

## **CHAPTER 3**

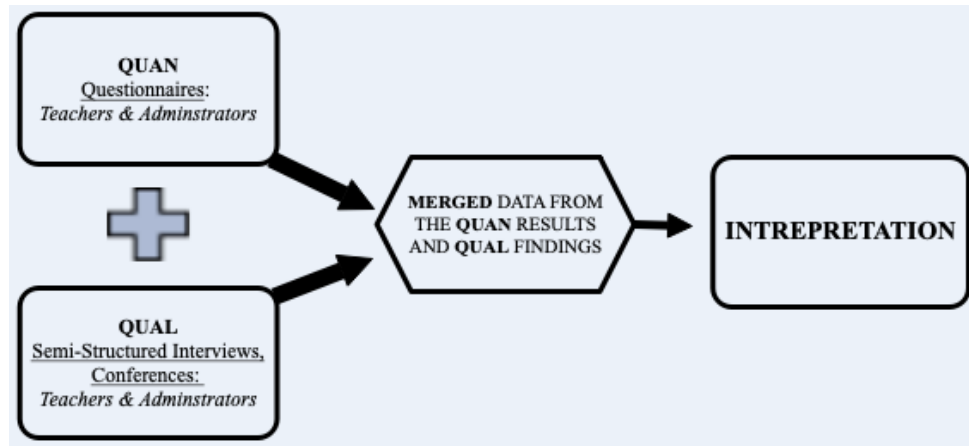
### **METHODOLOGY**

#### **3.1 Introduction**

This chapter explains the methodology of the research study with specific reference to what kind of research design was used, the context where it was conducted, how participants were sampled, what research instruments were developed and adopted, how data was collected, and how the intervention was developed. The content is organised under the titles following the university guidelines and visual aids such as figures and tables are used to present a range of content.

#### **3.2 Research Approach and Design**

In this particular study, the aim was not to reach generalisable results that apply to other contexts but rather to explore how the observation process took place in a specific context. Moreover, due to the similarity of contexts among different Colleges of Technology in Oman, some of the results and the intervention (i.e., the observer training programme) were expected to be transferable. To work with both context-specific and generalisable findings in this current study, a mixed-methods research design was preferred. The type of mixed-methods design used in this research study was a convergent parallel design (Creswell, 2012). This design is illustrated and expounded below



**Figure 3.1** Mix method Research Design

This research design was chosen in this study to give a balanced weight to both types of data without prioritising one before the other. Apart from treating the data with high objectivity, the merging of data sources and participants' perceptions was deemed essential to effectively answer the research problem and questions using this research design. It was significant to provide room for this variety of data sources and participants using a mixed-methods design. Further, following a single method rigidly did not help answer the research questions effectively, thus there was a need for flexibility in the collection of data and its analysis. The flexibility was more on adjusting the time availability of the participants in answering the questionnaire and participating in the interview. During the interviews, some teachers were hesitant to give their real thoughts because of my close relationship with the observers. To ease such doubt, I assured them that their responses were treated with high confidentiality. Only then that these teachers gave their actual perceptions. As a whole, while the researcher is a fellow among the participants, the collection of the data was done objectively, and such a relationship did not affect the conduct of the research in general.

Specifically, this mixed-method research design consists of quantitative and qualitative data collection. The quantitative data consists of questionnaires for the teachers and the observers. Both the teachers and the administrators answered the questionnaires before and after the training programme to explore their perceptions about the effectiveness of the classroom observation process and how they have implemented the three stages of this process. To supplement the quantitative results and for the researcher to have a deep understanding of the current practices of the classroom observation process, qualitative data were utilised with the use of a semi-structured interview and pre-post conferences. The choice of this type of interview allowed the researcher to use open-ended responses from participants to have an in-depth understanding of the current practices of classroom observation at ICT. The interview also provided the researcher to gather information from the participants that are not extensively asked in the questionnaire. Through these interviews, the teachers' points of view and the administrators' perceptions before and after the intervention were gathered and compared. The results from the quantitative and qualitative data were thematically analysed accordingly after consolidating the raw data with the use of SPSS. Then, the results of both quantitative and qualitative data were merged to see whether they complement each other and help explain the actual classroom observation process.

### 3.3 Location of the Study

The working context is briefly described here to give a general idea of the observation process. The participants were administrators from various Colleges of Technology in the Sultanate of Oman and teaching staff from the English Language Centre at Ibra College of Technology. These ELC administrators come from seven colleges, namely: Al-Musanna College of Technology (ACT), Higher College of Technology (HCT), Ibra College of Technology (ICT), Ibri College of Technology (IbrCT), Nizwa College of Technology (NCT), Salalah College of Technology (SCT), and Shinas College of Technology (ShCT). These colleges are spread throughout the governorates of the Sultanate of Oman. These colleges are at the heart of each city, except Al-Musanna which is a town.

In terms of population size, each of these colleges has the so-called English Language Centre Council (ELCC) mainly run by three administrators, namely: Head of the Centre, Head of Sections for Curriculum and Teaching Methods, and Head of Section for the English Language Programmes. Each ELCC is directly supervised by the College Dean being the head of the College Council. To describe the population of the staff and students in each college, Table 3.1 is shown below (Team C. F.-A.-T., 2019).

**Table 3. 1** Population Distribution of the Colleges of Technology

| Name of College | Number of Staff | Number of Students |
|-----------------|-----------------|--------------------|
| ACT             | 75              | 1055               |
| HCT             | 139             | 2629               |
| IbCT            | 64              | 669                |
| ICT             | 91              | 919                |
| NCT             | 89              | 1111               |
| SCT             | 79              | 770                |
| ShCT            | 64              | 748                |

The table above depicts the population of the ELC staff and students for Semester 1 and Semester 2 of AY 2018-2019. As can be gleaned above, HCT consistently tops the highest number of ELC staff and students, while IbCT has the lowest number of ELC staff and students during this academic year. The other two significant features are the population of ICT and NCT. ICT has more teachers even with a smaller population compared to NCT.

The teachers in ELC work in 2 main levels which are Foundation and Post-Foundation courses. The Foundation Programme follows a general English coursebook based on a skills-based curriculum and has a learning outcome syllabus. There are 4-levels in the Foundation Programme's English course. Successful completion of these 4-levels is a requirement for the students to pursue their main studies in IT, Business, and Engineering Degree programmes.

During the employment of teachers, there are general qualifications and experience requirements for both programmes. However, the post-foundation teachers are expected to be higher qualified, more experienced, and specialised in teaching public speaking and technical writing courses. In this context,

observation is seen by the ELC administration as an important part of quality assurance. New teachers are observed at least once in their first semester, after which there is no certain period of repeated observation. Moreover, teachers are well aware that unsuccessful observations on two separate occasions can lead to termination of their contracts as it is to the current situation in the English Language Centre.

### **3.4 Population and Sampling**

The participants of the study were the teachers and the administrators of the Language Centre at Ibra College of Technology. A purposive total population sampling was employed because the researcher aimed to attain a better grasp of the perceptions on the current classroom observation practices and produce a more reliable result. Therefore, the perceptions of administrators from different Colleges of Technology in Oman (CoTs), as well as teaching staff from the English Language Centre (ICT-ELC) were examined in this study.

There are 7 CoTs in the Sultanate of Oman, namely: Al Musanna College of Technology (MCT), Higher College of Technology (HCT), Ibra College of Technology (ICT), Ibri College of Technology (IbCT), Nizwa College of Technology (NCT), Salalah College of Technology (SCT) and Shinas College of Technology (ShCT). These colleges are managed and supervised by the Ministry of Manpower (MoMP) through all Omani administrators. The ELCs manage a Foundation Programme after which students can start their specialisation programmes. The ELCs are managed by the ELC Council made up of Omani administrators. The team of administrators in every ELC includes a Head of the

Centre (HoC) assisted by two Heads of Sections (HoS): one for the Curriculum and Teaching Methods (C&TM) and another for the English Language Programme (ELP).

**Table 3. 2** Distribution of Participants

| Position                                |             | Number of Participants |                |                |                |                        |            | Total       |            |
|---|-------------|------------------------|----------------|----------------|----------------|------------------------|------------|-------------|------------|
| <b>Colleges of Technology (CoTs)</b>    |             | <b>ACT</b>             | <b>HCT</b>     | <b>ICT</b>     | <b>IbCT</b>    | <b>NCT</b>             | <b>SCT</b> | <b>ShCT</b> |            |
| <b>Administrators</b>                   | <b>HoC</b>  | 1                      | 1              | 1              | 1              | 1                      | 1          | 1           | 7          |
|   | <b>HoSs</b> | 2                      | 2              | 2              | 2              | 2                      | 2          | 2           | 14         |
| <b>Subtotal</b>                         |             | 3                      | 3              | 3              | 3              | 3                      | 3          | 3           | 21         |
| <b>Ibra College of Technology (ICT)</b> |             | <b>Level 1</b>         | <b>Level 2</b> | <b>Level 3</b> | <b>Level 4</b> | <b>Post Foundation</b> |            |             |            |
| <b>Teachers</b>                         |             | 23                     |                |                |                | 11                     |            | 19          | 83         |
| <b>Total</b>                            |             |                        |                |                |                |                        |            |             | <b>104</b> |

Apart from the administrators, there were ELC teachers who took part in this study. ELC has mainly international teachers from various countries including 43 teachers from India, followed by 10 Filipinos, 10 Omanis, 5 British, 5 Pakistanis, 4 Tunisians, 3 South Africans, 1 Egyptian, 1 Canadian, and 1 Lebanese. Table 3.2 shows the distribution of participants according to college (for administrators) and teaching levels (for teaching staff).

Teachers are assigned to different levels based on the requirements for each semester. For instance, during the second semester, 23 teachers were in Level 1, 18 in Level 2, 12 in Level 3, 11 in Level 4, and 19 in the Post Foundation courses delivered by the ELC. These numbers can change based on the new student intake and the number of successful students after each level exam.

### 3.5 Research Instruments

In this study, the data collection tools include questionnaires, semi-structured interviews, and pre-/post-observation conference interviews. Both the questionnaires and the interviews have 2 separate versions for administrators and teachers. Table 3.3 displays the mapping of the research questions with the data collection tools.

**Table 3. 3** Research Questions Mapping with Corresponding Questions

| Research Question 1  |                         | Research Question2  |                  | Research Question 3  |                  |
|--|-------------------------|---|------------------|--|------------------|
| What are the perceptions of teachers and administrators on classroom observations? |                         | What training programme can be developed to improve the competencies of administrators in the practice of classroom observation in the ELC? |                  | What are the effects and the significant changes of the training course? |                  |
| Questionnaire Data   |                         | Questionnaire Data  |                  | Questionnaire Data   |                  |
| <i>Admin</i>   | <i>Teacher</i>          | <i>Admin</i>  | <i>Teacher</i>   | <i>Admin</i>   | <i>Teacher</i>   |
| Pre-Q: 3   | While Qs:1,2,3,4,5      | Pre-Q: 5  | Pre-Q: 1         | Pre-Q:5  |                  |
| While Q: 5,9   | Post Qs: 2,3,5,6,7,8,10 | Extra Q: 6  | While Qs: 6,8,9  | While Q: 1,2,3,4,9   |                  |
| Post Qs: 4,10  |                         |   | Post Q: 5        | Post Qs: 2,3,5,6,7,8,10  |                  |
| Extra Qs: 2,3,7,8,11   |                         |   |                  |  |                  |
| Interview Data   |                         | Interview Data  |                  | Interview Data   |                  |
| <i>Admin</i>   | <i>Teacher</i>          | <i>Admin</i>  | <i>Teacher</i>   | <i>Admin</i>   | <i>Teacher</i>   |
| Pre Qs: 1,3  | Pre Qs: 1,2,3,4         | Post Qs: 3,4,5,7  | Post Qs: 3,4,5,7 | Pre-Q: 1, 2  | Post Qs: 3,4,5,7 |
| While Q: 1   | While Qs: 1,2           | Extra Qs: 1,2   | Extra Qs: 1,2    | While Q: 2   | Extra Qs: 1,2    |
| PostQs:1,5,6   | Post Qs: 1,2,6          |   |                  | PostQ:2,3,4  |                  |
| Conference Data  |                         | Conference Data   |                  | Conference Data  |                  |
| Pre-observation Conferences: N/A   |                         | Pre-observation Conferences: N/A  |                  | Pre-observation Conferences  |                  |
| Post-observation Conferences   |                         | Post-observation Conferences  |                  | Post-observation Conferences   |                  |

Sources (The data collected)

The questionnaire for the administrators was designed to explore their perceptions about the effectiveness of the observation process and how they implemented various parts of the observation.

A survey questionnaire designed for the observers has been structured (Appendix B). This questionnaire deals with the following: Part 1 is about the respondent's profile. This profile includes the gender, age, status of employment, the kind of certificate received as a classroom observation evaluator, the educational qualification, and the length of administrative experience in and out of Ibra College of Technology. The second part of the questionnaire is about the strengths and weaknesses of the implementation of classroom observations. It caters to the perception questions related to the frequency of conducting the observation sessions, the purpose of visits and related pre-observation conference questions, the use of formal and informal types of observations, the use of checklists, the conduct of a post-observation conference, and the use of the appraisal system. This part of the questionnaire was divided into 3 sections, in line with the 3 stages of the classroom observation process (before the classroom observation process, during the classroom observation process, and after the classroom observation process), taking into consideration 2 main aspects, namely, perceptions and implementation of the classroom observation process.

The researcher developed the teachers' questionnaire to identify 3 main constructs:

- Perceived effectiveness of the observation process
- Level of anxiety
- Elements of the observation procedure

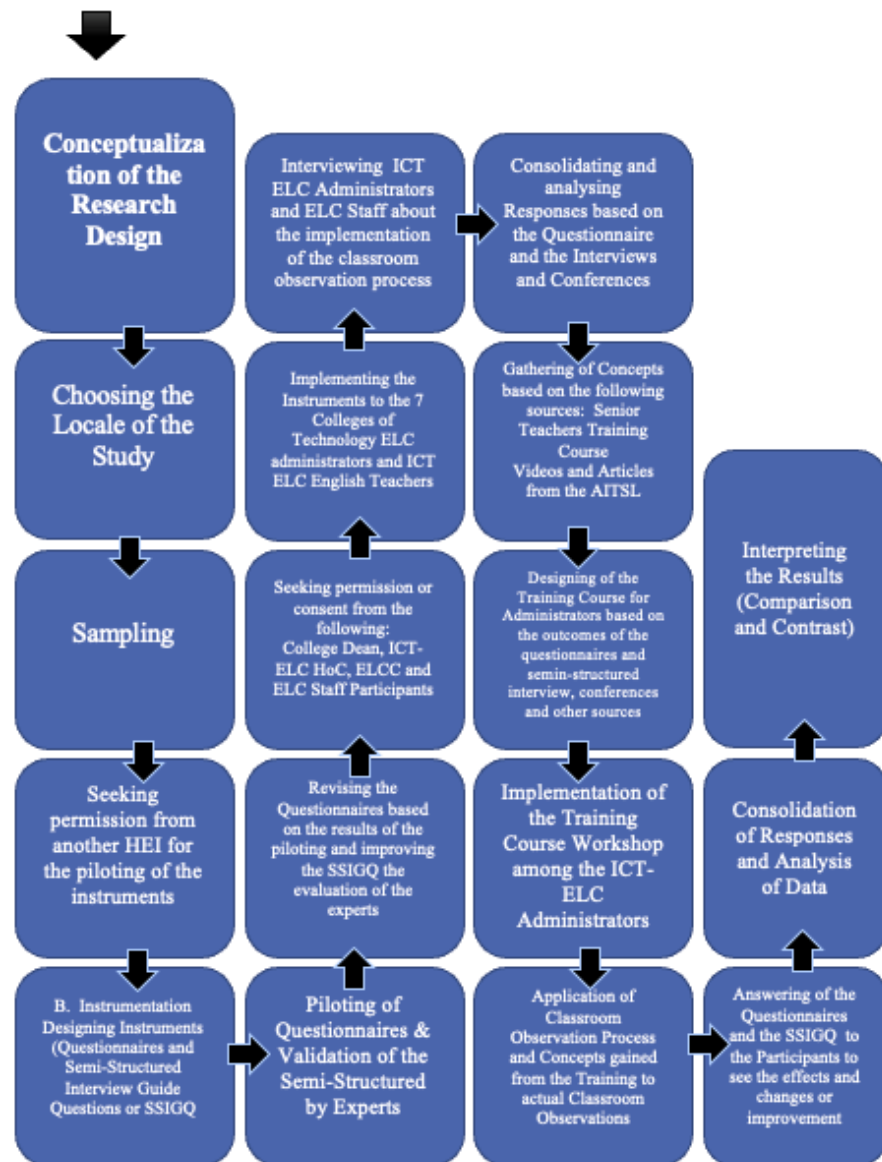
The interviews were used to support the questionnaire with rich data and a deeper understanding of the constructs being researched. The pre-/post observation conference recordings were used to study the actual interaction before

and after the observation between administrators and teachers without the researcher's presence. The development of each research instrument will be explained under its respective title.

## **Research Procedure and Data Collection**

### **3.6 Research Procedure**

Figure 3.1 shows the research procedure from the first stage up to the interpretation of outcomes. The first stage was the conceptualisation of the research design, its locale, and the sampling technique used. Permission from the higher education institute, Ibri College of Technology (IbCT), was made to do the piloting of the instruments. While permission was sought from the IbCT administration, the instruments were developed such as the Questionnaires and the Semi-Structured Interview Guide Questions (SSIGQ) for the ELC teachers and the administration. After its approval and design, the instruments were piloted. Responses were consolidated to determine their face, construct, and content validity through the help of the two experts from the Ministry of Education. They used the Cronbach's Alpha Split Reliability Test through the Statistical Package for Social Sciences or SPSS to interpret the data. For the SSIGQ, the responses were validated by the inter-raters as shown in Appendix I. The questionnaires and the SSIGQ were revised based on the results and the assessment of the experts, respectively.



**Figure 3.2** Research Procedure

The approval of the ICT College Dean and the concurrence of the HoC of ICT ELC to conduct the actual research was sought. The participants' consent was ensured by the researcher after which they were given the questionnaires. Following the ethical procedures, the participants of the questionnaires answered the tools while the participants in the interviews gave their oral responses based on the SSIGQ. These oral responses were recorded by the researcher as a qualitative source of data. Then, the responses in the

questionnaires as a quantitative source of data were consolidated and analysed using the SPSS. The outcomes of the interviews were also consolidated and analysed using NVivo software. Both responses were merged as required in the mixed-method research design. Finally, the data were interpreted with help of the experts which led to the designing of the Training Course or Programme about the classroom observation process. Apart from the quantitative, interview, and conferences results, the researcher also used other sources to design this programme such as the Senior Teacher's Training Course by the Ministry of Education and the videos and articles from the Australian Institute for Teaching and School Leadership (AITSL). Then the programme was implemented where the administrators undertook theoretical and practical sessions about the classroom observation process. After this training, they were emersion sessions about the classroom observation process. To see the effects and changes of the intervention, the participants answered again the questionnaires and underwent the interview, respectively. Finally, the data from the quantitative and qualitative methods were gathered, consolidated, and analysed properly and came up with the final interpretation.

### **3.6.1 Questionnaires**

#### **3.6.1.1 Questionnaire for Administrators**

The Questionnaire for Administrators (Appendix B) was to be implemented on a small group of HOCs and HOSs in the COTs in Oman. The total number was 21, however, after the intervention, it was to be conducted with only 3. Due to this limited number, descriptive statistical analysis was to be used

to identify their perceptions on classroom observation and what elements they implemented or not.

### 3.6.1.2 Pilot Questionnaire for Teachers

To prepare a valid and reliable questionnaire for the main study, firstly a pilot questionnaire was developed. For this purpose, relevant literature was examined by the researcher, and constructs related to this study were identified. Next, questions were written and organised into the 3-stage structure as widely adopted in the field of teacher observation (Hadingham, 2010; C. Roland Christensen Centre for Teaching and Learning, Harvard Business School, 2005; Massachusetts Department of Elementary and Secondary Education, 2020). A 5-point Likert Scale was used to collect responses where “1” meant strongly agree and “5” meant strongly disagree.

The pilot questionnaire included 3 components:

- **Perceived Effectiveness of the Observation Process Scale (7 items)**
- **Anxiety Scale (5 items)**
- **Elements of the Observation Procedure (12 items)**

The items in the questionnaire were organised in chronological order (pre-, while- and post-observation stages) to increase the accuracy of the responses. There were 5 items for the pre-observation, 9 items for while-observation, and 10 items for post-observation sections.

This questionnaire was piloted on 35 respondents from another College of Technology in Oman who worked in a similar context and were subjected to

the same observation processes. The pilot questionnaire was statistically analysed for reliability which is explained in Section “3.7 Validity and Reliability”.

### **3.6.1.3 Main Questionnaire for Teachers**

The main questionnaire was a developed version of the pilot questionnaire and included 23 items. The main questionnaire followed the same organisation based on stages of observation (i.e., pre-, while- and post-observation) and a 5-point Likert Scale. The main questionnaire for the teachers was applied once before the intervention and once after to see whether there were any differences. Due procedures were followed to establish validity and reliability of the questionnaires which are detailed in Section “3.7 Validity and Reliability”.

### **3.6.2 Interviews**

To collect in-depth data, and to obtain a better insight into the research questions, interview data were collected from teachers and observers in semi-structured interviews using the English language. While there were Arabic participants, the English language was still used because they are all English teachers. Besides, there were no issues with the English language usage, rather, made it easier for the researcher to consolidate the responses. The interview questions were designed by the researcher based on the research questions (Appendix E). These were then discussed with experts (Appendix I) from the field of education for face, construct and content validity questions. This usage of the interview in the study aligns with three theories. One is the Constructivist Theory which allowed the researcher to collect data on the current classroom

observation process practices. This led the researcher to design an intervention that will provide the administrators relevant knowledge on how to properly implement the classroom observation process. The second is the Cognitive Theory where the researcher adopted feedback as a means to develop a programme. Further, feedback was also used by the researcher as a significant component in the post-lesson conference which aims to help the teachers improve the teaching and learning process. Finally, the third theory linked to interview constructs is the Design-Based Theory. The responses derived from the interviews allowed the researcher to design a training programme that mainly improved the implementation of the classroom observation process by the administrators.

### **3.6.2.1 Teacher Interviews**

The interviews with the teachers happened in 2 stages. The teachers were interviewed before and after the intervention (i.e., the training programme for the observers). The first set of interviews took place with available teachers. The interviews after the intervention were conducted with the teachers who were observed after the intervention (i.e., purposive sampling). Some of these teachers were also interviewed before the intervention, however, it was not possible to arrange observations for all the first interview participants. Therefore, the interviewees in the pre-intervention and the post-intervention stages were not identical. The interviews were transcribed in a verbatim manner as shown in Chapter 4 and analysed thematically using NVivo 11 software. The usage of a verbatim transcription includes the actual responses of the participants with or without grammatical mistakes. The coding was discussed with an expert Ph.D.

holder who has experience in writing research papers and already has many publications in the field of education, (Appendix I). This expert also acted as the second-inter-rater for the interviews while either of the other two experts acted as the first rater. This resulted in an agreed coding template to be used by both readers although they both understood there could be changes to this template after analysing data. The criteria for selecting the first inter-rater must be at least a Master's degree holder in education from a reputable university and whose expertise should be about classroom observation. However, for the second inter-rater, he must be a doctorate holder specialised in education who knows about the NVivo programme for him to analyse the unstructured audio texts or the outcomes of the interviews and thereby draw a summary of reliable or consistent responses.

The emerging themes were tabled for both sets of interviews for comparison of repeated themes. The examples for themes were also reported about the corresponding research questions.

### **3.6.2.2 Administrator Interviews**

The interviews with the observers also took place in 2 stages, before and after the intervention (i.e., the training programme). 3 administrators acted as observers in ICT-ELC so purposive sampling was used for admin interviews and the selection of participants was based on their work location (ICT). The interview guide (Appendix E) was also reviewed by experts (Appendix I) in terms of face, construct, and content validity with the assistance of the college statistician who earned her Master's degree diploma as a full-scholar at the University of Queensland in Australia. Similar to the teacher interviews, admin

interviews were also transcribed and analysed thematically using NVivo 11 software.

The emerging themes were tabled for both sets of interviews for a comparison of repeated themes. The examples for themes were also reported concerning the corresponding research questions. Both the figures for the interview themes and examples from the interview transcripts are provided in Chapter 4 on Data Analysis.

### **3.6.3 Observation Conferences**

Both pre and post classroom observation conferences were used as a third tool to gather information about the perceptions and the implementation of the classroom observation process at the English Language Centre. However, since the pre-observation conference stage was not implemented in the English Language Centre before the intervention, the information was collected only from post-lesson conferences in the first stage. Five conferences were recorded before the intervention and 5 after the intervention, to compare and determine the impact of the intervention on the classroom observation process. As for the pre-observation conferences, 12 conferences were recorded after the intervention, to identify the significant changes and impact of training on the classroom observation process. The approval of both teachers and observers was obtained before recording the conferences. To obtain the consent of the participants, especially the teachers, and to ensure confidentiality and privacy, the researcher undertakes not to mention any of the participants' names and to use the content for research purposes only. A recording device was used to record all the conferences without the presence of the researcher during the recording process.

### 3.7 Ethical Considerations

In this study, there were human subjects and therefore due ethical protocols were followed. To implement the study, approval was requested from and granted by the college management. In his official communication, (Appendix F) the researcher explained the purpose, procedures, requirements, issues, and benefits of this research study. Following this procedure, the researcher personally sought the approval of the Dean of ICT and the Head of the English Language Centre through an official letter containing, but not limited to purpose, procedures, requirements, the issues, and benefits of this research.

The second ethical consideration was the consent of the participants. The form was written by using simple and clear English language because all of them are English teachers (Appendix G). The participants were informed of the purpose, procedures, requirements, issues, and benefits of this research. To ensure that the participants were willing to partake in the study, the researcher kept in touch with each of the identified participants. Further, they were given ample time to read and understand the content of the consent form. Subsequently, they filled out and signed the consent form to show their concurrence. The form also explained issues of confidentiality, right to answer or reject to answer questions, and anonymisation in the presentation of results. It was also mentioned that their research participation would be voluntary and that the participants have the right to withdraw from the study at any time.

Confidentiality and anonymity were also duly considered in this study. First of all, both in the questionnaire forms and the interviews, the participants were reassured that all the information which they would provide in the interviews

and any follow-up emails would be used for this doctoral study only. Secondly, the names of respondents were replaced with numbers before the analysis stage.

### **3.8 Validity and reliability**

To establish face, construct, and content validity, both the pilot questionnaire for teachers and the questionnaire for admin was discussed with three experts from the Ministry of Education, both English language supervisors with more than 10 years of experience, also experienced observers, and teacher trainers (Appendix I). The initial questionnaire forms were discussed and their feedback, regarding the questionnaire items and language use, were noted during this meeting and then implemented to improve the validity of the questionnaires.

For the teacher version of the pilot questionnaire, the questions were statistically analysed using SPSS version 25 for scale reliability. The questions related to the implementation of observations were analysed using descriptive statistics to identify whether each step took place or not.

The reliability analyses for the scales were conducted using Cronbach's Alpha Split Reliability test. In the test, for perceived effectiveness of observation, there were 7 items altogether. However, the results of this analysis showed that PLCQ4 impacted the reliability significantly and therefore it was decided to exclude it from the main questionnaire. This improved the reliability score from ( $\alpha = .758$ ) to ( $\alpha = .805$ ).

The second scale for reliability testing was the anxiety scale with 5 items. The Cronbach's Alpha test produced a high-reliability score ( $\alpha = .959$ ) and the

deletion of any item would drop the reliability score. Therefore, this scale was used in the main questionnaire.

Regarding the main questionnaire, the first test that was conducted was the scale reliability tests using Cronbach's Alpha in SPSS v25. The result showed that the perceived effectiveness of the observation process scale had an acceptable reliability score of ( $\alpha = .747$ ) and the deletion of an item did not significantly increase the score. Although there was a minor score increase for PLCQ3 ( $\alpha = .763$ ), this question was considered important for measuring the construct and it was decided to keep it. The anxiety scale reliability test results showed that the scale had a high-reliability score ( $\alpha = .908$ ) and did not require the deletion of any items for improvement.

### **The Intervention**

#### **3.9 Training Programme**

The pre-results collected from questionnaires, semi-structured interviews, and tutoring conferences for both teachers and administrators, indicated that Colleges of Technology (CoTs) did not appear to follow the recommended procedures for conducting classroom observation. Likewise, the results indicated that college administrators lacked sufficient knowledge and lacked some of the necessary skills and competencies to implement the classroom observation process effectively. The manifestation of such skills and competencies by these college administrators tantamount to Piaget's definition of Constructivist Learning Theory that these administrators could only implement

the classroom observation process based on their limited understanding and experience.

As a basic rule in designing a programme, the feedback of observers and teachers was first identified through their perceptions and the interviews before the designing of the training course mainly composed by the researcher himself and validated by the experts (Appendix I). The drawing of feedback from the participants links itself to the Cognitive Theory of Dewey as a requirement of developing a programme and subsequently improving the teaching and learning process in general. Existing training materials called the Senior Training Course developed by the Ministry of Education were used as a model. But the researcher has modified the training course to meet the needs of the participants and subsequently provide them with the necessary knowledge and competencies to achieve the research objectives. Videos and articles about classroom observations were also used as a basis in designing the training course (Leadership A. I., 2022). The adoption of the training course used by the Ministry of Education and the usage of the videos and articles of AITSL justifies the Constructivist Learning Theory to develop a more appropriate and relevant programme.

Since this is a standardised course, the researcher did not pilot the designed training course, yet modified it according to the outcome of the first questionnaire and the interviews. The modifications were reviewed and confirmed by the experts shown in (Appendix I) and the teacher trainers from the Ministry of Education who have been implementing this course. This modified training course or programme encompasses the Design-Based Theory which is an intervention to improve the implementation of the classroom observation process.

The researcher got the approval of the College before the implementation of this programme. Next, the researcher sent the communication to the HoC to inform all the participants on the training including the flow of activities. (Appendix K). Once everything was approved, the sessions were implemented.

### **3.9.1 Objectives of the Training Course:**

The goal of the training programme is to:

- Change the perceptions of administrators towards the concept of the classroom observation process and create a supportive and healthy work atmosphere
- Provide administrators with the basic skills and competencies to carry out the classroom observation cycle professionally
- Use a range of strategies to support teachers and provide teachers with constructive feedback

### **3.9.2 The Training Methodology**

The training included the use of different methods as follows:

1. Seminars: This allowed the trainer to introduce new and useful ideas on how to conduct appropriate classroom observation procedures during the general discussions.
2. Group tasks: in which the participants cooperate in some learning activities.
3. Presentations: in which the participants presented some of their outputs in the workshop.
4. Self-directed study: where the trainer provided the participants with some reading materials to cover the theoretical part of the training to change the

participants' perceptions. This step allowed the participants to think and compare their current practices with the best and most effective classroom observation methods.

5. Analysis of the lessons: here, the participants were asked to watch videos related to the 3-stages of the classroom observation process. These clips were specifically designed to present different kinds of classroom observations; supportive and authoritative. The participants were asked to analyse and comment on the performance of each stage separately.

6. Real implementation: at this stage, the participants began to apply what they learned during the real-life situation.

### **3.9.3 Content of the Training Programme:**

The programme focused on developing the competencies of officials in conducting effective class observations and benefiting from professional skills, for example:

- Effective listening skills
- The skill of facilitation and active support
- Provide constructive feedback to the teachers
- Provide feedback to identify areas for improvement
- Motivating reflection; reflection on practice and improvement

### **3.9.4 Duration and Venue:**

The programme was conducted from the third week of February 2019 until the second week of March 2019 at the English Language Centre in the Main

Hall. The course had 2 parts; Part 1 consisted of 5 sessions of theoretical input, and Part 2 consisted of 3 practical sessions (2.5 hours each).

### **3.9.5 Theory**

20-hour sessions were spent on the theoretical part of the training among the participants. There were 5 sessions in this programme and each session consumed 4-hours:

Sessions 1 was conducted on February 22, 2019.

Sessions 2 was conducted on February 25, 2019.

Sessions 3 was implemented on March 3, 2019.

Sessions 4 was implemented on March 4, 2019.

Session 5 was implemented on March 5-26, 2019.

### **3.9.6 Practice**

There was a 7.5-hour duration in this part. Each administrator had a maximum of 3 observations. Each observation consumed 15-20 minutes for the pre-conference, 45-60 minutes for the classroom observation, and 60-90 minutes for the post-conference.

### **3.9.7 Trainer**

The researcher was also the trainer for this training programme. He worked as a Regional Supervisor and Senior Supervisor for the English Language Department in the Ministry of Education between 2003 – 2010 (Appendix J). He conducted many seminars and training courses for English language teachers, most of which are related to improving teachers' performance. He also

participated as a trainer for Senior Teachers' Courses in the Ministry of Education between 2009 – 2010. It is worth mentioning here that the trainer was exposed to an intensive training course entitled "Training the Trainers Course". This course aimed to provide the participant with the skills and competencies needed to transfer knowledge related to the classroom observation process to Senior Teachers. Therefore, and due to the importance of this matter, the training of the trainer was directed to highly qualified and experienced trainers to achieve the learning outcomes.

### **3.9.8 Participants**

There were 3 administrators from the English Language Centre at Ibra College of Technology. One was the Head of the Centre and 2 were Heads of Department (HoS) for Curriculum and Instruction (C&TM) and English Language Programmes (ELP). All 3 administrators attended this training programme and participated in all training sessions effectively. They were actively engaged in the theoretical and practical sessions during the entire training. As shown in the practical sessions, they have acquired the competencies aimed at this course. They have changed their perceptions and understanding about the proper conduct of classroom observation in different phases. In the pre-conference phase, they have started to notify the teachers and conduct actual pre-conference tasks. In the while observation phase, they have gained the skill of taking notes objectively by focusing on the content of the observation tool rather than the teacher. Further, during the post-conference workshops, they have started to use appropriate clinical and supportive language that encouraged the teachers to dominate the post-lesson conference.

### **3.9.9 Evaluation**

At the end of the training programme, the questionnaire for administrators was completed by the participants. The results were compared to see the extent of improvement.

A secondary source for evaluation of the training programme, and its implementation, was the teachers' questionnaire. This was analysed using descriptive and inferential statistical tests to identify any changes before and after the intervention.

The pre-and post-observation conferences were recorded before and after the intervention and this became another source of data and evaluation of the training programme. These will be discussed in detail in the Discussions Chapter.

### **3.10 Summary**

This chapter explained the methodology used in this study with details of why mixed methods design was essential, the context of the participants and how they were selected as well as details of the data collection tools and procedures. Moreover, the intervention programme was briefly explained to help understand the findings in Chapter 4.