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**Master Thesis Defense**

Entitled

*INVESTIGATING THE FACTORS IMPACTING SCHOOL LEADERSHIP'S FEEDBACK AND FEEDFORWARD RECEPTIVITY AND LEARNING AS PERCEIVED BY THE EMIRATES SCHOOLS ESTABLISHMENT STAFF*

by

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Abstract:

*[Brief introduction:* This thesis is concerned with Investigating the Factors Impacting School Leadership's Feedback and Feedforward Receptivity and Learning as Perceived by The Emirates Schools Establishment Staff]. *[Aims:* The study aims to identify, describe, and further understand the elements thought to encourage the perspective change needed for feedback reception and, eventually, professional growth via identifying if the mindset, the feedback orientation, the feedback environment, and the learning climate may be interconnected and contribute to the perspective transformation that leads to feedback receptivity and professional learning.]. *[Method:* The study utilizes a sequential mixed research method. The rigorous quantitative data from the 5-point Likert scale questionnaire was used as a basis for the semi-structured interview discussions after calculating the scores for each theme and staff member]. *[Results:* The findings of the first research question revealed high perceptions of the ESE staff members of growth mindset, feedback orientation, feedback environment, and learning climate, as per the analysis of the one sample t-test and effect size calculators. The results of the second research question, based on the independent samples t-test, One-way ANOVA, several post hoc tests, and effect size calculators, revealed that, first, the staff members' mindset means were statistically significantly different due to staff members' qualifications, nationality, language, experience in their current school, and specialization. Second, the staff members' Feedback Orientation was statistically significantly different due to staff members' qualifications, nationality, language, Emirate, total years of experience, and specialization. Third, their Feedback Environment was statistically significantly different due to staff members' nationality and language. Finally, the Learning Climate "LC" mean score was statistically significantly different between the two nationality groups, where the LC perceptions of participants from Asian countries were significantly higher than those from western countries. The third research question findings, based on the thematic analysis of the interviewees' responses and crossmatching them with the referential statistics of the survey, indicated that consistently, all the interviewees agreed that the four themes (Mindset, Feedback Orientation, Feedback Environment, and Learning Climate) have a crucial impact on deciding the degree of staff members' higher feedback receptivity and listed several factors in each theme. Finally, the Fourth Research Question explored conditions and occasions ESE Staff members identify they are experiencing a shift in mindset or an inability or unwillingness to act on feedback. A thematic analysis of the interviewees' responses revealed several reasons for each occasion]. *[Significant contributions:* This research provides recommendations and implications for K-12 education policymakers and teachers about how feedback and feedforward learning can be developed and improved in the future. The study will help teachers, leaders, and policymakers to plan and implement feedback and feedforward practices at school levels and beyond in the United Arab Emirates. This research also provides more significant insights into programmatic ways to facilitate the evolution that performance feedback is meant to achieve, which allows for optimal best practices in feedback-giving and setting-up, and, ultimately, promotes such strategies that lead to professional learning and adoption in staff practices.]. *[Gap filled:* Establishing a comprehensive understanding of the factors impacting ESE staff members' higher feedback receptivity and ability to internalize, learn from and act on the feedback and feedforward delivered by their evaluators, Senior leadership team members, supervisors, other line managers, peers, and other stakeholders].

**Keywords:** Adapted Dynamic Transactional Communication Model, feedback receptivity, growth-fixed mindset quiz, feedback orientation scale, feedback environment scale, and learning climate scale.