

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 84%, indicating that the vast 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 83% 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 | 70.0 |
| 35 | Effectively distributing leadership roles in the school | 80.0 |
| 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 |