

Report on the Survey of School Principals' Satisfaction with Graduates of the Postgraduate Program

2021-2020

Bahrain Teachers College

University of Bahrain

Introduction

This report aims to determine the level of satisfaction among graduates of the Bahrain Teachers College's postgraduate program in education with their performance, where the sample size reached 184 graduates. Data were collected through a questionnaire distributed among various schools, including elementary, middle, and high schools.

The questionnaire consists of five sections, each containing a specific number of items measured on a scale from 5 to 1, with 5 being the highest standard and 1 the lowest. The data were analyzed using Excel, and the results were presented in tables and charts, showing the college graduates' responses to the survey items regarding their satisfaction with their performance. The results will be divided into the following five sections:

1. Professional and Cognitive Characteristics.
2. Interaction with Students and Educational Staff.
3. Systems and Operations.
4. Self-Improvement in Schools.
5. The program received at Bahrain Teachers College contributed to the following outcomes.

Section One: Professional and Cognitive Characteristics

- The average satisfaction rate of the graduates regarding their performance in this area is generally 84%, indicating that the majority believe that graduates of the Bahrain Teachers College possess high capabilities in all aspects of professional and cognitive characteristics.

No.	Field of Professional and Cognitive Characteristics	Percentage%
1	Enhancing positive ethical values in school	87.9
2	Orienting towards distinguished student education	81.2
3	Maintaining optimism at the personal behavior level	84.7
4	Developing positive relationships with students, faculty, parents, and the community	86.3
5	Providing a role model for the faculty	83.9
6	Participating in the scientific and practical aspects with the faculty	84.0
7	Recognizing modern models of local and global school systems	80.1
8	Continuing ongoing professional development	86.8
9	Understanding local and global educational policies	81.4
10	Building a vision, mission, and objectives to achieve educational policies	80.7
11	Working according to a specific strategic plan	84.6
12	Empowering all students and faculty to excel and succeed	81.6

Section Two: Interaction with Students and Educational Staff

- Graduates of the postgraduate program in education perceive themselves as very capable of interacting with students and educational staff, with an average rate of 83% across all items in this category.

No.	Field of Interaction with Students and Educational Body	Percentage %
13	Setting high expectations for all students' learning	82.9
14	Promoting equality among all students	87.6
15	Enhancing the sense of responsibility among the teaching staff towards students' learning	85.8
16	Understanding the process of learning and teaching in classrooms	86.0
17	Demonstrating successful classroom practices	85.9
18	Understanding the design of curricula and their teaching process	81.6
19	Completing action research to develop learning and teaching	72.6
20	Providing opportunities to motivate the educational staff	80.9
21	Supporting the skills of the teaching staff	81.8
22	Discovering the skills and capabilities of the teaching staff	80.9
23	Achieving a clear principle of professional and ethical accountability	83.3

Section Three: Systems and Operations

All items within the Systems and Operations category relating to the assessment of postgraduate program in education graduates on their performance received a good rating, with an average of approximately 82.3% across all items in this category.

No.	Field of Systems and Operations	Percentage%
24	Adherence to school systems and laws	91.2
25	Maintaining principles of transparency, integrity, and honesty	88.3
26	Providing a safe and organized environment for all students and staff	87.6
27	Enhancing good behavior in school	88.2
28	Establishing fair and clear procedures	85.8
29	Addressing deficiencies in the performance of the teaching staff	81.2
30	Providing support to the teaching staff to improve their performance	83.2
31	Supporting the school board to perform its role effectively	80.4
32	Developing governance systems in the school	76.2
33	Practicing strategic financial planning	72.4
34	Effectively managing the school's financial affairs	69.9
35	Effectively distributing leadership roles in the school	79.6
36	Forming teams with clear roles and responsibilities	81.8
37	Supporting digital empowerment and effective use of information technology	86.0

Section Four: Self-Improvement of Schools

- The overall result for the average satisfaction rate of graduates about their performance after graduating from the postgraduate program in education in the area of school self-improvement was good, with a satisfaction rate of about 81%.

No.	Field of Self-Improvement for Schools	Percentage%
38	Enhancing the exchange of experiences with other schools	84.2
39	Fostering a competitive spirit with other schools	81.5
40	Developing direct relationships with specialists and professionals	81.6
41	Enhancing a culture of excellence and quality in school	83.5
42	Utilizing research outcomes to improve school performance	74.3
43	Developing continuous professional development methods for teaching staff	82.2
44	Innovating new ways to improve school performance	78.8
45	Adherence to internal and external accountability frameworks for the school	80.8
46	Influencing others to enhance learning values	83.3

Section Five: Contributions of the Postgraduate Program in Education at Bahrain Teachers College

- According to the analysis, graduates of the postgraduate program in education demonstrated their ability to understand and share exemplary educational practices. They are also capable of comprehending and responding to the contexts of educational, social, and cultural policies, and designing comprehensive professional development programs for school members, with an estimated satisfaction rate of around 83%.

No.	The program I received at Bahrain Teachers College contributed to achieving the following outcomes.	Percentage%
47	Leading effective curriculum programs and their management	78
48	Applying best methods and practices that contribute to students' learning and growth	83.3
49	Designing comprehensive professional development programs for school members	78.7
50	Leading a culture of innovation and renewal in schools and organizing it	78.5
51	Implementing performance evaluation systems in the educational field	81.5
52	Responding to the expectations of the community surrounding the school	81.4
53	Exchanging and sharing outstanding educational practices	82.8
54	Planning continuously in a strategic way for sustainable improvement	81
55	Enhancing security and safety in the learning environment	87.3
56	Collaborating with partners and the local community	85.1
57	Working with integrity and fairness according to professional ethics	88.5
58	Understanding educational, social, and cultural political contexts and responding to them	85.8