Degree of Practicing Job Competencies and Their Training Needs of Head Teacher at the First Cycle of Basic Education Stage in Kingdom of Bahrain

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ABSTRACT

The purpose of this study was to determine the job competencies of head teachers in the elementary schools of the Kingdom of Bahrain, to define the degree to which they put them in practice and their training needs related to the attainment of these competencies. The study also sought to explore the possible ways to enhance the work system of the head teacher in basic education stage, namely the first cycle, in accordance with the need to fulfill the desired objectives in a complete and integrative manner.

To achieve these goals, the author used the descriptive research method to develop a questionnaire that included three parts: Introduction and directions for use; questions requiring demographic data, and a list of 110 items representing the job competencies of the head teacher, divided into 11 domains. The developed questionnaire was validated and then administered to a sample consisting of 92 head teachers working in the first, second, and third grades in the elementary schools of the Kingdom of Bahrain. The SPSS was used for data were analysis.

The results indicated that 76 competencies were practiced with a high degree, 31 competencies - moderate degree, and 2 - very low degree. A low degree of need to acquire 71 competencies, and a moderate degree - to acquire 39 competencies through in-service training, were also found. In addition, 9 domains were practiced with a high degree, and 2 domains (educational research and performance management system) - with a moderate degree. The need to acquire 4
domains (educational research, evaluation, training and performance management system) was observed with a moderate degree, while the need to acquire 7 domains through in-service training was low.

The results revealed statistically significant differences attributed to gender in practicing job competencies in the domains of planning, evaluation, leadership, relationships, and students, and in the domains as a whole, in favor of females. Statistically significant differences attributed to qualification were also found in the domains of evaluation, training, and teaching, in favor of bachelor holders, and in the domains of students and performance management system – in favor of master degree holders.

Statistically significant differences attributed to work experience were found in the domains of evaluation, training, leadership, and relationships, in favor of teachers with a professional experience of more than 5 years, and in the teaching domain - for less than 5 years. As to training sessions, statistically significant differences were found in the domains of supervision techniques and teaching, in favor of the head teachers who attended the training sessions.

In the light of these results, the author formulated recommendations and suggestions aimed at enhancing the head teacher performance in the first cycle of basic education stage (the classroom teacher system).