

Report on School Principals' Satisfaction with the Performance of Bahrain Teachers College

2020-2021

Bahrain Teachers College

University of Bahrain

Introduction

This report presents an evaluation of the extent to which graduates of Bahrain Teachers College have applied the knowledge, skills, and values taught at the college, as well as identifying any reasons that may prevent their application. Data were collected through a questionnaire distributed to twenty-seven primary schools.

The questionnaire consists of six sections, each with a specific number of items measured on a scale from 4 to 1, where 4 represents the highest standard and 1 the lowest. The data were analyzed using Excel, and the results were displayed in tables and charts to show the responses of school principals to the questionnaire items about the graduates of Bahrain Teachers College. The results will be divided into six sections as follows:

1. Lesson Planning.
2. Learning Environment.
3. Teaching Strategies.
4. Assessment.
5. Professional Development.
6. Professional Responsibility and Ethical Conduct.

Section One: Lesson Planning

- The average satisfaction rate of school principals with the performance of Bahrain Teachers College graduates in this item is 79%, indicating that the majority believe the college's graduates possess high capabilities in planning across all items.
- The analysis reflected a high satisfaction rate among school principals with the graduates' performance in designing educational activities that require a high level of cooperation, discussion, and interaction among students, with an average rate of about 82%.
- The table below shows the satisfaction rate of school principals with the performance of Bahrain Teachers College graduates in each item of the Lesson Planning section, arranged from the lowest to the highest rate.

No.	Lesson Planning Activities (from lowest to highest)	Percentage (%)
1	Design lesson plans to achieve educational competencies	80
2	Develop learning experiences that showcase a variety of knowledge and skills	81
3	Consider student interests and backgrounds in lesson planning	78
4	Employ educational outcomes as the basis for planning teaching and assessment	76
5	Design educational activities requiring high levels of cooperation, discussion, and interaction	82
6	Organize lessons and concepts to ensure sequencing and the achievement of required knowledge	80
7	Design student-centered teaching strategies and effective experiences	78
8	Select formative assessment methods to verify understanding	76

Section Two: Learning Environment

- The vast majority of school principals from the research sample agree that graduates of Bahrain Teachers College are capable of creating an appropriate learning environment within the classroom. The average satisfaction rate for this section, consisting of 10 items, is about 82%.

No.	Learning Environment Activities (from lowest to highest)	Average (%)
1	Organize the classroom environment considering physical and educational needs of students	75
2	Diversify classroom organization (such as chairs, resources, technology, and decor) in alignment with the lesson plan	77
3	Arrange students in groups based on interests, abilities, and levels	78
4	Manage time effectively in the classroom	80
5	Use classroom management strategies to reduce individual behavioral problems	82
6	Prepare a vibrant, interactive classroom environment that stimulates student interest	83
7	Motivate students and raise their educational expectations	83
8	Provide clear instructions for classroom rules and ensure students understand their responsibilities	87
9	Build a classroom community that values respect and mutual support for learning of all students	87
10	Use assistive technology to enable student interaction and achievement of educational goals	88

Section Three: Teaching Strategies

- All items in the Teaching Strategies section have received good satisfaction ratings regarding the performance of Bahrain Teachers College graduates.
- The average satisfaction rate among school principals from the sample for item number 10 (starting the lesson with effective introductory activities that prepare students for the lesson) was the highest, at approximately 82%.
- The item on providing activities that elicit individual and collective student responses also achieved a high satisfaction rate of 84%.
- The satisfaction rates for items number 5, 6, 7, and 8 were close, averaging around 83%, reflecting significant satisfaction with the graduates' performance.
- Therefore, graduates of Bahrain Teachers College have the ability to employ effective and diverse teaching strategies that meet student needs and consider higher-order thinking skills.

No.	Teaching Strategies (from lowest to highest)	Percentage (%)
1	Adapt learning based on students' prior cognitive abilities	78
2	Identify gaps related to students' understanding of the subject matter	78
3	Employ strategies that stimulate higher-order thinking skills	78
4	Diversify teaching methods according to students' needs and individual differences	79
5	Deliver engaging and interactive lessons that encourage discussion and dialogue	83
6	Enrich students' understanding using a variety of strategies	83
7	Connect the subject matter with other disciplines	83
8	Provide immediate feedback to enhance student achievement	83
9	Present activities that elicit individual and group responses from students	84
10	Begin the lesson with effective introductory activities that prepare students for the lesson	87

Section Four: Assessment

- The overall average satisfaction rate of school principals with the performance of Bahrain Teachers College graduates in the assessment section reflects significant satisfaction, with an average percentage of about 78%.
- Item number 6, which is about using technology to conduct some assessments, received the highest satisfaction rate from school principals at 83%. This is followed by item number 5, where most principals believe that graduates of Bahrain Teachers College have the ability to provide immediate feedback on exams and projects to improve student performance.

No.	Evaluation Section (from lowest to highest)	Percentage (%)
1	Use various assessment methods according to different cognitive levels	74
2	Apply different evaluation methods to diagnose students' needs	77
3	Ensure that assessment aligns with objectives	78
4	Share assessment results with students and parents as needed	78
5	Provide feedback on exams and projects to improve student performance	80
6	Use technology to conduct some assessments	83

Section Five: Professional Development

- Analysis results reflected that the majority of school principals are generally satisfied with the performance of Bahrain Teachers College graduates in the professional development section, with an average satisfaction rate of about 78%.
- According to the analysis, Bahrain Teachers College graduates showed high performance in communicating with parents, schools, and the community for continuous learning and improvement. They also demonstrated a strong inclination to participate in professional development workshops and collaborate with colleagues to improve educational and administrative processes.
- The analysis also indicated that most graduates of Bahrain Teachers College have specific goals for developing their professional performance.

No.	Professional Development Section (from lowest to highest)	Percentage (%)
1	Use research findings to improve the teaching and learning process	72
2	Use a variety of data to assess learning outcomes and adjust plans, enhancing lesson effectiveness	74
3	Self-evaluate performance and work on professional practice development	75
4	Have specific goals to develop their professional performance	77
5	Communicate with parents, schools, and the community to support learning and ongoing improvement	82
6	Participate in professional development programs and workshops	82
7	Work with colleagues in school to develop educational or administrative processes	83

Section Six: Professional Responsibility and Ethical Conduct

- The analysis shows that the vast majority of responses from school principals in the research sample indicate that graduates of Bahrain Teachers College demonstrate high orientations in fulfilling the responsibilities expected of them, with an average satisfaction rate of about 87% regarding their performance.
- The vast majority of graduates from Bahrain Teachers College adhere to the ethics and principles of professional conduct in the teaching profession in the Kingdom of Bahrain.

No.	Social Responsibility and Ethical Behavior Section	Percentage (%)
1	Fulfill the expected responsibilities in dealing with students, society, and the teaching profession	86
2	Adhere to the ethics and principles of professional conduct for the teaching profession in the Kingdom of Bahrain	87