Performance Assessment of Elementary School Principals in the Kingdom of Bahrain in view of the International Standards of Effective School Administration

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Abstract

The aim of study was to assess the performance of principals of elementary schools in the Kingdom of Bahrain in view of some international standards of effective school administration, as perceived by school chiefs, elementary school teachers and the principals themselves. The author used the descriptive method of research to construct a -item tool. Items of the questionnaire measured the basic tasks of the 17 school principal in the following domains: Administration, Technical Responsibilities, Human Relationships, and Professional Growth. The questionnaire was adequately validated with appropriate methods as perceived by school chiefs, elementary school teachers and the principals themselves.

Results of the study showed a high value of the mean ratings of the performance effectiveness of the principals in elementary schools of Bahrain in all domains of study, and in the instrument as a whole.

Significant statistical differences ($\alpha \leq 0.05$) were found in the mean ratings of the study sample of the performance effectiveness of the principal in elementary schools between teachers and school chiefs, and also between teachers and head school chiefs, in favor of teachers. Significant statistical differences ($\alpha \leq 0.05$) were also found in the mean ratings between principals and school chiefs, in favor of principals. No statistically significant differences ($\alpha \leq 0.05$), however, were found in the mean self-ratings of the study sample of the performance effectiveness that are attributed to gender, qualification, and professional experience.

In the light of these results, the author recommends that the developed tool in this study be used in order to pinpoint the strengths and weaknesses in the principal's performance in school in view of the recent developments and international performance standards, and to assess the performance of principals in the middle and secondary schools.

Inaugurating a new objective evaluation system of the performance of school principals, encouraging principals to conduct performance self-ratings, and officially adopting a standard guide for assessment concepts and strategies in the Kingdom of Bahrain are also highly recommended.

Key Words: Assessment, Performance Assessment, School Principal, Effective School Administration, International Standard.