

The Impact of Leadership Role of School Principals in The State of Qatar on the Performance of Teachers

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Abstract

The study discusses the impact of leadership role of school principals in the State of Qatar on the performance of teachers. This study is important because it addresses a number of challenges facing the educational administration in the State of Qatar. It also sheds a light on the factors that influence the leader's performance on teachers. The objective of this study is to identify the impact of the role that school principals play in the State of Qatar on teachers. To achieve the objective of the study, the researcher adopts the qualitative approach. The study concludes that the State of Qatar is going through a comprehensive and integrated development system for all aspects of life, including the educational system, which enjoys unlimited attention and support. It also recommends that the administration should involve teachers in all kinds of planning for the success of the educational process, and that the administration should take care of the teachers professionally and financially, and take into account their training because the teacher is the basis for the success of the educational process.

Keywords: Leadership, Administration, Influence on Teachers, School Principals.

Introduction

Educational institutions in our world have very important and sensitive roles because of their vital impact in providing society in its various sectors with the basic pillars embodied in the human capital at the highest level of knowledge, skills, values and trends. Therefore, it is necessary to ensure that these institutions are able to carry out their mission to the fullest.

The State of Qatar is going through a comprehensive and integrated development system for all aspects of life, including the educational system, which enjoys unlimited attention and support from the wise leadership of the country, considering that the development of education and the resulting educational outcomes are the cornerstone of the

comprehensive and sustainable development process for the country. The embodiment of this interest was clear in the Education Development Initiative (Education for a New Era), which is based on four basic principles: independence, accountability, diversity and choice. Under this initiative, all educational paths, systems and structures have been developed in order to provide distinguished education that keeps pace with the developments of the this era, and enables the learners to acquire thinking, self-learning and life skills through which they absorb the developments of this era, confront its problems and contribute to the advancement of their society (Hassan, 2009, p. 66).

Among the community institutions, public schools are of great importance as they are the home of knowledge, culture and diversity, and the cradle of progress and prosperity of knowledge and technology. The school is the place in which students acquire the various behavioral skills and habits necessary to form them as an educated people. They will also be able to develop their mental abilities and preparations, acquire many tendencies and trends in life, and obtain the basic skills that enable them to acquire knowledge, which is embodied in reading, writing and mathematics (Mansoori, 2018, p. 96). The professional development of the educational models is significant for Qatar as it seeks to be a pioneer in activating the role of schools in the development process (Abu-Tineh & Sadiq, 2017).

Due to the importance of schools, and their obvious impact on young people, and the fact that this era of students' lives is a pivotal and foundational era and defines the features of their personalities, it was necessary for teachers to show responsibility and to be under constant follow-up. This necessitate that government school principals to pay special attention to school teachers, and work to help them perform their tasks and develop their self-confidence, which will positively affect their professional performance (Al-Sahli, 2007, p. 2).

There is no doubt that professional teachers are one of the main components of successful and effective learning for learners, through whom the main objectives of education are achieved. Thus, teacher's performance represents one of the most important elements of the educational process, it is also the element that should be taken into account through investigating the factors affecting it and the ways to activate and develop it to the maximum possible degree. Teacher's performance is seen as a reflection of how the school uses the available resources and utilizes them effectively until it is able to achieve its desired objectives (Rasmi et al., 2019, p. 205).

Administrative leadership is one of the most important factors affecting the performance of teachers in schools. Principals are responsible for the extent to which the school's objectives are achieved through their proper planning and implementation of strategies at their schools level, considering that they are the immediate supervisors of teachers in the school, and they are primarily responsible for the school's success in achieving its desired objectives of students' education. Students are the link between teachers from one hand, and between supervisors and teachers from the other hand. Principals are also responsible for the functioning of the school work in terms of its effectiveness, activity, and progress, as well as their responsibility to provide all the necessary facilitations for the educational process (Al-Jarh, 2018, p. 2). Through this study, the researcher discusses the impact of the leadership role of school principals in the State of Qatar on the performance of

teachers in public schools. The study aims to identify the extent to which school principals in the State of Qatar affect the performance of teachers and consequently the achievement of the school's objectives. In order to achieve the objective of the study, the researcher uses the descriptive analytical approach.

Among the studies that dealt with this topic is Hamad's study (2012), which aims to reveal the role of educational administration in developing the performance of teachers in public secondary schools in Omdurman, Karr locality. The study uses the descriptive survey method that is based on the questionnaire. The study population is the government teachers at secondary schools in Karari locality in Sudan. The study reaches a set of results, the most important of which is that there is a deficiency in the educational administration's use of teachers in accomplishing its tasks and its lack of interest in training and qualifying teachers. The study concludes that the technical performance of teachers in governmental secondary schools is low. It also concludes that one of the most important factors that limit teachers' performance is that outstanding teachers do not receive the appropriate financial and moral support that encourages them, and that teachers are not stable in their schools and are frequently transfer to other schools, and that teachers are not taken into account when preparing their school schedules. There are also restrictions imposed on teachers while carrying out their duties. The study recommends that the educational administration should involve teachers in all kinds of planning for the success of the educational process, and that the administration should care about the teacher professionally and financially, and take into account their training because the teacher is the basis for the success of the educational process, in addition to involving them in the administrative aspects. The study also recommends to increase the effectiveness of the professional performance of teachers within schools; provide the necessary requirements to meet their needs, and that the educational administration should provide teachers with sufficient time to exchange experiences with others, and to urge them to use modern technologies.

Another significant study in this field is Khalifa's study (2015), which aims to identify the role of administrative leadership in enhancing or impeding the performance of the teacher and educational supervisor in primary schools in the Al-Khums district. More specifically, it focuses on school administration problems facing principals of primary schools in Al-Khums district. It also aims to identify the extent to which these problems affect the performance of the teacher and educational supervisor. The study adopts the descriptive survey method that is based on the questionnaire. The study population consists of school principals, teachers and educational supervisors in primary schools in the Al-Khums district. The questionnaire is adopted to collect the study data. The study reaches several results, the most prominent results are: the principal lacks competence and experience, there is a lack of administrative assistant staff for the school director, there is a lack of keeping pace with the curricula of the development of the educational field, the teachers' interest in attendance is more than their interest in the quality of teaching, and that the educational supervisor's visits are limited to inspection. The study also concludes that there is a scarcity of the educational supervisor's participation in planning the activities held in the school. The study recommends the necessity of preparing training courses for school principals to provide them with significant leadership skills that serve the educational process; It also recommends that training administration be given more powers and to be able to deal with regulations and laws flexibly. It also recommends to involve distinguished teachers in the development of curricula,

and to motivate them financially and morally. This study is limited to addressing the impact of the leadership role of school principals in the State of Qatar on teachers' performance, descriptively and analytically. Through this study, the researcher explains the reality of education in the Qatar, identifies the principles of education development in Qatar, the factors affecting the performance of teachers in public schools in Qatar, and states the challenges facing education in Qatari schools. The researcher presents the government's role in reforming and developing the education system in Qatar, and then shows the impact of administrative leadership on the performance of teachers, as follows:

The Reality of Education in Public Schools in the State of Qatar

Before the discovery of oil, there was no formal educational system in Qatar, and teaching was mostly run by mobile teachers who travel from one village to another to teach Arabic language, the Noble Qur'an and some religious sciences. Then there was a movement towards formal education which began by establishing a school for boys in Doha, which was opened in 1948. Government support for the school began in 1950 and expanded to include other public schools. At the same time, school education for girls was encouraged. The first public school for girls was established in 1956. The Ministry of Education was established to become one of the first ministries in Qatar (Bilal, 2018, p. 97).

At the present time, the major reforms witnessed by the education policy in the State of Qatar also respond to the will of the State to prepare for the post-oil period and establish an academic and industrial structure suitable for the development of the knowledge economy. Education is the guarantor of gradual liberation from dependence on foreign knowledge and qualifications. This enables an effective policy of "Qatarization" aimed at replacing foreign labor with national labour. The State of Qatar has come to consider the availability of contemporary educational structures capable of competition at the international level as a means to ensure its economic, social and human development. This is included in the country's various strategic documents (Al-Muraikhi, 2018, p. 29).

Principles for the Development of Education in the State of Qatar

The principles of educational development in the State of Qatar constitute standard guidelines for educational work. These principles are:

1. Independence: It encourages innovation and improves student performance through the independence of the school. Independent schools funded by the state are free to choose their educational philosophy and methods of teaching as long as they adhere to the curriculum standards for Arabic, English, mathematics and science subjects.
2. Accountability: Schools are placed in a position of responsibility, and are subject to accountability through annual monitoring processes, periodic evaluation and reporting mechanisms, as well as student and school evaluation processes, parental observations and other procedures.
3. Diversity: It means providing a variety of educational alternatives while maintaining constant standards for the level of performance.
4. Choice: It provides parents with the freedom to choose the school that best suits their children's needs (Hassan, 2009, p. 68).

The Government's Role in Reforming and Developing the Education System in the State of Qatar

During the past two decades, the Qatari government and the highest authority in the country have made efforts to reform the Qatari educational system to meet its changing needs (Cherif et al., 2012). Since 1995 – and more broadly since 2001 – Emir Hamad bin Khalifa Al Thani has adopted deep governmental reforms focused on improving the quality and content of education in the country from the primary to the secondary level. After the implementation of reforms to primary and secondary education in 2001, and measures were taken to reform education in 2003. In 1995, a project to attract large foreign universities has also been under implementation since 1995, under the supervision of Qatar Foundation (Al-Muraikhi, 2018, p. 29).

Challenges Facing Education in Qatari Schools

Despite the official interest in the education sector and the provision of the necessary support by the responsible authorities to develop all educational institutions and provide them with the necessary capabilities, energies and qualifications, education in Qatari schools faces some problems and challenges, most notably the weak educational outcomes, which is partly due to the poor level of some teachers and the students' resort to private lessons. The most significant challenges facing the education process are the length of the school year, the short annual holiday, and equating teachers with other state employees, without taking into account the nature of their work; Which affects their motivation. In addition, teachers in Qatar bear burdens related to the intensification of scientific materials compared to study hours, which affects their ability to follow up their students, as well as the lack of an attractive environment in schools that affects the students' negative behaviour towards their school and teacher (Qatar Career Development Center, 2020).

Factors Affecting the Performance of Teachers in Public Schools in the State of Qatar

One of the most important factors for the success of institutions is the interest in the human element, and the extent to which its desires and hopes are fulfilled. The survival of institutions and their continuity in light of the great global competition depends on this element, but bringing qualified employees is not enough for the institutions' survival and continuity. Rather, they should pay attention to the employees, and improve their level through evaluating their performance, and work to improve it continuously, as the policy of studying and evaluating performance is one of the most important policies that institutions rely on (Al-Shafi'i, 2019, p.23).

The performance of teachers is one of the most important factors that determine the effectiveness of the school system. The best education systems choose the best teachers with high teaching performance and who are characterized by the required intellectual and personal qualities. When the teacher's performance is influential, it leaves a deep difference in the students. Successful performance produces interactive and participating students who have the highest achievement (Qara, 2020, p. 18).

In fact, the performance of teachers is affected by many factors, which can be summarized as follows:

1. Internal factors: which are represented in mental abilities, understanding, proper self-expression, and performance motives with paying attention to job performance, exerting effort at work, and sufficiency of individual's energy.
2. Administrative and organizational factors: which are represented in providing an organizational climate that helps motivate work, productivity, good supervision, precisely define job tasks, and effective training.
3. External environmental factors: which are represented in the conflict between the employee's attitudes and the values and trends of society, economic conditions, and syndicates' policies (Al-Dehdar, 2016, p. 7).

The Impact of Administrative Leadership on Teachers' Performance

The administrative leadership of the school or the school principal is responsible for the effective use of human resources in the school in line with the objectives of the school, and is responsible for the teacher's performance level. One of the practices used to increase educational quality is to increase the performance of teachers in professional activities because the teacher is one of the basic inputs in the educational system. Therefore, developed nations pay most of their attention to the development and improvement of teachers' performance (Al-Zaboun, 2019, p. 2).

There is no doubt that most important characteristics of successful schools are that their management is based on values, and the job performance of their employees is distinguished by high competence. Values are the core of the administrative process that prevents it from any slip or deviation, controls its direction, speed and quality, contributes to achieving its objectives, and helps it overcome difficulties and solve problems. The high-level job performance is a significant indicator of institutions achieving their vision and mission (Abu Seif, 2019:1). Understanding emotional and cognitive processes can help leadership to better understand student and teachers' behavior, decision-making, thereby improving the leadership strategy (see Alsharif et al., 2021a; 2021b; 2021c; 2021e; 2021f).

In sum, the administrative leadership of schools is a vital factor in the development and improvement of teachers' performance, and thus positively affects all of the outcomes of the educational process. The closer this administrative leadership is to exemplary practices, the more it is able to positively influence the performance of teachers in schools.

Discussion and Conclusion

School principals play a vital role in the the educational change due to their knowledge and skills in implementing development practices (Romanowski et al., 2019). The study concludes that educational institutions in our world have very important and dangerous roles because of their vital impact in providing society with its various sectors. The study also concludes that the State of Qatar is going through a comprehensive and integrated development system for all aspects of life, including the educational system, which receives unlimited attention and support. The study concludes that professional teachers are one of the main components of successful and effective learning for learners and that the administrative leadership is one of the most important factors affecting the performance of teachers in schools. It concludes that the Qatari government and the highest authorities in

the country, during the past two decades, exerted significant efforts to reform the Qatari educational system. It also concludes that education in the State of Qatar is based on a set of principles which are: independence, accountability, diversity and choice.

The study concluded that education in Qatari schools faces some problems and challenges, most notably the weak educational outcomes. It also concludes that the most important factors for the success of institutions is the interest in the human element, and the extent to which its desires and hopes are achieved.

The study concludes that the school's administrative leadership is a vital factor in the development and improvement of teachers' performance and thus positively affect all outcomes of the educational process. In conclusion, the researcher recommends the following:

1. The necessity of preparing training courses for school principals to provide them with good leadership skills that serve the educational process.
2. The administration should involve teachers in all kinds of planning for the success of the educational process, should take care of the teachers professionally and financially, and take into account their training because the teacher is the basis for the success of the educational process.
3. The need to raise the effectiveness of teachers' professional performance in schools; to provide the necessary capabilities to meet their needs, and for the administration to provide teachers with sufficient time to exchange experiences with others, and to urge them to use modern technologies.
4. The administration should involve the distinguished teachers in the development of the curricula, and motivate them financially and morally; and that the educational administration hold training courses for teachers periodically to keep abreast of developments in technological education.
5. The researcher recommends that the school principal should be democratic in his administration, as this affects the teachers and their management of classes.

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