

School Leaders and Professional Licenses: Measuring the Impact as Perceived by Qatari Schools' Stakeholders

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Abstract : The purpose of this quantitative study was to measure the difference in levels of satisfaction of students, teachers, and parents in schools run by licensed school leaders comparing with schools run by unlicensed school leaders. Data was gathered from 108 school performance reports as published by Ministry of Education and Higher Education for the year 2015-2016. School leaders in 58 participating schools obtained the professional licenses while school leaders in 56 participating schools have no professional licenses. Percentages, standard deviations, and t-tests were used to analyze the data. Results showed that no statistical differences were found in students' satisfaction between the two school types. However, there were statistical differences in parents and teachers' satisfaction in the two school types attributed to obtaining the professional license. Teachers and parents of students in schools run by licensed school leaders satisfied more than schools run by unlicensed school leaders. Finally, many recommendations and implications were discussed and proposed. This paper was made possible by NPRP grant # (NPRP7-1224-5-178) from the Qatar national research fund (a member of Qatar Foundation) to Abdullah M. Abu-Tineh. The statements made herein are solely the responsibility of the author

Keywords : professional licenses, Qatari schools, licensure system, satisfaction

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