2006). Catts & Ozga (2005) state that social capital might be conceptualized as the 'social glue'

which works on improving relationship along with developing and increasing trust between each other. Therefore, those who plan and design INSET programmes should give more consideration for teachers and schools through providing them with better and more awareness to understand clearly the aims of conducting such programmes.

Another possibility could be the number of INSET programmes previously entered by participants, which may help those who have entered more programmes to have a better understanding than those who have less or no previously entered programmes. That is consistent with the study results of Alaahez *et al.*, (2010), while they disagree with the study of Alzeyadat & Khaled (2011). Thus, this differentiation for the factor of number of previously entered programmes would be because of the nature of the study sample in which almost 60% of teachers taught for less than ten years.

Favouritism was another possibility remarked upon by a number of participants who believe that trainers are not well selected, prepared and not qualified. For example:

I think that their level is acceptable to good because their selection depends on favouritism (HD04).

The reason is that they are not professional trainers and their selection depends mostly on favouritism (HT02).

That is consistent with the studies of Alfarra & Alzaanoon (2008); and Harris *et al.*, (2010). In other words, teachers may evaluate trainers based on favouritism and that may keep trainees' evaluation of trainers under these criteria and not neutral.

Furthermore, close-ended questions particularly in questionnaires do not give participants the freedom or the flexibility to illustrate their answers compared with semi-structured questions in interview. In other words, participants in close-ended questions in questionnaire do not have the space to express or explain their views in detail compared with interviews. In fact, the system conducted in Kuwait is highly centralised where teachers and schools are not involved in key decisions in preparing and designing INSET programmes. That is consistent with various studies namely (Cohen *et al.*, (2007); Dawson (2009); Kumar (1996); Neuman (2007); and Oppenheim (1992).

I anticipate that teachers lacking the ability or the speciality to evaluate such programmes would be another possibility. In other words, it is possible that some

teachers may not be able to evaluate whether INSET programmes are well prepared by those who deliver them because they are not involved in preparation.

Another possibility might be because of teachers' length of teaching which may vary from those who have more and those who have less years of teaching. That is teachers with less length of teaching experience may not be able to evaluate whether INSET programmes are comprehensive enough or not. This is similar to the results of the studies of Abdah (2006) and Alaajez *et al.*, (2010). In contrast, that conflicts with the studies of (Alghamdi & Alghamdi (2011); and Alzeyadat & Khaled (2011). As a result, this variation from the above mentioned studies may relate to the nature of the study sample that shows that almost 60% have less than ten years' experience. That means that those who have less experience may be less able to evaluate whether the INSET programmes are comprehensive enough or not, and those who have more years of experience would be better in evaluating.

Overall, in the quantitative data, the trainer competency theme with its four items shows a variety of responses between those who agree and disagree, whereas a number of responses from the qualitative data show detailed views and examples which agree that INSET trainers are not competent. Different qualitative data show that INSET trainers in Kuwait are not competent and they are not qualified and professional, and their selection depends mostly on favouritism, relationship and utility. According to Coleman (1988), arguments and dialogues within the learning groups can build greater trust among the stakeholders to accomplish varied professional duties. This raises the need to build-up transparency and healthy discussions and trust among the stakeholders. Therefore, those who are responsible for delivering INSET programmes in Kuwait must give greater consideration to the way INSET trainers are selected and trained.

7.4 Theme 3: Identifying and Meeting Needs (IMN)

The third major theme is identifying and meeting needs (IMN) which was explored through different questions in the questionnaires and interviews. As mentioned in the previous chapter the IMN theme in the questionnaire deals with the first, second and fourth research questions. Table (6.10) in the previous chapter showed that it is apparent that most of the items that comprise IMN reveal a large majority of satisfaction between (87%) and (92%) of agreements or strong agreements. However, some items have a smaller majority of satisfaction between (51%) and (56%); those items are: "Parents

should be involved in planning INSET programmes, “INSET programmes keep pace with improvement in the educational field and “INSET programmes meet teacher needs. The results showed that three quarters of the respondents agree that head teachers should be involved in identifying teacher training needs when INSET programmes are being planned by the Ministry.

As mentioned in table (6.10) in the previous chapter, the percentage for the first item, INSET programmes meet teacher needs, was (56%) of agreements and strong agreements compared with (36%) of disagreements and strong disagreements, along with (7%) undecided. The second item shows that (52%) agree compared with (38%) who disagree that INSET programmes keep pace with improvements in the educational field. The majority of respondents (77%) agree or strongly agree that teachers should participate in planning INSET programmes. The data also show that a high number of participants (81%) believe that teachers should attend specific training programmes to enable them to participate in setting INSET programmes.

A high percentage (92%) of respondents believe that teachers should be asked in advance to specify their training needs before INSET programmes are designed by the Ministry. A further majority of participants (86%) believe that teachers are the best ones to identify and design INSET programmes. In addition, the data show a high agreement by respondents (89%) who believe that INSET designers should give greater attention to teacher participation in planning INSET programmes. Furthermore, there was a majority of participants (76%) who agreed that head teachers should be involved in identifying teacher training needs when INSET programmes are being planned by the Ministry. For the item that parents should be involved in planning INSET programmes, there was a small majority of respondents' in agreement (51%) compared with (36%) in disagreement, along with (13%) undecided. Overall, the data show that there was a high agreement by respondents concerning all the items that comprise the theme identifying and meeting needs.

Qualitative data in turn showed widespread agreement with the majority of quantitative items. Interviewees believe that planning and designing INSET programmes should begin first by identifying teachers' and schools' actual needs in order to identify the aims in conducting the programme and achieve success and benefit from it. In addition, INSET programmes should be designed and planned to meet teachers' and school needs' and be based on these identified needs and shortages. Many of the respondents

emphasise the importance of INSET programmes meeting teachers' and schools' real needs and being designed according to these shortages and requirements which start from addressing school needs in advance. In fact, qualitative data showed disagreement with the first item, INSET programmes meet teacher needs. This was reflected in a number of qualitative responses which believe that INSET programmes do not meet teacher needs. For example:

I think the quality of INSET programmes related to teachers in Kuwait is very weak during teaching service and period. This is because these programmes simply do not meet teachers' requirements and needs (T11).

INSET programmes were not based upon important needs or to develop a particular aspect; besides that they are not planned according to early survey or questionnaires that show if there is any particular aspects which need to be developed and specific programmes to meet those particular needs (T02).

The problem with INSET programmes is that they are not meeting teacher and school needs and for that reason I think these programmes will be less effective (HT06).

I think that current INSET programmes miss the link with the actual needs for teachers and school. Therefore, these programmes do not meet teacher needs and for that reason I believe that they are not good (HD02).

These programmes are not organized and prepared to meet our real needs (HD15).

I think that the quality of INSET programmes in Kuwait is very poor because these presented programmes do not include and meet exactly what teacher and school suffer from and therefore they are poor (T01).

I think that generally INSET programmes are acceptable and the reason is that these programmes are not planned according to teachers need and don't provide teachers with their required and actual needs (HD10).

I think that the quality of INSET programmes is not in line with the required level and does not cover the essential needs by the team which delivers and plans them and also in terms of quantity and quality. So, I think that these programmes are below the standards and do not meet our ambitions (HT03).

As mentioned above it was apparent that most of the items that comprise identifying and meeting training needs show a high majority of satisfaction, between (87% and

92%) agreements or strong agreements. On the other hand, some items show a smaller majority of satisfaction between (51% and 56%) that relate to the items “Parents should be involved in planning INSET programmes, “INSET programmes keep pace with improvement in the educational field and “INSET programmes meet teacher needs. The results show that three quarters of the respondents agree that head teachers should be involved in identifying teacher training needs when INSET programmes are being planned by the Ministry. As a result, that gives a clear indication that teachers and their schools should be involved in identifying and meeting teachers’ needs before designing INSET programmes.

The findings also showed that a majority of qualitative data agree on the importance of the theme identifying and meeting needs through teachers, heads of departments and head teachers’ views and opinions. They emphasize that teachers and their schools should all be involved in designing INSET programmes which from their point of view lead to strong and effective programmes. Different possibilities may lead both participants from quantitative and qualitative data to agree on the importance for giving the responsibility and opportunity for teachers and their schools to contribute and participate in designing INSET programmes in Kuwait. In addition, the majority through both quantitative and qualitative data also revealed the importance of the theme identifying and meeting needs.

One of the most possibilities is the highly centralised policy carried by the Ministry of Education where teachers and schools are not involved in designing INSET programmes. That is INSET programmes in Kuwait are largely driven by the Ministry of Education through its representatives in the technical supervisor department. As a result, the top-down policy keeps teachers and schools as just receivers for what is provided by the Ministry, which may lead to ineffective and unsatisfied programmes. That is consistent with different studies namely Alhamdan & Alshammeri (2008); Almufarej *et al.*, (2007); Alwan (2000); Bayracki (2009); and Rakumako & LaugKsch (2010). Referring to the concept of social capital there is a high need of finding the best ground for reciprocity and trust among the stakeholders (Anderson, 2008; and Catts & Ozga, 2005). According to the above findings, current INSET policy in Kuwait lacks this ground, and thus, there is a vital requirement of modernizing and revising the current INSET policy. In this regard, it seems essential that the ministry should create scopes which can give teachers and schools more authority to contribute in planning and designing INSET programmes in Kuwait.

Another possibility could be weaknesses in communication between those who deliver the programmes and teachers and their schools besides other related authorities. That is consistent with the studies of (Alhamdan & Alshammeri (2008); Alwan (2000); Bayracki (2009); and Rakumako & LaugKsch (2010). Therefore, that may give strength to the factor of having good communication between those who deliver the programme and teachers and their schools. Based on the findings of this study those who deliver the programmes should be keen on enhancing communication among stakeholders in Kuwait, and this might be achieved by improving social capital components such as trust building through sharing; involving all groups of stakeholders in the designing and implementing stages of the programmes; and through acknowledging all constraints perceived through the collaborative efforts (Ottebjer, 2005).

Weaknesses in the clarity of programmes regarding their goals and aims could be another possibility. Due to lack of teachers' and schools' awareness about programme goals and aims would affect their understanding. That is consistent with the studies of Almufarej *et al.*, (2007); DeSimone & Harriss (2000); and Samoor (2006). Raising and increasing trust among the stakeholders may help them mutually understand and collaborate with each other more effectively. Therefore, those who plan and design INSET programmes should give more considerations to teachers and their workplace people, and try to provide them essential awareness so that they can clearly understand the aims of conducting and participating such programmes (Dika & Singh, 2002).

Another possibility would be excluding teachers and their schools from being involved in planning and designing INSET programmes. That was shown by a number of qualitative data that show them being excluded from contributing to or participating in planning and designing INSET programmes. It is really important to build-up solid connection among all stakeholders in order to achieve effective and improved results. Current findings showed that teachers and schools are not involved in planning and designing INSET programmes. Based on the social capital concept, without cooperation, collaboration, and mutual understanding among stakeholders it is difficult to attain expected outcomes from any INSET programmes. Therefore, INSET planners and designers in Kuwait should work on finding a system that allow teachers and schools to contribute and participate in designing and planning such programmes (Bourdieu, 1986).

Another possibility would be the way programmes are delivered. In other words, it was reflected in the qualitative data that INSET programmes in Kuwait are delivered in a random manner and not meeting needs. That was also consistent with Almazkoor (2009) who indicates that INSET programmes are not efficiently run by those who deliver the programme. As a result, this may have an effect on programme accuracy and efficiency.

There is a possibility for the majority agreement by participants concerning their contribution and participation in designing INSET programmes that teachers need to know and understand the process of preparing and designing such programmes. In other words, teachers may want to build and design INSET programmes in order to fit and meet their real needs and requirements rather than designing them apart from their needs. Based on the above findings there is a high need of allowing teachers and schools to contribute and participate in planning and designing INSET programmes. According to the social capital concepts; improved trust, cooperation, and understanding among stakeholders can lead to effective implementation of the plans and policies (Anderson, 2008; Bourdieu, 1986; and Ottebjør, 2005). Therefore, those who deliver INSET programmes in Kuwait are required to try to reconstruct current policy in such a way so that it provides a system which allows teachers and schools to contribute and participate in designing and planning INSET programmes.

It could also be argued that this agreement by participants concerning the theme IMN rose from their concern about current INSET programmes in Kuwait, which from their point of view are not satisfactory. Therefore, participants may feel that early IMN is very important to avoid weak and inefficient INSET programmes.

I anticipate that another possibility would be teachers' backgrounds, that is where they came from and unqualified educationally, such as those who graduate from literature colleges, Shareea' (Islamic Laws) colleges and science colleges. In addition, teachers who are recruited from other Arab countries, which have their own environment and culture different to those in Kuwait, and who are prepared for teaching differently in their country. As a result, that may affect teachers' judgment concerning INSET programmes in Kuwait.

I also anticipate that teachers may have a feeling that they are the best ones who understand and know their shortages and needs. That was reflected by different qualitative responses which express that they are the best ones in identifying their needs.

Another possibility could be that teachers and their schools may want to tailor INSET programmes according to their needs. In other words, every school may want to tailor and design INSET programmes according to their teachers' differences such as programmes for new teachers rather than experienced ones.

It can be concluded that the theme identifying and meeting needs revealed extensive agreement by participants who believe that their contribution and participation is highly recommended. Therefore, those who deliver INSET programmes in the State of Kuwait must give greater attention to teachers and schools before designing INSET programmes along with early research to meet teachers' and schools' needs.

7.5 Theme 4: The Programme Impact (I)

The fourth main theme is programme impact I which was explored using different questions through questionnaires and interviews. The theme of programme impact in the questionnaire is addressed by the first, second and fourth research questions. The results shown in table (6.11) indicate that the INSET programmes I theme has a large majority of agreements (agree or strongly agree) among the respondents. In other words, all of the impact items of the INSET programmes have majority agreement, more than two thirds of respondents (68%) agreeing or strongly agreeing). In addition, two items from the INSET programme impact have majority agreements (agree or strongly agree) close or equal to (90%), the items being teachers' contribution and participation in the planning INSET programmes, which would lead to the programmes' success.

The first Impact item, INSET programmes improve teacher knowledge or skills, showed (70%) in agreement compared with (21%) disagreeing, and (9%) undecided. That was also supported by the qualitative data through several responses. For example:

There is no doubt that INSET programmes certainly improve teacher effectiveness in the classroom (T10).

The second Impact item, INSET programmes improves teacher performance, showed (74%) in agreement compared with (19%) disagreements. The qualitative data support the majority view. For Example:

I think that INSET programmes are very important because they work on improving teachers' performance due to the accelerated changes in the educational field, besides

which they help in improving those who are not prepared well in the universities or in applied colleges and also those who graduated with low levels (T02).

For the item teachers INSET programmes are beneficial the results from the respondents showed that there are (78%) in agreement compared with (18%) disagreements. That was also supported by the qualitative data. For example:

There is no doubt that INSET programmes improve teacher effectiveness in the classroom because teacher is in massive and continuous need for such programme in order to be in line with the latest changes in the educational field. We must understand that a teacher is the crucial point of the educational process and therefore he is in real need of continuous and new knowledge, skills and attitudes in order to be in line with the latest technology with less cost and time. I believe that if in every five years teacher did not attend or join a new programme that means that these are failed programmes and that makes INSET programmes very important for teachers within their profession (HT03).

The fourth item, INSET programmes improves classroom efficiency, showed that there are (72%) in agreements with (20%) disagreeing. Qualitative data support the statement, INSET programmes improve classroom efficiency. For example:

I think that these programmes provide teachers with needed and new knowledge,, skills and attitudes alongside filling their missing needs (HT02).

In fact, INSET programmes improve teacher effectiveness in the classroom because they achieve the intended goal (HD08).

INSET programmes improve pupils' performance item showed that there are (71%) in agreement compared to (20%) disagreements and (9%) undecided. That was also supported by qualitative responses. For example:

I think that INSET programmes improve teacher effectiveness in the classroom because it provides a teacher with new experience, knowledge and skills that help him in understanding how to behave and deal with pupils in a professional way (HD15).

The item, teachers reflects practically what they learn from INSET programmes, revealed (68%) agreement compared to (19%) disagreement, and (14%) undecided. For the item, teachers' contribution in planning INSET programmes would have a strong impact on the programmes' success, showed a high level of agreement (94%) compared with (4%) disagreement and (5%) undecided. In addition, the results also showed a high

number of respondents (90%) agreeing that teachers' participation in planning INSET programmes would lead to programmes flourishing compared with (4%) disagreeing and (6%) undecided. Many qualitative data underpin and agree with these views and opinions. For example:

This is a very good question and I think that those who are responsible for preparing and delivering INSET programmes should allow us to participate in planning INSET programmes. I can guarantee that if they allow us to participate in planning these programmes that will lead to better and more successful programmes (T05).

In fact, giving us the ability to contribute in planning INSET programmes will enhance and enrich the way and the aims in conducting these programmes. What I need to say is that involving teachers in preparing and designing INSET programmes will certainly strength these programmes and keep them in touch with and meeting teachers' real needs (T07).

From my experience as a head of department and as a previous teacher I am sure that teachers must be involved in designing INSET programmes. The reason is that teachers are the best and closest ones who understand and know what they want, and therefore they must be given the chance by decision-makers in order to benefit from their voices and opinions (HD03).

The item, INSET programmes can improve relations with parents and the community, revealed (75%) agreements compared with (11%) disagreements and (14%) undecided. That was also reflected by qualitative responses. For example:

I believe that INSET programmes enhance and improve relations with parents and the community especially those programmes connected with behavioural and skills (T04).

The majority of qualitative data showed a high level of agreement regarding the impact and importance of having continuous INSET programmes and their efficiency in improving teacher effectiveness in the classroom. Although all of the interviewees highlight the importance and Impact of INSET programmes, many of them link their success with good and accurate preparation in accordance with different principles namely: programme designing and preparation; having qualified trainer, good programme content that meets teacher and school needs and programme timing.

The results from both quantitative and qualitative data showed that there is agreement concerning the theme of INSET programme impact. As shown in table (6.11) almost all

of the quantitative data agree on the benefits from INSET programmes. Qualitative data on the other hand also shows that the majority believe that INSET programmes are very important and have an effective role in improving teachers' knowledge, skills and attitudes. As remarked on by many interviewees' responses, INSET programmes help and support teachers in improving their knowledge, skills and attitudes. In fact, the importance of INSET programmes comes from their necessary role in keeping teachers up to date with the latest changes in the educational field. In other words, INSET programmes feed teachers with their missing requirements such as skills, knowledge and attitudes along with enhancing their existing experience. Therefore, INSET programmes lead to better and effective performance for teachers and their schools. There are several possibilities which lead the majority of participants from both the qualitative and quantitative data to express agreement concerning the programme impact theme.

One of the likely possibilities is exclusion of teachers and their schools from contributing to or being involved in planning and designing INSET programmes in Kuwait. In more detail, current policy carried on by the Ministry of Education is highly centralised, where teachers and schools are not involved in designing INSET programmes. That is INSET programmes in Kuwait are largely extremely driven by the Ministry of Education through its representatives, the technical supervisors department. As a result, the top-down policy keeps teachers and schools as just receivers for what is provided by the Ministry, which may lead to ineffective and unsatisfactory programmes. That is in agreement with different studies namely Alhamdan & Alshammeri (2008); Almufarej *et al.*, (2007); Alwan (2000); Bayracki (2009); and Rakumako & LaugKsch (2010). As a result, it emphasises the importance for giving and allowing teachers and their schools to contribute to and participate in planning and designing their training programmes. The concepts of social capital emphasise the active role and cooperation among the related people (Bourdieu, 1986; and Catts & Ozga, 2005). Therefore, current INSET policy in Kuwait should try to construct a ground which can increase and improve cooperation and reciprocity among people associated with the education and its developments in Kuwait.

Another possibility would be weakness in communication between those who deliver the programme and teachers and their schools. In other words, lack of communication and cooperation between teachers, schools and those who deliver INSET programmes may increase their enthusiasm to contribute to and participate in designing such

programmes. That is consistent with the studies of Alhamdan & Alshammeri (2008); Alwan (2000); Bayracki (2009); and Rakumako & LaugKsch (2010). Thus, this may strengthen teachers and their schools calling for more and better communication between themselves and those who deliver the programme. Based on the above findings the need for increasing and improving communication among stakeholders is strongly felt (Persson, 2008). It can be expected that by effective communication the stakeholders would be able to enhance their trust, cooperation, and tolerance among each other.

The absence of programme clarity could be another factor that may lead teachers and their schools to ask and enquire how these programmes are designed and according to which criteria. In other words, due to the absence of information about the way INSET programmes are planned and designed, teachers and their schools would be anxious to contribute and participate. That is consistent with the studies of Alaajez *et al.*, (2010); and Almazkoor (2009). Through the research findings it can be realised that trust, tolerance, collaboration, and reciprocity among stakeholders in Kuwait can efficiently contribute in overcoming the challenges of present INSET programme. However, to achieve a transparent and collaborative learning environment, the programme designers and administrators of INSET programmes need to extend more concentration on teachers and schools by facilitating additional awareness, and a clear understanding on the aims of such programmes to all stakeholders (Dika & Singh, 2002).

7.6 Theme 5: Feedback (F)

The fifth major theme is feedback (F) which was explored through various questions in the questionnaires and interviews. The items for the theme F in the questionnaire were addressed by the first, second and fourth research questions. In addition, questions one and five in interviews were designed to deal with the F theme.

As showed in table (6.12) in the previous chapter, it is evident that there is no majority agreement or disagreement regarding INSET programmes being followed up and evaluated by the ministry. The results showed (38%) in agreement and (33%) disagreeing. However, there was a high majority of agreements about the item, teachers' contribution in planning INSET programmes would lead to more successful and

effective programmes, reflected in (92%) agreement. Although the quantitative data showed that there are almost no great differences between agreements and disagreements to INSET programmes being adequately followed up and evaluated by the Ministry, there was a majority disagreement by interviewees concerning the same item. Many interviewees disagree that INSET programmes are adequately followed up and evaluated by the Ministry.

In line with this high majority of agreement about the second item, there was also a very high agreement by many interviewees concerning the same item relating to teachers' contribution in planning INSET programmes. Different interviewees expressed their strong attitudes to teachers' contribution in planning INSET programmes in Kuwait. For example:

I believe that it is necessary to evaluate teachers from time to time because such evaluation is a way to enhance teachers' level through following up and evaluating the benefits from participating in INSET programmes. In fact, what we have currently is only a random follow up and evaluation of I.P. and not a systematic one (T07).

In fact, currently we don't have follow up and evaluation for INSET programmes that help us to evaluate teachers 'according to standard criteria (HT06).

I am sorry to tell you that we don't have a clear follow up and evaluation of I.P. and I think that there is supposed to be a test after each programme along with availability for continuous systematic testing the programme from month to three in order to have a best way to organize follow up and evaluation of INSET programmes (HD10).

The results in the qualitative data also revealed feedback. The feedback varies from one to another, but at the same time there were some common ideas reflected by the interviewees' responses. One of the common ideas is that in Kuwait they don't have a mechanism for follow up and evaluation of INSET programmes. In fact, the majority agreed that there is no clear system or process for follow up and evaluation by those offering INSET programmes in Kuwait. Another agreed common idea emerging by the respondents' feedback was that organizing follow up and evaluation of INSET programmes can be done using three points, the 'Triangle'. In fact, much of the feedback revealed that this process can be done through the three principles, namely heads of departments, head teachers and MOE technical supervisors. In other words, they recommend that those three staff are the best ones to organize the process of follow

up and evaluation of INSET programmes due to the nature of their work and closeness to teachers and school.

Although the majority of qualitative data disagrees that INSET programmes are adequately followed up and evaluated by the Ministry, there was also another common idea or proposal revealed by interviewees' responses which is having a systematic process using the three circles or principles which are heads of departments, head teachers and the MOE technical supervisors or what I call the 'Triangle'. According to the interviewees' responses organizing follow up and evaluation of I.P. could be better done through the above mentioned principles.

The results concerning the first item, INSET programmes are adequately followed up and evaluated by the Ministry related to feedback theme, showed that there were no differences between agreement and disagreement. However, many qualitative data reflect disagreement that INSET programmes are adequately followed up and evaluated by the Ministry. In fact, they believe that INSET programmes do not have either a system or standards for follow up and evaluation by the Ministry. The justification for the differences between quantitative and qualitative data may be due to different possibilities.

One of the most significant possibilities would be the current centralised policy of the Ministry of Education towards INSET programmes. In more detail, the policy followed for teachers' INSET programmes in Kuwait does not allow teachers and their schools to be involved in planning and designing INSET programmes which may make it difficult to understand the evaluation process. That is consistent with different studies, namely Alhamdan & Alshammeri (2008); Almufarej *et al.*, (2007); Alwan (2000); Bayracki (2009); and Rakumako & LaugKsch (2010). As a result, that empahsises the importance of allowing teachers and their schools to contribute and participate in planning and designing their training programmes. It can be claimed from the above findings that current INSET policy in Kuwait lacks the ground of an effective social network. Based on the concepts of social capital there is high need to offer scopes for raising and enhancing cooperation, collaboration, mutual understanding, reciprocity and trust among all stakeholders (Anderson, 2008; and Catts & Ozga, 2005). Therefore, it is important to modernize and revise current INSET policy by the ministry through offering alternatives which may give teachers and schools more authority to contribute in planning and designing INSET programmes in Kuwait.

Teachers and schools desiring and are willing to be part of the planning and designing of INSET programmes would be another possibility. In other words, teachers and their schools may have the feeling that they should be consulted in advance in planning and designing such programmes. This is similar to the studies of Almazkoo (2009); and Sidow (1985). As a result, there is a need to apply the concepts of social capital through running and stimulating social network and social responsibilities among all stakeholders.

Another possibility would be weakness in communication between schools and programme delivers. In other words, different studies refer to the weakness of communication between different stakeholders in Kuwait in planning and designing INSET programmes and especially teachers and their schools. As a result, that may increase ambiguity about whether there is a clear policy for following up and evaluating INSET programmes. That is consistent with the studies of Alhamdan & Alshammeri (2008); Alwan (2000); Bayrakci (2009); and Rakumako & LaugKsch (2010). Therefore, this may limit teachers' and schools awareness for whether INSET programmes are being accurately followed and evaluated by those who are responsible for them. However, the above findings show that those who deliver the programmes should try to raise communication and collaboration among stakeholders in Kuwait. Applying social capital components namely trust, cooperation, honesty, reciprocity, tolerance and mutual understanding among stakeholders may enhance and improve communication which may also lead to effective implementation of INSET programmes (Ottebjer, 2005).

Lack of systematic follow up and evaluation for INSET programmes would be another possibility. That is due to no follow up and evaluation plan for INSET programmes in Kuwait that may keep teachers and schools dissatisfied with the current system. That is similar to the studies of Bayrakci (2009) and Alwan (2000). Therefore, those who deliver INSET programmes should try to increase the concepts of social capital by involving the stakeholders in designing and planning such programmes.

Overlapping in roles between schools and other Ministry departments may lead participants not to give full attention for questionnaires. In other words, there is a possibility that some of the participants do not interact with questionnaires and therefore they don't give high consideration for it. That is consistent with the studies of Almufarej *et al.*, (2007) and Samoor (2006).

Another possibility would be because teachers and schools need to express their views and opinions about their needs before designing and planning INSET programmes, which appeared from the qualitative data. In other words, interviewees say that they should be involved in planning and designing INSET programmes and their voice and opinions should be involved when planning such programmes. That is consistent with various studies, namely Alaahez *et al.*, (2010); Alsarraf (1998); Alwan (2000); Alzyadat & Khaled (2011); Bayrakci (2009); Cimer *et al.*, (2010); Rakumako & LaugKsch (2010); and Yigit (2008).

A further possibility could be because of the nature of the questionnaire that does not give participants the flexibility to express their views freely. Participants in interviews have more freedom and flexibility to express their views in a bigger space compared with questionnaires. That is similar to the studies of Cohen *et al.*, (2007); Dawson (2009); Kumar (1996; Neuman (2007); and Oppenheim (1992).

There was a high agreement regarding the item, teachers' contribution in planning INSET programmes would lead to more successful and effective programmes. In fact, the majority of teachers agree on the importance of teachers' contribution and participation in planning INSET programmes in Kuwait. The majority of respondents in both questionnaires and interviews emphasise the need for giving them the authority to contribute and participate in planning INSET programmes. Therefore, those who are responsible for preparing and designing INSET programmes must give full consideration to teachers and their schools contributing to and participating in planning INSET programmes.

Although the majority of participants indicate a very high agreement concerning teachers' contribution and participation in planning INSET programmes, that may be because of different reasons. One of the main reasons is the policy followed by the Ministry of Education in Kuwait where teachers and schools are not involved in designing and planning INSET programmes. Programme weaknesses would be another possibility where teachers and schools might be dissatisfied from being excluded from modifying such programmes. A further one could be the type of INSET programmes that are not meeting teachers' and schools' requirements. In other words, types of INSET programmes that are not designed and planned for teachers' and schools' actual needs and shortages may also be another factor.

7.7 Theme 6: Teacher Willingness and Rewards (TWR)

The sixth major theme is teacher willingness and rewards (TWR) which was explored by different questions in the questionnaires and interviews. The TWR theme in the questionnaire was addressed by the first, second and fourth research questions. The theme TWR was discovered and emerged when asking participants open-ended questions 32 and 34 in the questionnaire. It also emerged when asking question six in interviews.

The results and findings showed that a number of participants in questionnaires commented on the necessity of having a rewards and incentives system along with the importance of teacher willingness and readiness to learn. On the other hand, the data also showed that there were a number of the interviewees who referred to teacher willingness and keenness as one of the important aspects for having a very good INSET programme. In fact, some of the interviewees pointed out that if the trainee does not have the enthusiasm and readiness to learn that will affect negatively the success of any programme. In addition, others link teachers' willingness and readiness with rewards and incentives given and provided to teachers in order to encourage them to participate positively in INSET programmes. In other words, they believe that having a rewards and incentives system will lead to more attractive INSET programmes rather than keeping joining these programmes optional which made it less attractive and acceptable.

There were a small number of interviewees who stated that providing rewards and incentives will enhance and lead to a very good INSET programme. These respondents remark on the importance of motivating teachers through rewards and incentives. In other words, motivating teachers to join and attend INSET programmes through rewards and incentives would be better from their point of view.

As mentioned in the previous chapter both quantitative and qualitative data showed overall agreement for the importance of having a rewards and incentives system. In fact, the findings of both quantitative and qualitative data emphasise the factor of teacher motivation through having a rewards and incentives system by the Ministry of Education, which is currently not available. Teacher willingness and readiness was another important factor in order to gain benefit from INSET programmes. Current data show that there might be different possibilities that lead to the emerged theme TWR.

One of these possibilities could be the absence of a rewards and incentives system which may keep teachers frustrated or less motivated to participate in INSET programmes. That is consistent with the studies of Almazkoo (2009); Alsarraf *et al.*, (1998); Alwan (2000); Onderi & Croll (2008); and Rakumako & LaugKsch (2010). In addition, in their study Onderi & Croll (2008) refer to the factor of lacking financial support as one of the obstacles to training programmes. Therefore, it is important to consult with the respective teachers, schools, and other stakeholders to explore the factors which may improve and strengthen current INSET programmes. This process can be fruitful if there is confidence, reciprocity, and cooperation among all involved stakeholders (Anderson, 2008).

Missing clear regulations for linking INSET programmes with teachers' promotion would be another possibility. In other words, if programmes was linked with teacher promotion under certain regulation that may motivate teachers to interact positively in such programmes. That was indicated by qualitative results that show that there are no systematic procedures for linking INSET programmes with teachers' promotion. For example:

Providing them with promotions particularly for the good teachers (HD01).

Offering rewards and incentives and linking them with teacher promotion in order to encourage teachers to attend such programmes that help in improving teacher effectiveness in the classroom (HT08).

Another possibility would be excluding teachers and schools from being involved in INSET programmes. Because teachers and schools are not contributing or participating in INSET programmes that would make them less inclined to interact positively with such programmes. Based on current policy followed by the Ministry of Education in Kuwait, teachers and schools are not authorized to contribute to or participate in planning and design of INSET programmes in Kuwait. This is consistent with the studies of Alhamdan & Alshammeri (2008); Alwan (2000); Bayracki (2009); and Rakumako & LaugKsch (2010) which call for a flexible policy that allows teachers and schools to be part of the planning and design of INSET programmes. Therefore, there is a high need to apply the concept of social capital in order to bridge and bond current gap among stakeholders. It can be anticipated that the application of the social capital components may increase and improve trust, collaboration, cooperation, reciprocity, mutual understanding and honesty among all stakeholders (Bourdieu, 1986; and Catts &

Ozga, 2005), and consequently improve the overall quality of INSET programmes in Kuwait.

Overall, teachers' in-service training policies should allow teachers and their schools to participate in designing and planning INSET programmes. This was also reflected by several studies that call for consideration of teachers' and schools' views and opinions about designing INSET programmes. These studies are Alaajez *et al.*, (2010); Alsarraf *et al.*, (1998; Cimer *et al.*, (2010); and Yigit (2008) which emphasise providing schools with sufficient authority to contribute and participate in setting INSET programmes. The importance of improving and increasing the social network through trust, mutual understanding, and collaboration among stakeholders may help overcome the existing drawbacks of current INSET policy and its operations in Kuwait.

Presenting programmes that are not meeting teachers' actual needs would be another possibility. In other words, such programmes presented to teachers that are not meeting their real needs would make them less motivated to interact with current INSET programmes. Therefore, those who design and deliver INSET programmes in Kuwait should provide programmes that fit in with teachers and schools' needs. For example:

The problem with INSET programmes is that they are not meeting teacher and school needs (HT06).

I think that current INSET programmes miss the link with the actual needs of teachers and schools (HD02).

I think the quality of INSET programmes related to teachers in Kuwait is very weak during teaching service and period. This is because these programmes simply do not meet teachers' requirements and needs (T11).

7.8 Summary

Through this chapter a discussion was intended to illustrate and clarify the research results and findings. The discussion was carried on following a thematic structure that discussed each theme separately. In addition, both of the two data resources namely questionnaires and interviews, were combined and presented in one theme and each theme was discussed with regard to its results and interpretation.

Chapter 8 Conclusion and Recommendations

8.1 Introduction

The main purpose of this research was to explore the views and opinions of teachers, heads of departments and head teachers toward INSET programmes in the State of Kuwait and whether they suffer from any weaknesses and deficiencies. In addition, it was intended to find out teachers' views concerning the contributions of schools in planning INSET programmes in Kuwait. Moreover, it was also hoped to discover if there is any relationship between schools' contributions to planning INSET programmes and the perceived effectiveness of those programmes in Kuwait. Discovering appropriate ways forward in planning teachers' INSET programmes was a further aim. In this research, two different data collection methods were used, namely questionnaires and interviews, following a mix-methods approach, in order to investigate the following research questions:

1. What are the deficiencies and weaknesses of INSET programmes conducted by the Ministry of Education in the State of Kuwait from teachers' perspectives?
2. What are teachers' attitudes towards their schools' contributions to INSET programmes in Kuwait?
3. What is the relationship, if any, between schools' contributions to planning INSET programmes in Kuwait, and the perceived effectiveness of those programmes?

4. What is the appropriate way forward in planning INSET programmes for teachers in Kuwait?

This part of the research presents different issues, namely conclusions, recommendations for INSET policy and practice along with limitations and summary. The conclusions of the research arise from giving balanced consideration to analysis of the data and discussion of the findings. Within this research in the previous chapters an overview of INSET programmes, definitions, importance, concept, aims, difficulties, policy, types and efficiency has been drawn. In addition, a number of studies have indicated the importance of INSET programmes meeting teachers' and schools' needs along with the significance of teachers' and schools' contribution in the planning and design of INSET programmes. A strong, cooperative and organised community is an effective and highly important factor that could help in improving building and designing good and effective INSET programmes. Moreover, the necessity for proper and good planning and design of INSET programmes was further important factor that leads to good and effective INSET programmes.

8.2 The Study's Main Findings

An overview of the key findings of this study that answer the study research questions will be provided in this section. There are a number of issues emerging from the discussion of this research. As explained and discussed in detail in the previous chapter the findings revealed six major themes along with sub-themes arising from this research. The themes are: 1) programme design (PD); 2) Trainer competency (TC); 3) Identifying and meeting needs (IMN); 4) Programme Impact (I); 5) Feedback (F); Teacher willingness and rewards (TWR).

One of the chief shortcomings identified in this research, reflected in the qualitative and quantitative data, is the disregard for and isolation of teachers and their schools in planning and designing INSET programmes in the State of Kuwait. That means teachers and schools views and opinions were not taken into consideration by those who plan and design these INSET programmes. That was strongly reflected by both qualitative and quantitative data concerning willingness to contribute in planning and designing INSET programmes. INSET programmes in Kuwait do not follow a defined system that allows teachers and schools to contribute in designing such programmes. Therefore, those who are responsible for delivering INSET programmes should provide and give

greater attention to teachers and schools in order to activate the aim from conducting such programmes. HERE

Another shortcoming identified is that planning and designing INSET programmes in Kuwait does not follow systematic way. That is those who deliver and provide INSET programmes does not involve teachers and schools toward their real needs. A number of qualitative respondents pointed out that current INSET programmes in Kuwait is not planned and designed properly due to not meeting their real needs. They reflect that INSET programmes in Kuwait are weak and poor and don't satisfy their expectations. Thus, current INSET programmes require urgent and precise review in order to rebuild trust with teachers and their schools through building training programmes that meet their actual needs.

A further shortcoming is a lack of early identification of teachers and schools training needs. Based on the findings, INSET programmes in Kuwait do not follow clear systematic way in identifying teachers' and schools' real needs that lead to building up good and effective training programmes. Building teachers' training programmes without early investigation of teachers' and schools' needs may lead to ineffective and less value programmes and become a waste of time and effort. As a result, current INSET programmes in Kuwait require urgent action for an early identification of teachers' and schools' needs in order to arrive at proper and effective programmes that meet teachers' and schools' actual needs.

There is no follow-up and evaluation to examine the effectiveness of the INSET programmes provided. There is no systematic way for INSET programmes to follow up and evaluate in Kuwait making such programmes a waste of time, money and effort. According to the quantitative and qualitative data INSET programmes in Kuwait do not have any systematic way for programmes to follow up and evaluate. Based on the qualitative data there is no follow up and evaluation for current INSET programmes in Kuwait which may keep these programmes ineffective, worthless and less attractive.

Lack of communication and organisation between all stakeholders with regard to planning and designing INSET programmes is another shortcoming that appears from this current study. This research has discovered through quantitative and qualitative data that different stakeholders do not have communication and organisation in planning and designing INSET programmes. As a result, it appears that current INSET programmes in Kuwait are not planned and designed in a cooperative way which may keep such

programmes less effective or worthless. Thus, there is a need to activate and involve all stakeholders when planning and designing INSET programmes in order to produce good INSET programmes.

Lack of qualified and professional staff in planning and designing INSET programmes was another shortcoming discovered in this research through participants' views and opinions. According to the followed systematic method in planning and designing INSET programmes in Kuwait who deliver and design such programmes are MOE technical supervisors who are not specified as professional and qualified designers for teachers in-service training programmes. Therefore, based on the qualitative data current training programmes are planned and designed by unspecified staff. That may keep badly designed programmes from meeting teachers' and schools' ambitions and needs.

Programme timing was another factor that teachers and their schools suffer from when INSET programmes are provided by those who deliver them. A number of qualitative data reflect dissatisfaction with the time given for INSET programmes as well as unsuitable timing when they are presented. Another shortcoming is the infrequency of programmes, not covering all teachers. That was reflected by the Director of training centre as well as a number of teachers, head teachers and heads of department.

Another shortcoming was the selection of programme trainers, who, based on the qualitative data, are not from an area of interest. According to the qualitative data the selection of programme trainers is based on favouritism and not on their qualifications. That is shown through a number of qualitative respondents who made it clear that most of the trainers are either their colleagues (teachers) or MOE technical supervisors. Therefore, that may indicate that current INSET trainers are not qualified and professional enough to carry on and present INSET programmes in a high professional and competent manner.

The weakness of organised teacher reward and incentive system was also another shortcoming with INSET programmes in Kuwait. Different qualitative data highlighted the important role played by rewarding teachers either morally or financially. The absence of a systematic incentive and reward system may keep INSET programmes in Kuwait less attractive to teachers.

Overall, the enthusiasm shown in the findings from the current research about teachers' and schools' contribution in planning and designing INSET programmes forces those

who deliver the programmes to pay more attention to their contribution and participation before designing the programmes. That could be resolved through giving teachers and schools more flexibility and trusting them more in designing and planning their own programmes.

8.3 Recommendations for INSET Policy and Practice

This study indicates a number of shortcomings and drawbacks of the designing and planning of current INSET programmes in Kuwait. Findings of this study are relevant to the Kuwaiti context, especially for improving the policy and practices of current INSET programmes. Therefore, this study recommends the following;

1. Findings in sections 6.5 and 7.4 showed that there are large majority of agreements and strongly agreements for the importance of early identifying and meeting needs, which in turn contribute in the designing and planning of INSET programmes in Kuwait. Therefore, to identify and meet teachers' and schools' training needs, there is an urgent need for early identification and investigation before starting to plan and design INSET programmes.
2. It was also found in section 6.5.1 that current INSET programmes are weak because it does not meet teachers' and schools' real needs due to disregarding their views and opinions. In this connection, it is essential to conduct and design inclusive and integrated INSET programmes that take into consideration of teachers' and schools' views and opinions in planning, executing and evaluating such programmes.
3. The need for specific and sufficient times should be given consideration in order to incorporate INSET programmes within the timetables of all schools. Findings of the study sections 6.3.4 and 7.2 showed that programme timing is an important and sensitive factor while designing and planning INSET programmes for teachers and their schools.
4. Qualitative data in section 6.4.1 showed that those who deliver INSET programmes are not qualified enough. Therefore, it is very important to bring specific professional staff to work as INSET programme planners and designers rather than handing it to unspecified and unqualified staff.
5. There is a need to re-review current INSET programme content that is planned and designed by those who deliver the programme in order to meet teachers and schools

- need. Findings of the study (sections 6.3.5, 6.3.6 and 7.2) revealed the importance of having effective programmes that are up to date with rapid changes in the educational world along with its practicality.
6. The necessity to integrate INSET programmes and pre-service programmes in order to be up to date with modern standards. The findings in sections 6.7.1 and 7.6 showed that INSET programmes lack for systematic follow up and evaluation. Refer to the social capital concept constructing trust, collaboration, cooperation, honest, mutual understanding and reciprocity between stakeholders is an important factor needed in the Kuwaiti context.
 7. Findings in sections 6.3.6 and 7.2 programme relevance part showed that current INSET programme are not modernised. Therefore, there is a need for using new and modern training methods rather than focusing on classical ones by those who deliver INSET programmes.
 8. A systematic social network has to be found in order to build up and design effective and solid INSET programmes based on cooperation, trust, honesty and reciprocity between all stakeholders. The findings of this study showed that the Kuwaiti educational system lack from good communication between those who deliver the programme and all other stakeholders. Based on the social capital concept, there is high need for a systematic social network in Kuwait that may bridge and bond current weaknesses in communication between stakeholders along with enhancing and strengthening such communication.
 9. Encourage teachers to join and attend INSET programmes through providing enough attractive programmes that support and expand their experiences. Findings of the study sections 6.3.3, 6.8 and 7.7 showed the importance for increasing the number of provided programmes along with offering an incentives and rewards system for teachers.
 10. Findings in section 6.3.2 showed that current policy is not very clear for teachers and schools due to the followed centralised policy by the ministry. Therefore, there is an urgent need to present and provide awareness and clarity in INSET policy to teachers and schools through leaflets or mini-workshops.
 11. Constructing and presenting flexible timetables to allow teachers' INSET programmes to take place. Findings in sections 6.3.4 and 7.2 showed that current

- INSET programmes conducted in inadequate timing that conflicts with teachers and their schools.
12. According to the social network concept cooperation, collaboration, trust, mutual understanding, tolerance, honesty and reciprocity between stakeholders would lead to effective and strong design and plan of INSET programmes in Kuwait. Therefore, there is a need to establish a research centre linked with all stakeholders that works on improving current INSET programmes.
 13. There is a need to improve the selection procedure and level assessment criteria intake in order to find suitable participants for appropriate programmes.
 14. There is a need to improve educational colleges' outcomes in order to enhance trust and collaboration among participants.
 15. It was found from the findings section 6.5.1 that current INSET programmes in Kuwait lack to proper and systematic way for early identify for teachers training needs. Therefore, it is necessary to provide teachers and their schools with training programmes that help them to know how to identify accurately their training needs and shortages.
 16. It was also found in sections 6.4.2, 6.4.3 and 6.4.4 that current trainers are not good enough due to their selection and qualifications. As a result, it is very important to bring and select specialist and qualified trainers who can provide advanced knowledge, skills and attitudes for teachers in a professional way.
 17. Making the internet available for teachers allows them to benefit from the vast databases that could increase and improve their performances and experiences. That was supported and recommended by the study of Alwan (2000) who emphasises on the importance for providing internet at the schools in order to support teachers and to expand their knowledge and skills in addition to INSET programmes.
 18. The researcher recommends that those who are responsible for delivering planning and designing INSET programmes construct and present organized ones in order to encourage teachers to join such programmes. Findings of the study (sections 6.4.1 and 7.3) reflect the need for designing and planning proper and organised INSET programmes that meet and attract teachers.
 19. Based on the concept of social capital, there is a high need to increase and activate communication and organization between MOE and other related authorities namely

universities, colleges and other departments to organize INSET programmes in order to meet teachers' needs and conceder local community in light with political, social, cultural and economic changes.

20. Based on the findings in section 6.5.1, 6.7.1 and 6.6.6 there is a need to provide training programmes that teach and help teachers and their schools how to plan their INSET programmes.
21. The necessity for qualified educational staff who have the experiences and qualifications to supervise INSET programmes to help to achieve their goals and aims by attractive methods. Based on the findings in section 6.3.3 current INSET programmes in Kuwait lack to proper design and plan.
22. Findings in section 6.6.6 showed a high agreement for teachers and schools contribution and participation in designing and planning INSET programmes. Therefore, there is a necessity for teachers, heads of departments and head teachers to be contributed and participated in planning and designing INSET programmes through consulting their views and suggestions in order to improve such programmes.
23. The findings in section 6.3 indicated that current design and plan of INSET programmes lack to good coordination and communication between stakeholders. Therefore, there is a need to improve coordination and cooperation between all stakeholders in order to build up and design effective and better INSET programmes.
24. Based on the findings in section 6.7.1 that showed high agreements through quantitative and qualitative data to contribute in plan and design INSET programmes, there is a need to Plan and design specific programmes to train head teachers, heads of department and teachers how to design and plan INSET programmes.

Overall, there is an urgent need by those who are responsible for planning and designing INSET programmes to diagnose and discover alternative solutions in order to reconstruct trust, cooperative, cooperation, tolerance, honest and reciprocity with teachers and their schools to make INSET programmes more efficient, effective and attractive. There should be clear and flexible policy that allows teachers and schools to contribute in planning and designing INSET programmes. Bringing qualified and

professional staff seems also a sensible and important factor that may affect a programme's success.

8.4 Future work

The findings of this study reveal that there is a need of further research which can clarify the role of the shortcomings and weaknesses in designing INSET programmes in Kuwait. Additionally, the results of this study suggest several areas that need further investigation such as the ways to modify or re-establish current INSET policy in Kuwait, the nature of the policy and procedures of implementing flexible schemes which can allow teachers and schools to contribute and participate positively in their INSET programmes. Again, there is an obvious need to review current INSET programmes to meet teachers' and schools' real needs.

Additionally, it is necessary to improve and activate the concepts of social capital among all stakeholders through building a systematic social network which may work to bridge and bond current weaknesses of communication. Besides, there is a high need for tailoring INSET programmes in accordance with the shortages and needs of the stakeholders, particularly the teachers. Moreover, based on qualification rather than favouritism, finding a systematic way for trainer selection seems vital. It is also essential to increase the number of current INSET programmes in order to cover extended number of teachers systematically and conveniently. After all, it is vital to measure the strengths and weaknesses of INSET programmes by initiating and implementing regular follow-up and evaluation programmes following reliable and efficient procedures.

8.5 Limitations of this Study

This research has several limitations. One is that, while the study is conducted on a random selection of primary, intermediate and secondary public schools, it does not address the issues in kindergarten schools. The selected interview sample comprised teachers, heads of departments and head teachers from primary, intermediate and secondary public schools in the six districts in Kuwait. Likewise, the selected questionnaire sample comprised only teachers from primary, intermediate and secondary public schools in the six districts in Kuwait. Neither are private schools in the

State of Kuwait included in this research due to their independence in planning and conducting their own INSET programmes. This research was conducted in the second semester of the academic year 2009/2010 and the data were obtained between January 2010 and March 2010. The districts were chosen for their proximity to one another (15 minutes to an hour between each district), which enabled the researcher to travel easily between schools to collect the data required. Finally, limitations can exist in different forms such as in human activity or research. As a result, claims of faultlessness and perfection can rarely be made and therefore researchers need to invest their available resources and time to the maximum to achieve their targets and goals.

8.6 Summary

Finally, this research sought to find out the most important factors and elements that planning and designing INSET programmes suffer from along with the need for teachers and schools to actively contribute in planning and designing these programmes. The findings of this research showed that there is an urgent need for rebuilding and redesigning INSET programmes under certain important factors that may help in producing better and more effective programmes than the current ones. It is hoped that through applying and activating social capital theory that would help in bonding and bridging current gap between teachers, schools and all other stakeholders to produce good, effective, attractive and solid INSET programmes in the State of Kuwait.

References

- Aaker, D. A., Day, G. S., & Kumar, V. (1995) Marketing research. New York, Chichester: Wiley.
- Abdah, A. (2006) Training Needs for Social Studies Teachers in the second stage of basic Education. Sana'a, Yemen: Sana'a University (In Arabic, translation mine).
- Adams, G. R., & Schvaneveldt, D. (1985) Understanding Social Research Methods. London: Longman.
- Affash, Y. (1991) The Needed Learning Competencies for Teachers in INSET programmes as Perceived by programmes participants In Jordan. *Journal of Arabic Education*, 11, 68-78 (In Arabic, translation mine).
- Abiddin, N. (2006) The Practice of Training Programme Design at Selected Training Institute in Malaysia. *The Journal of Human Resource and Adult Learning*, 31, 8-15.
- Ahmad, S & Alsuwaidi, D. (1992) Training needs and priorities for teachers' education in the State of Qatar. *Journal of Educational Research*, 1, 93-123. (In Arabic: Translation mine).
- Alaajez, F. (2004) Evaluating In-service Training Courses for Secondary Teachers' Stage as Perceived by Teachers and Educational Supervisors in Gaza Governorates. A research applied to 16th scientific forum for the Egyptian Curriculum and Teaching Methods association; June 21-22 (In Arabic, translations mine).
- Alaajez & Allouh (2009) Palestinian Teacher Preparation and In-service Training Programme In Light of the Overall Programmes Development In the Districts of Gaza. The Second Educational Forum at Alazhar University: College of Education, Gaza; 18-19 November (In Arabic, translations mine).

- Alaajez, F., Allouh, E., & Alashqar, Y. (2010) The Real Status of INSET Programmes for Secondary Teachers in Gaza Governorate. *Journal of Islamic University*, 2, 1-59 (In Arabic, translations mine).
- Alali, S. (1998) Scientific Research. The State of Kuwait: The Kuwaiti Libraries Company (In Arabic, translation mine).
- Albohi, F. (2001) Educational Planning: process and interferences. Alexandria, Egypt: Dar Almaa'rafaAljameya. (In Arabic, translation mine).
- Albustan, A., Abdaljawad, A., & Polece, W. (2003) Educational Management and Intendancy, Kuwait: Alfalah Press (In Arabic: translation mine).
- Aldhaen, M. (2008) Head Teachers' Attitudes Toward Educational Planning Participation in the state of Kuwait. Unpublished Master Dissertation, University of Southampton: United Kingdom.
- Alebrahim, A., Almisnad, S., & Qambar, M. (2000) Global Trends in Teachers Preparation and Training in light of the Changing Role of Teacher. Doha: Qatar, Dar Althaqafa Publisher. (In Arabic: translation mine).
- Alfadly, A. (2007). Six Basic Vertices and Twenty Programs Embraced in Educational Strategy in Kuwait, Vol. 224, Alamalyawm Newspaper: The State of Kuwait (In Arabic, translation mine). <http://www.alamalyawm.com> [Accessed 16 Nov 2007].
- Alghamdi, A., & Alghamdi, H. (2000) Evaluating Head Teachers INSET Programmes and to What Extent Does it Achieve its Goals as Perceived by Trainees' In line With some Changes. *Journal of Gulf Arabian Message*, 76, 33-47 (In Arabic, translation mine).
- Alhadeedi, M. (1990) The Needs of Teachers' in Jordan to the INSET programmes. *Journal of Studies*, 4, 44-71 (In Arabic: Translation mine).
- AlHadhood, D. (1994) Educational Planning Contribution in Developing Educational System in the State of Kuwait. Educational Studies for Bright Continuous Arabic Awareness,.9, pp.259-303(In Arabic, translation mine).
- AlHamdan, J. (1992) Educational planning in Kuwait: its importance and reality. Kuwait: Kuwaiti teachers' assembly (in Arabic, translation mine).

- AlHamdan, J., & Albukhait, R. (2007) Measurement of Educational Planner Knowledge Toward Some of Modern Administration Concepts Related to Educational Planning in the State of Kuwait. *Arab Educational Journal*, 1, 157-183(In Arabic, translation mine).
- AlHamdan, J., & AlShammeri, I. (2008) The Participation of Secondary School Managers in Planning the Teacher's Professional Training Programs in Kuwait. *Journal of Educational and Psychological Science*, 1, 13-35 (In Arabic).
- Alhamid, M. (2005) Education in Kingdom of Saudi Arabia: Current and Future Vision. Ibn Rushed Publishers, Riyadh.
- AlHareeri, R., Jala, M., & Ibraheem, M. (2007) Management and Educational Planning. Amman: Dar Al Fiker (In Arabic, translation mine).
- AlJabur, Z. (1991) Identifying training needs of teachers' in the State of Kuwait: reality diagnose and possible alternatives. *Journal of Studies*, 3, 7-17. (In Arabic: Translation mine).
- AlJabur, Z. (1992) Educational Planning in Kuwait: Toward a New Horizon. Kuwait: Kuwait University (In Arabic, translation mine).
- AlJabur, Z. (2002) School Planning: Conceptions, Basics and Practice. Kuwait: AlFalalah Library Press (In Arabic, translation mine).
- AlJabur, Z. (2005) Educational Repair in Kuwait between Centralisation and Decentralization: Case Study, A presented Paper for the Kuwait Scientific Conference (In Arabic, translation mine).
- Alfarra, M & Alzaanoon, M. (2008) The Reality of Recruitment and Selection Policies at the Administrative Positions in the Ministries of the Palestinian Authority in the Gaza Strip. *Journal of Islamic University*, 2, pp. 693-743 (In Arabic, translation mine).
- Aljazeera Net (2004) The Second Gulf War. Almaa'refa: Studies and Research Section; Qatar. Available online at www.Aljazeera.net. [Accessed on the 21st of June 2011].
- Almomany, K. (2007) Planning for Professional Growth for Teachers. Amman: Jordan, Teacher Magazine.(In Arabic, Translation Mine).
- Almufarej, B., Almutairi, A., & Hamadah, M. (2007)Contemporary trends in teacher preparation and professional development. The State of Kuwait: Department of Research and Educational Development; the Ministry of Education. (In Arabic, translation mine).

- Almutawa, N & Alfuraih, S. (2005) Evaluation of In-Service Education and Training Programmes for Kuwait Army Instructors. *Journal of In-Service Education*, 31, 373-391.
- Alrabeaa', K. (2011) Alwatan Newspapers. Kuwait, The State of Kuwait. Available online at: www.Alwatan.com/Kuwait.htm. [Accessed 25 May 2011] (In Arabic, Translation Mine).
- Alramzi, F. (2009) Public Education In Kuwait: Problems and Ways of Solution. Kuwait National Assembly; The State of Kuwait. (In Arabic, translation mine).
- AlSarraf, K. (1998) Study on Professional Development for Employees in the Ministry of Education in Kuwait. The State of Kuwait: Educational and Curriculum Centre; the Ministry of Education (In Arabic, translation mine).
- Alshaikh, A., Hamad, A., & Ramadan, K. (1989) Teacher Preparation and Training in Kuwait. Kuwait: The State of Kuwait, Kuwait Times Publishers (In Arabic, translation mine).
- Alsuwaigh, S. (2000) INSET And Its Efficiency In Improving Kindergarten Teachers Performance In Riyadh. *Journal of Gulf Arabian Message*, 76, 85-11 (In Arabic, translation mine).
- Alwan, F. (2000) Towards Effective In-Service Teacher Development in The United Arab Emirates: Getting Teachers to be in Charge of Their Own Professional Growth. M.Ed. Dissertation, Department of Education, University of Bath, Unpublished.
- Alwattar, W., & Ahmad, M. (2011) Achieve a Quality of Knowledge in the System of Higher Education. A paper Presented for The First International Arabic Conference on Quality Assurance in Higher Education (IACQA), 10-12 May 2011.
- Alzeyadat, M., & Khaled, K. (2011) Evaluation of Social Studies Teachers' In-service Training Programmes and Their Relationship with Some Variables as Perceived by the Trainees' in Jordan. *Journal of Islamic University*, 1, 373-397 (In Arabic, translation mine).
- Ammar, H. (1996) Studies in education and culture. Amman: Jordan; Aldar Alarabia publisher. (In Arabic: Translation mine).
- Anderson, J. (2008) Social Capital and Student Learning: Empirical Results from Latin American Primary Schools. *American Education Research Journal*, 27, 439-449.

- Atkinson, P., & Silverman, D. (1997) 'Kundera's Immortality: The interview society and the invention of the self'. *Qualitative Inquiry*, 3, pp. 304-25.
- Bader, B. (2005) The Impact of Using Suggested Training Programme in Developing Teaching Skills With Student Teachers at Mathematics Section in College of Education in Mecca. *Journal of Reading and Knowledge*, 46, 1-30 (In Arabic, translation mine).
- Barakat, Z. (2010) Training Needs Requirements Needed for a Class Teacher in the Basic Stage From the View Point of Government School Teachers in Tulkarm Region in Palestine. Paper Presented for the third scientific forum for Jerash University under the title: Educate and Rehabilitate Arabic Teacher (Contemporary Vision), 6-9 April 2010; Jordan. (In Arabic: Translation mine).
- Bayracki, M. (2009) In-Service Teacher Training in Japan and Turkey: A Comparative Analysis of Institutions and Practices. *Australian Journal of Teacher Education*, 34, 10-22.
- Beavis, O. H. (2003) Performance-Based Rewards for Teachers: A Literature Review. The 3rd Workshop of Participating Countries on OECD's Activity Attracting, Developing and Retaining Effective Teachers; 4-5 June 2003, Athens, Greece.
- Blaug, M. (1981) Thoughts on the Distribution of Schooling and the Distribution of Earnings in developing countries. In: Z. Ferge (Ed.), *Planning Education for Reducing Inequalities*. Paris: International Institute for Educational Planning, The UNESCO Press.
- Bolam, R. (1982) INSET for Professional Development and School Improvement. *Professional Development in Education*, 9, 14-17.
- Bollington, R. (1999) Leadership. In M. Brundrett (Ed.), *Principles of School Leadership*, Dereham, Northfolk, UK: Peter Frances.
- Bourdieu, P. (1986). The forms of social capital. In J. G. Richardson (Ed.), *Handbook of theory and research for the sociology of education* (241–258). New York: Greenwood Press.
- Bourdieu, P. (1998). *Practical reason*. Stanford, CA: Stanford University Press.
- Boyd, C. O. (2000) Combining qualitative and quantitative approaches. In P.L. Munhall and C.O. Boyd (Eds.), *Nursing Research: A Qualitative Perspective*. 2nd edition. Boston: Jones & Bartlett.

- Brighouse, T. (2008) Putting professional development centre stage. *Oxford Review of Education*, 34, 313-323.
- Brown, J. D. (2001) Using Surveys in Language Programmes. Cambridge, UK: Cambridge University Press.
- Bryman, A. (2001) Social Research Methods. 3rd edition. New York, NY: Oxford University Press Publications.
- Bryman (2004). Quantity and Quality in Social Research. 2nd edition. London: Routledge.
- Burnett, P. (2002) Teacher Praise and feedback and Students' Perceptions of the Classroom Environment. *Educational Psychology*, 22, 5-16.
- Burns, C. (2005) Tensions between National, School and teacher Development Needs: A survey of teachers' views about continuing professional development within a group of rural primary schools. *Journal of In-service Education*, 31, 353-372.
- Burrell, G. & Morgan, G. (1979). Sociological paradigms and organisational analysis. London: Heinemann Educational Books.
- Catts, R., & Ozga, J. (2005) What is Social Capital and How Might it be Used in Scotland's Schools? Edinburgh: Centre for Educational Sociology. Available Online at www.ces.ed.ac.uk/PDF%20Files/Brief036.pdf.
- Chamberlin, R., Wragg, T., Haynes, G & Wragg, C. (2002) Performance-related pay and the teaching profession: a review of the literature. *Research Papers in Education*, 17, 31-49.
- Cervero, R. M., & Wilson, A. L. (1994). Planning responsibly for adult education: A guide to negotiating power and interests. San Francisco: Jossey-Bass.
- Cimer, S., Cakir, I., & Cimer, A. (2010) Teachers' views on the effectiveness of in-service courses on the new curriculum in Turkey. *European Journal of Teacher Education*, 33, 31-41.
- Clough, P., & Nutbrown, C. (2010) A Students Guide to Methodology Justifying Enquiry. 2nd edition. London: Sage.
- Cohen, L., & Manion, L. (1994) Research Methods in Education. London: Routledge.
- Cohen, L., Manion, L., & Morrison, K. R. (1994) Research Methods in Education. 4th edition. London: Routledge.

- Cohen, L., Manion, L., & Morrison, K. (2007) *Research Methods in Education*. 6th edition. London: RoutledgeFalmer.
- Coleman, J. S. (1988). Social Capital in the Creation of Human Capital. *American Journal of Sociology*, 94(Supplement), S95–S120.
- Coleman, M. (1994) *Leadership in Educational Management*. In T. Bush and T. West-Burnham (Eds.), *The Principles of Educational Management*. Essex: Longman Group.
- Commission of the European Communities (1979) *In-service Education and Training of Teachers in the European Community*. Brussels and Luxembourg.
- Creswell, J. W. (2003) *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. 2nd edition. London: Sage.
- Creswell, J., & Piano-Clark, V. (2007) *Designing and Conducting Mixed Methods Research*. Thousand Oaks, CA: Sage.
- Creswell, J. (2009) *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. 3rd edition. Thousand Oaks, CA: Sage Publications, Inc.
- Darlington, Y., & Scott, D. (2002). *Qualitative Research in Practice: Stories from the field*. Australia: Allen and Unwin.
- Dawson, C. (2009) *Introduction to Research Methods: A practical guide for anyone undertaking a research project*. How to Books Ltd Publication: United Kingdom.
- Day, C. (1997) In-service Teacher Education in Europe: conditions and themes for development in the 21st century. *Journal of Professional Development in Education*, 1, 39-54.
- Denzin, N. K., & Lincoln, Y. S. (1994) *Handbook of qualitative research*. Thousand Oaks, CA: Sage Publications.
- DeSimone, R. L., & Harris, D. M. (1998) *Human Resource Development*. 2nd edition. The Dryden Press: Harcourt Brace College Publishers, United States.
- De Vaus, D. A. (1996) *Surveys in Social Research*. St. Leonards, Australia: Allen and Unwin Ltd.
- Dika, S., & Singh, K. (2002) Applications of Social Capital in Educational Literature: A critical Synthesis. *Review of Educational Research*, 72, 31-60.

- Dyer, C., A. Choksi, V. Awasty, U. Iyer, R. Moyade, N. Nigam, N. Purohit, S. Shah & S. Sheth (2004). "Knowledge for teacher development in India: the importance of local knowledge' for in-service education ". *International Journal of Educational Development*, 24, 39-52.
- Elly, G. (2010) On the Impact of Government policy on Programme design In New Zealand Post-Compulsory Education. *Research in Post-Compulsory Education*, 15, 141-158.
- Eraut, M. E. (1994) Developing Professional Knowledge and Competence. Buckingham: Open University Press.
- Fraser, C., Kennedy, A., & Mckinney, S. (2007) Teachers' continuing professional development: contested concepts, understandings and models. *Professional Development in Education*, 33, 153-169.
- Freeman, D. (1982) Observing Teachers: Three Approaches to In-Service Training and Development. *Journal of Tesol Quarterly*, 16, 21-28.
- Gough, R.G. (1985) Staff Development – as part of the continuing education of teachers. *Professional Development in Education*, 1, 35-40.
- Griffiths, M. (2012) Performance-related pay fails the test for teachers. The Guardian Newspaper: 01-May-2012; Available Online at www.guardian.co.uk.
- Guskey, T. R. (1986) Staff development and the process of teacher change. *Educational Researcher*, 15, 5-12.
- Guskey, T. (2002) Professional Development and Teacher Change. *Journal of Teachers and Teaching: theory and practice*, 8, 381-391.
- Guthrie, J. W. (2005) An "Education Professions Performance Development Act": A Prospectus for Providing "Highly Qualified" and More Motivated Teachers and Leaders for America's Schools. *Peabody Journal of Education*, 80, 6-14.
- Hargreaves, D. (1994) Changing Teachers, Changing Times: teachers' work and culture in the postmodern age. Trowbridge, Wiltshire: Redwood Books.
- Hakim, C. (2000) Research design: successful designs for social and economic research. London: Routledge.

- Hamdan, M. (2001) Design and Administration of Training Programmes: A Behavioural Digital Approach to Improve Employee, Organisation and Job. Amman, Jordan: Modern Education House.
- Hassan, E. (1995) teacher training Institutions and Programmes studies in Kuwait. *Journal of Psychological and Educational Research*, 4, 10-15.
- Hejazi, M., & Almannaei, A. (1996) Teachers training Assessment. The Ministry of Education and Learning: Educational Development and research Centre; Bahrain.
- Henderson, E. S. (1978) The Evaluation of In-service Teacher Training. London: Croom Helm Ltd.
- Henderson, E. S. (1979) The Concept of School-Focused In-Service Education and Training. *British Journal of Teacher Education*, 5, 17-25.
- Herzberg, F. (1966) Work and the Nature of Man. New York: The World Publishing Company.
- Hesse-Biber, S. N. (2010) Mixed Methods Research: Merging Theory with Practice, New York, USA: The Guilford Press Publications.
- Hopkins, D. (1986) In-service Training and Educational Development: An International Survey. London: Croom Helm Ltd.
- Howe, E. (2006) Exemplary Teacher Induction: An International Review. *Educational Philosophy and Theory*, 38, 287-297.
- Hussey, J. & Hussey, R. (2003) Business research: a practical guide to undergraduate and postgraduate students. Basingstoke: Palgrave Macmillan.
- Jacobson, S. (1992) 'Performance-related Pay for Teachers: The American Experience', in H. Tomlinson (ed.) *Performance Related Pay in Education*, London: Routledge.
- James, D. (2011) Beginning with Bourdieu in educational research. British Educational Research Association. Available online at <http://www.bera.ac.uk/resources/beginning-bourdieu-educational-research>.
- Johnson, B., & Onwuegbuzie, A. J. (2004) Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33, 14-26.
- Johnston, D. J. (1971) Teachers' In-service education. UK: Pergamon Press ltd.
- Kadushin, A. (1990) The Social Work Interview. New York: Columbia University Press.

- Karagiorgi, Y., & Symeou, L. (2006) Teacher Professional development in Cyprus: reflections on current trends and challenges in policy and practices. *Journal of Professional Development in Education*, 32, 47-61.
- Kelley, C. (1999) The Motivational Impact of School-Based Performance Awards. *Journal of Personal Evaluation in Education*, 12, 309-326.
- Kidder, L. H., Judd, C. M., Smith, E. R., & Selltiz, C. (1986) Research methods in social relations. Published for the Society for the Psychological Study of Social Issues (SPSSI). New York, NY: Holt, Rinehart and Winston.
- Kingdon, G.G. & Teal, F. (2006). Does performance related pay for teachers improve student performance? Some evidence from India. *Economics of Education Review*, 26, 473-486.
- Kumar, R. (1996) Research Methodology: A Step-By-Step Guide for Beginners, London, UK: Sage Publication.
- Kvale, S., & Brinkmann, S. (2009) Interviews: Learning the Craft of Qualitative Research Interviewing, UK, Sage Publications Inc.
- Kyriacos, C., & Yiasemina, K. (2002) Information and Communications Technology In-service training for Teachers: Cyprus in perspective. *Journal of Technology, Pedagogy and education*, 11, 197-215.
- Lamie, J. (1998) Teacher Education and Training in Japan. *Journal of Professional Development in Education*, 24, 515-534.
- Lin, N. (2001b). Social capital: A theory of social structure and action. London; New York: Cambridge University Press.
- Locke, E. A. (1968) Toward a theory of task motivation and incentives. *Organisational Behavior and Human Performance*, 3, 157-189.
- Main, A. (1985) Educational Staff Development. Guildford: Biddles Ltd.
- Marsden, D. & French, S. (1998) What A Performance: Performance Related Pay in the Public Services. London: Centre for Economic Performance.
- McQueen, R., & Knussen, C. (1999) Research Methods in Psychology: a practical introduction. Where: Prentice Hall.

- Metwali, A. (2004) Improve Mathematics Teachers' Training Programmes in Oman in Light of Modern-World Trends. The Sixteenth Scientific Conference; Egypt: Egyptian Curriculum and Teaching Methods Association (In Arabic, translation mine).
- Miles, M., & Huberman, A. (1994) *Qualitative Data Analysis: An Expanded Source Book*. 2nd ed. California: Sage Publications, Inc.
- Morant, R. (1981) *In-service Education within the School*. London: George Allen & Unwin Publishers Ltd.
- Morgan, G., & Smircich, L. (1980) The case for qualitative research. *Academy of Management Review*, 5, 491-500.
- Moslem, H. (2003) Problems of General Education: Negative Phenomena's and Positive Aspirations. A Research Presented to the 11th Annual Conference at King Saud University, 29-30 April, Kingdom of Saudi Arabia.
- Mousa, M. (1996) *Effective Teacher and Efficiency Teaching*. Amman: Dar Alfeker Publications (In Arabic, translation mine).
- Muijs, D., & Lindsay, G. (2007) Where are we at? An empirical study of levels and methods of evaluating continuing professional development. *Journal of British Educational Research*, 34, 195-211.
- Murnane, R & Cohen, D. (1986) Merit Pay and the Evaluation Problem: Why Most Merit Pay Plans Fail and a Few Survive. *Harvard Educational Review*, 56, 1-17.
- Mutshekwane, A. (2004) From INSET Centres to Multipurpose Education Centres: experiences from the Limpopo Province. *Journal of In-service Education*, 30, 9-28.
- Nachmias, C., & Nachmias, D. (1996) *Research methods in the social sciences*. London: Edward Arnold.
- Nachmias, C., & Nachmias, D. (1999) *Research Methods in the Social Science*. 5th edition. London: Arnold.
- Nahapiet, J & Ghoshal, S. (1998) Social Capital, Intellectual Capital, and the Organisational Advantage. *Academy of Management Review*, 23, 242-266.
- Neuman, W. L. (2007) *Basics of Social Research: Qualitative and Quantitative Approaches*. 2nd edition. : Pearson Education Publications.

- Noe, R. (2008) Employee Training & Development. 4th edition. New York: The McGraw-Hill Companies.
- Onderi, H., & Croll, P. (2008) In-Service Training Needs in an African Context: A study of Head teacher and teacher Perspectives in the Gucha District of Kenya. *Professional Development in Education*, 34, 361-373.
- Onwuegbuzie, A., & Johnson, R. (2006) The validity issue in mixed research. *Mid-South Educational Research Association*, 13, 48-63.
- Oppenheim, A. N. (1992) Questionnaire Design, Interviewing and Attitude Measurement. London: Continuum.
- OTTEBJER, L. (2005) Bourdieu, Coleman and Putnam on Social Capital: Applications in Literature and Implications for Public Health Policy and Practice. Thesis for Master of Science In Public Health: KAROLINSKA INSTITUTE; Stockholm, Sweden.
- Patton, M. (2002) Qualitative Research & Evaluation Methods. London, UK: Sage Publications.
- Persson, T. (2008) Social Capital and Social Responsibility in Denmark: More than Gaining Public trust. *International Review for the Sociology of Sport*, 43, 35-51.
- Phillip, C. S. (1990) Schools for the 21st century. San Francisco: Jossey Bass.
- Press, S. (2010) Teacher Effectiveness and Teacher Compensation. The Joint Committee on Standards for Educational Evaluation. Available online at: <http://www.senate.mo.gov/jced/Teacher%20Effectiveness%20and%20Teacher%20Compensation%20Report%209.14.10.pdf>. [Accessed 17 Feb 2011].
- Putnam RD. (2000) Bowling Alone –the collapse and revival of American community. New York, Simon & Schuster.
- Qandelgy, A. (2008) Scientific Research and Using Classical and Electronic Information Resources. Amman, Jordan: Dar Alyazori Scientific Publication (In Arabic, translation mine).
- Radhi, A. (2009) Annahar newspaper, 618. Available online at www.annahar.com. [Accessed 10 May 2011] (In Arabic, translation mine).
- Rajha, A. (1995) Evaluating Teachers' General Training Programme Conducted in the Year 94/95 as Perceived by Teachers' Trainees'. Amman, Jordan: Educational Training Centre (In Arabic, translation mine).

- Rakumako, A., & LangKsch, R. (2010) Demographic Profile and Perceived INSET Needs Of Secondary Mathematics Teachers In Limpopo Province. *South African Journal of education*, 30, 139-152.
- Rashid, M. (1990) The Reality of Teachers Preparation and In-Service Training and the Most Important Obstacles through Teachers Opinions. The 2nd Scientific Conference: Alexandria, Egypt (In Arabic, Translation Mine).
- Richardson, F. (1996) Handbook of Qualitative Research Methods, for Psychology and Social Sciences. Oxford, UK: The British Psychology Society.
- Richardson, R. (1999) Performance Related Pay in Schools: An Assessment of the Green Papers. London: London School of Economics.
- Saitis, A., & Saitis, C. (2006) In-service training for teachers who work in full-day schools. Evidence from Greece. *European Journal of Teacher Education*, 29, 455-470.
- Samoor, R. (2006) The Role of School Programme as a Training Unit in teacher Professional Development. *Journal of Islamic University*, 14, 465-503.
- Scott, W. R. (1992) Organisational: Rational, natural, and open systems. 3rd edition. Engelwood Cliffs, NJ: Prentice-Hall.
- Seidman, I. (1998) Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences. 3rd edition. London: Teachers College Press.
- Sheiraif, G & Eissa, H. (1983) Contemporary attitudes in INSET programmes. Dar Aloloum Publisher; Riyadh. (In Arabic: Translation mine).
- Siedow, M. D., Memory, D., & Bristow, P. (1985) In-service Education for Content Area Teachers. Newark, U.S.A : International Reading Association Publishers.
- Simjee, (2006) In-Service Education and training to Improve Professionalism Amongst educators. PhD Thesis: University of Johannesburg.
- Stronge, J. (2007) Teacher Compensation Plans: An Overview of Options and Issues. College of William & Mary.
- Suwaireh, A. (2009) Training Programme Based on Instructional Design In the Light of the Development of Some Technological Skills of Teachers of Technology. The Islamic University: Gaza (In Arabic: Translation mine).

- Taeemah, R. (1999) Teacher Competencies, Preparation and Training. Cairo: Egypt, Dar Alfakr Alarabi (In Arabic: Translation mine).
- Tashakkori, A., & Teddlie, C. (1998) Mixed methodology: combining qualitative and quantitative approaches. Thousand Oaks, CA: Sage.
- Teacher Training Agency (TTA) (2005) The Teacher Training Agency's Role in the Future of Continuing Professional Development. London: TTA.
- The Arab League Educational Cultural and Scientific Organisation. (1989) available online at www.Alecso.org.tn (In Arabic, Translation mine).
- The Education Information network in the European Union and the EFTA/EEA Countries (EURYDICE) (1995) In-service Training of Teachers in the European Union and the EFTA/EEA Countries. Brussels: European Unit.
- The Ministry of Education (MOE) (1998) An Entrance for Future Strategy to Educational Development. The Ministry of Education.
- The Ministry of Education (MOE) (2000) Study on preparation and training of secondary school teachers in Kuwait. The State of Kuwait: Educational Research Department; the Ministry of Education.
- The Ministry of Education (MOE) (2005) Educational planning and learning economics: Definitions and Concepts. The State of Kuwait: Department of planning; the Ministry of Education.
- The Ministry of Education (MOE) (2008) The National Report: Development of Education in The State of Kuwait (2004-2008) Kuwait; the Ministry of Education.
- The Ministry of Education (MOE) (2009) Educational Statistical Group. The State of Kuwait: Educational Research Department; the Ministry of Education.
- The Ministry of Education (MOE) (2010) Educational Statistical Group. The State of Kuwait: Educational Research Department; the Ministry of Education.
- Tomlinson, H. (2001) Proposals for Performance Related Pay for Teachers in English Schools. *Journal of School Leadership & Management*, 20, 281-298.
- Tsang, K. (2009) School Social capital and School Effectiveness. *Educational Journal*, 37, 119-136.

- Verspoor, A. (1992) Planning of Education: Where do We Go? *International Journal of Educational Development*, 12, 233-244.
- Vivian, S. (1977) A Handbook on In-service Teacher Training in Developing Counties of the Commonwealth. London: The Commonwealth Secretariat Publications.
- Vroom, V. H. (1964) Work and Motivation. New York: Wiley.
- Walford, G. (2001) Doing Qualitative Educational Research: a personal guide to the research process. London: Continuum.
- Walter, R., & Gall Meredith, D. (1989) Educational research: an introduction. London: Longman.
- Watkins, R. (1973) In-service Training: Structure and Content. London: Ward Lock Educational.
- Westera, W. (2001) Competences in Education: a confusion of tongues. *Journal of Curriculum Studies*, 33, 75-88.
- Witkin, B. R., & Altschuld, J. W. (1995) Planning and Conducting Needs Assessments: A Practical Guide. London: Sage.
- Yaghi, M. (1988) Training Administration between Theory and Implementation. *Arabic Journal for training*, 3, 12-43. (In Arabic: Translation mine).
- Yigit, N. (2008) A Study on Evaluation of Effectiveness of an In-Service Training (INSET) Course about the Use of Instructional Technologies and Material Development. *World Applied Sciences Journal*, 4, 69-75.

Further Reading

- AlSharrah, Y. (1997) Educational planning: roots, Problems and future vision. Kuwait Ministry of Education: Department of Educational Research.
- Altabeeb, A. (1999). Educational Planning. Alexandria, Egypt: Modern university office (in Arabic, translation mine).
- Ary, D., Jacobs, L., Razavieh, A., & Sorensen, C. (2009) Introduction to Research in Education. Cengage Learning.
- Assaf, M. (1980) Management Fundamentals. Cairo: Ain Shams Publications (In Arabic, translation mine).
- Attawi, J. (2001) Modern School Management: Theoretical Concepts and Practical Implications. Amman, Jordan: Aldar Alelmya Aldawlya and Dar Althaqafa Publications (In Arabic, translation mine).
- Barbour, R. S. (1998) Mixing qualitative methods: quality assurance or qualitative quagmire? *Qualitative Health Research*, 8, 352-361.
- Bolam, R. (1994) The impact of research on policy and practice in continuing professional development. *British Journal of Teacher Education*, 21, 17-25.
- Bolam, R. (2000) Emerging policy trends: some implications for continuing professional development. *Professional Development in Education*, 26, 267-280.
- Boyd, H. W., Westfall, R. L., & Stasch, S. F. (1985) Marketing research: text and cases, R.D. Homewood, Illinois: Irwin.
- Brown, J. D. (1995) The Elements of Language Curriculum: A Systematic Approach to Program Development. New York: Heinlein & Heinlein.

- Bryman, A. (2007) Barriers of integrating Quantitative and Qualitative Research. *Journal of Mixed Methods Research*, 1, 8-22.
- Bubb, S. (2005) Helping Teachers develop. London: Sage.
- Burns, R. B. (2000) Introduction to Research Methods. French Forest, Australia: Pearson Education.
- Cheng, Y. (1996) School Effectiveness and School-Based Management: a Mechanism for Development. London: RoutledgeFalmer.
- Cheng, Y. (2002) The Principles and Practice of Educational Management. London: Paul Chapman.
- Churchill, G. A. (1995) Marketing research: methodological foundations. Chicago: Dryden Press.
- Conlon, T. (2004) A Failure of Delivery: the United Kingdom's New Opportunities Fund Programme of teacher training in information and communication technology. *Journal of In-service Education*, 30, 115-139.
- Coolahan, J. (2002) Teacher Education and the Teaching Career in an Era of Lifelong Learning. OECD Education Working Papers, No.2 OECD Publishing.
- Coombs, F. (1970) What is Educational Planning? Belgium: UNESCO.
- Courtney, J. (2007) What are effective components of in-service teacher training? A study examining teacher trainers' perceptions of the components of a training programme in mathematics education in Cambodia. *Professional Development in Education*, 33, 321- 339.
- Creswell, J. W. (1994) Research design: qualitative & quantitative approaches. Thousand Oaks, CA: Sage Publications.
- Day, C. (1999) Developing Teachers: the challenges of lifelong learning. London: Falmer Press.
- Devi, L. (1998) Educational Planning. New Delhi, India: J.L. Kumar for Anmol Publications Pvt. Ltd.
- Farahat, G. (2011) Aldar newspaper. Available online at: www.Aldaronline.com. [Accessed 21 May 2011]. (In Arabic, Translation Mine).

- Finnigan, K. (2010) Principle Leadership and Teacher Motivation under High-Stakes Accountability Policies. *Journal of Leadership and Policy in Schools*, 9, 161-189.
- Forojalla, S. B. (1993) Educational planning for Development. London, UK: The Macmillan Press Ltd.
- Frankfort-Nachmias, C., & Nachmias, D. (2000) Research Methods in the Social Sciences, 6th edition. New York: Worth.
- Fullan, M. (1991) The New Meaning of Educational Change, 2nd edition. London: Cassell.
- Fullan, M. G., & Hargreaves, A. (1996) What's Worth Fighting for in Your School? New York: Teachers College Press.
- Gilbert, G. N. (2001) Researching social life. London: Sage.
- Gough, B. (1997) Teachers' centres as seen through the pages of the British Journal of In-service Education. *Professional Development in Education*, 23, 23-29.
- Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989) Towards a conceptual framework for mixed-method evaluation design. *Educational Evaluation and Policy Analysis*, 11, 255-74.
- Guskey, T. (2000) Evaluating Professional Development. London, UK: Sage Publications Ltd.
- Harland, J., Kinder, K., & Keys, W. (1993) Restructuring INSET: Privatization and its alternatives, Slough, Berkshire, UK: The National Foundation for educational Research.
- Harris, D., Herrmann, B., & Kontoleon, A. (2010) What is the Nature and Social Norm Within the Context of In-Group Favouritism? Cambridge Working Papers in Economics (CWPE): University of Cambridge; UK.
- Helal, F., & Alsharidah S. (1999) The Reality of the Educational Districts in Kuwait: Future View for Improvement. Educational Research Department. Kuwait: The Ministry of Education Press (In Arabic, translation mine).
- Howley, A., Howley, C., & Larson, W. (2007) Principals Approach Planning: the Influence of Gender and Experience. *Journal of the International Society for Educational Planning*, 16, 31-45.

- Huberman, A. M., & Miles, M. B. (2002) The qualitative researcher's companion. Thousand Oaks, CA: Sage Publications.
- Hussey, J., & Hussey, R. (1997) Business research: a practical guide for undergraduate and postgraduate students. London: Macmillan Business.
- Hustler, D., McNamara, O., Jarvis, J., Londra, M., & Campbell, A. (2003) Teachers' Perceptions of Continuing Professional Development. Institute of Education, Department for Education and Skills (DES), Research Report RR429.
- Jankowicz, A. D. (1995) Business Research project, 2nd edition. London: Chapman and Hall.
- Joyce, B. & Showers, B. (1980) Improving In-service Training: the messages of research, *Educational Leadership*, 37, 385-397.
- Joyce, B., & Showers, B. (1988) Student Achievement through Staff Development. Harlow: Longman.
- Kennedy, A. (2005) Models of Continuing Professional Development: a framework for analysis. *Journal of In-service Education*, 31, 235-250.
- Kirk, J., & Miller, M. L. (1986) Reliability and validity in qualitative research. Beverly Hills, CA: Sage Publications.
- Kitson, N. (2000) INSET for NQTs: An in-school course for teachers in the primary school. London: Routledge Falmer.
- Kruger, L. (2001) Methods in pain research. Boca Raton: CRC.
- Lauglo, J. (1995) Forms of Decentralisation and their Implications for Education. *Comparative Education*, 31, 5-29.
- Law, S., & Glover, D. (1995) The Professional Development Business: school evaluations of LEA and higher education INSET provision. *Professional Development in Education*, 21, 181-192.
- Levacic, R. (2002) Efficiency, Equity and Autonomy. In T. Bush and L. Bell (Eds.), The Principles and Practice of Educational Management. London: Paul Chapman.
- Marson, J. (2002) Qualitative Research. London: Sage Publications.
- Neuman, W. L. (1997) Social research methods: qualitative and quantitative approaches. Boston, Mass: Allyn and Bacon.

- O'Brien, J., & Macbeath, J. (1999) Coordinating staff development: the training and development of staff development coordinators. *Professional Development in Education*, 25, 69-83.
- Onwuegbuzie, A. J., & Leech, N. L. (2006) Linking research questions to mixed methods data analysis procedures. *The Qualitative Report*, 11, 474-498.
- Oqylan, M. (1990) Planning Is A Basic Task In Head Teacher Tasks. *Journal of King Soud University*, 1, 293-314 (In Arabic, translation mine).
- O'Sullivan, M. C. (2001) The INSET Strategies Model: an effective INSET model for unqualified and under-qualified primary teachers in Namibia. *International Journal of Educational Development*, 93, 93-117.
- O'Sullivan, M. C. (2002) Reform Implementation and the Realities within which Teachers Work: a Namibian case study, *Compare*, 32, 219-237.
- Patton, M. Q. (1990) *Qualitative Evaluation and Research Methods*. 2nd edition. Newbury Park, CA: Sage Publications.
- Punch, K. (2005) *Introduction to Social Research: Quantitative and Qualitative Approaches*. 2nd edition. Thousand Oaks. CA: Sage.
- Refai, F., Ahmed, G., & AlRowaished, F. (2000) *Educational Management: Its Theories and Practice in General Education and Nursery*. Kuwait: AlFalah library Press (In Arabic, translation mine).
- Remenyi, D. (1998) *Doing research in business and management: an introduction to process and method*. London: Sage Publications.
- Reynolds, P. D. (1979) *Ethical dilemmas and social science research*. San Francisco,: Jossey-Bass Publishers.
- Saeed, M. (1999) The in-service training of primary school teachers in Greece: views of directors and vice-directors of PEK. *The International Journal of Educational Management*, 13, 180-186.
- Saunders, M., Lewis, P., & Thornhill, A. (2003) *Research Method for Business Students*. 3rd edition. Essex, UK: Prentice Hall.
- Sekaran, U. (2000) *Research methods for business, a skill-building approach*. New York: John Wiley and Sons Inc.

Silverman, D. (2000) *Doing qualitative research: a practical handbook*. Thousand Oaks, CA: Sage Publications.

Smith, J., Harre, R., & Van Langenhove, L. (1999) *Rethinking Methods in Psychology*. London: Sage Publications.

Storey, A. (2000) A Leap of Faith? Performance pay for teachers. *Journal of Education Policy*, 15, 509-523.

Thurmond, V. (2001) The point of triangulation. *Journal of Nursing Scholarship*, 33, 253-258.

Appendix A : Interview Questions

TEACHERS, HEAD TEACHERS AND HEAD DEPARTMENT INTERVIEW QUESTIONS

- 1) What do you think of quality of In-service education and training programmes (IP) in Kuwait? And what do you think of I.P. trainers?
- 2) Can you think of a very good or a very bad I.P.? Why was it very good/ very bad?
- 3) How can I.P. be tailored to meet teacher needs or your school needs?
- 4) What do you think of I.P. and how they are planned? And do you think that you should be involved in planning I.P.?
- 5) What would be the best way to organise follow up and evaluation of I.P.?
- 6) Do I.P. improve teacher effectiveness in the classroom? Yes/No-Why & Why not.

Appendix B : Questionnaire Questions

SCHOOL CONTRIBUTION PERCEPTION QUESTIONNAIRE

<p>Dear participants all questions contained in this questionnaire are strictly confidential and your kindly privacy participant will be protected. Please note that participating in this questionnaire is not obligable and you have the right to participate or draw at any time.</p>					
1) How long have you been teaching?	<input type="checkbox"/> 1-5	<input type="checkbox"/> 6-10	<input type="checkbox"/> 11-15	<input type="checkbox"/> 16-20	<input type="checkbox"/> 21+
2) How old are you?	<input type="checkbox"/> 20-29	<input type="checkbox"/> 30-39	<input type="checkbox"/> 40-49	<input type="checkbox"/> 50-59	<input type="checkbox"/>
3) Is your school?	<input type="checkbox"/> Primary	<input type="checkbox"/> Intermediate	<input type="checkbox"/> Secondary		
4) Sex?	<input type="checkbox"/> Male	<input type="checkbox"/> Female			

First section: please indicate your agreement / disagreement in the following statements, i.e.

1= Strongly disagree, 2= Disagree, 3= Undecided, 4= Agree, 5= Strongly agree.

Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
5) Teachers INSET programmes are loaded in content.					
6) Teachers INSET programmes are beneficial.					
7) INSET programmes are well prepared by those who deliver them.					
8) INSET programmes meet teacher needs.					
9) INSET policies are very clear.					
10) INSET programmes are comprehensive enough.					
11) INSET programmes are adequately followed up and					
12) INSET programmes keep pace with improvement in the educational field.					
13) INSET trainers are suitably qualified.					
14) INSET trainers are well prepared.					
15) INSET trainers are well selected.					
16) INSET programmes improve teacher knowledge or skills.					
17) INSET programmes improve teacher performance.					

Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
18) INSET programmes improve classroom efficiency.					
19) INSET programmes improve pupils' performance.					
20) Teachers reflect practically what they learn from INSET programmes.					
21) Teachers should participate in planning INSET programmes.					
22) Teachers should attend specific training programmes to enable them to participate in setting INSET programmes.					
23) Teachers should be asked in advance to specify their training needs before INSET programmes are designed by the Ministry.					
24) Teachers' contribution in planning INSET programmes would lead to more successful and effective programmes.					
25) Teachers are the best ones to identify and design INSET programmes.					
26) INSET designers should give greater attention to teacher participation in planning INSET programmes.					

Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
27) Head teachers should be involved in identifying teacher training needs when INSET programmes are being planned by the Ministry.					
28) Teachers' contribution in planning INSET programmes would have a strong impact on the programmes success.					
29) Teachers' participation in planning INSET programmes would lead to programmes flourishing.					
30) INSET programmes can improve relation with parents and the community.					
31) Parents should be involved in planning INSET programmes.					

Second section: Please express your opinion about the following:

32- How could INSET programmes be improved?

.....

33- How could **teachers** contribute in planning INSET programmes?

.....

34- What would make INSET programmes most effective?

.....

Thank you

Appendix C : University of Southampton Ethical Approval Letter

UNIVERSITY OF
Southampton

Mr Mohammad Aldhaen
School of Education
University of Southampton
University Road
Highfield
Southampton
SO17 1BJ

RGO Ref: 6878

13 January 2010

Dear Mr Aldhaen

Project Title Teachers' perception in planning Inset programmes in Kuwait: National Survey.

This is to confirm the University of Southampton is prepared to act as Research Sponsor for this study, and the work detailed in the protocol/study outline will be covered by the University of Southampton insurance programme.

As the sponsor's representative for the University this office is tasked with:

1. Ensuring the researcher has obtained the necessary approvals for the study
2. Monitoring the conduct of the study
3. Registering and resolving any complaints arising from the study

As the researcher you are responsible for the conduct of the study and you are expected to:

1. Ensure the study is conducted as described in the protocol/study outline approved by this office
2. Advise this office of any change to the protocol, methodology, study documents, research team, participant numbers or start/end date of the study
3. Report to this office as soon as possible any concern, complaint or adverse event arising from the study

Failure to do any of the above may invalidate the insurance agreement and/or affect sponsorship of your study i.e. suspension or even withdrawal.

On receipt of this letter you may commence your research but please be aware other approvals may be required by the host organisation if your research takes place outside the University. It is your responsibility to check with the host organisation and obtain the appropriate approvals before recruitment is underway in that location.

May I take this opportunity to wish you every success for your research.

Yours sincerely



Dr Lindy Dalen
Research Governance Manager

Tel: 023 8059 5058
email: rgoinfo@soton.ac.uk

Appendix D : The Kuwaiti Ministry of Education Ethical Approval Letter

75/30/EA0026699/09/10000

دولة الكويت



Ministry of Education
Office Of Under Secretary

مكتب الوكيل المساعد للتعليم العام

Ref : _____

Date : _____

الرجوع : ٢٠١٩ - ٢٠٢٠

التاريخ : ٢٠١٩ / ١٢ / ٢٠

السادة / مدير بي عموم المناطق التعليمية ،
تدرة طيبة ، وبعد ،

الموضوع : تسهيل مهمة

يرجى التكرم بالموافقة على تسهيل مهمة السيد / محمد إبراهيم
الضامن في اكمال إجراءات دراسته (الدكتوراه) لتطبيق استنباته على
المدارس التابعة لمنطقتكم التعليمية ، وإجراء عدد من المقابلات
الشخصية مع عدد من مدراء ومديرات المدارس ، ومساعدتهم بمختلف
المراحل التعليمية .

وذلك وفق دراسته في جامعة (ساوثهامبتون - بريطانيا) كلية التربية .

مع خالص التحية .

الوكيل المساعد للتعليم العام

محمد

محمّد الوكيل
الوكيل المساعد للتعليم العام



الوكيل المساعد للتعليم العام

نسخة لـ
- الوكيل المساعد للتعليم العام
- الملف (زهرة كلندر)
معد

A2110