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**Understanding Jordan's Principals:
Findings from Jordan's 2018 National
Teacher Survey**

2022



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Acknowledgements

The authors would like to thank the schools, principals and teachers for opening their doors and allowing the research team to conduct the survey. Secondly, we would like to thank the Ministry of Education and the United Nations Relief and Works Agency for Palestine Refugees (UNRWA) who approved of and facilitated the research in their schools. Additionally, the authors would like to thank the team at Ipsos, who worked diligently to collect the data.

The authors would like to thank the survey committee at the MoE, including Dr. Najwa AlQbeilat, Dr. Yousef Abu Shaar, Dr. Ahmad Qawasmeh, Dr. Yaser AlOmari, Dr. Yaser AlOtoom, Dr. Ghada AlAqoul, Dr. Khawla Hattab and Mr. Hafs Mallouh, who enriched the survey findings through several in-depth discussions around their meaning and implications for Jordan’s education system.

The authors would also like to thank the Organisation for Economic Cooperation and Development, who allowed QRF the use of its Teaching and Learning International Survey (TALIS) trend questions, in addition to their methodology and design, in order to run a comparable teacher survey in Jordan. The authors would also like to extend their gratitude to Jean Dumais, who guided the design, methodology and sampling of the survey and ensured its alignment with OECD’s TALIS, in addition to John Hew Gough, who conducted the sampling for the study and developed the survey weights.

The authors would like to thank current and previous members of the QRF staff, including Dr. Robert Palmer who provided oversight and support to the research efforts, Helena Pylvainen, who heavily supported in the management of the survey and its design, and Farah Abu Safe, who supported QRF with the survey’s data collection efforts. Finally, the authors would like to thank the Foreign, Commonwealth and Development Office (formerly the Department for International Development) in the United Kingdom and Global Affairs Canada that funded this research effort.

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The views expressed are solely those of the authors and do not represent the views of the Ministry of Education, the funders of the project, the Queen Rania Foundation for Education and Development or its affiliations. This publication may include views on policy or policy recommendation, but QRF does not take any institutional policy positions.

Suggested citation

Al-Atari, S., Ghawi, G. (2022). Jordan’s Principals: Findings from Jordan’s 2018 National Teacher Survey. Queen Rania Foundation: Amman.



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Executive Summary

School leadership has shown strong links with the quality of schooling and student learning, with school leadership encompassing teachers, vice-principals and principals (Bush, 2018).¹ This paper highlights some of the main findings from Jordan's 2018 National Teacher Survey around Jordan's principals. Findings are presented either on a national level, or disaggregated by school type² and principal gender. The main findings of the analysis are outlined below.

Principals' Profiles

1. Female principals made up a greater portion of the principal population across schools in Jordan (more than 3 in 5).
2. More than 5 in 10 school principals were aged between 41-50. UNRWA school principals were slightly older, on average, than their private and MoE counterparts.
3. More than 40% of MoE and private school principals reported holding higher diplomas, while the majority of UNRWA principals reported holding bachelor's degrees. However, principals were rarely specialised in education; as most principals reported graduating with a humanities degree.
4. While the average years of experience working as a principal in Jordan was comparable to principals in OECD participating countries, principals' average years of prior experience working as a teacher was substantially lower in Jordan.

Working Conditions

5. More than nine in 10 principals reported working full-time without teaching obligations. Private school principals were the most likely to report having teaching obligations compared to their counterparts across both grade levels; 10% of grade 7-10 private school principals compared to 2% of MoE and 0% of UNRWA school principals.
6. Principal reports revealed the largest proportion of their time was spent on administrative and leadership tasks and meetings throughout the school year. The activities principals reported spending the least amount of time on was "other" tasks as well as interactions with the local and regional community.
7. Nearly 70% of grade 1-6 and 75% of grade 7-10 school principals reported that a heavy workload and high level of responsibilities limited their effectiveness in school "to some extent" or "a lot", while more than 30% reported a lack of job stability limited their effectiveness in schools.
8. UNRWA grade 1-6 principals were the least likely to report plans to remain in the profession in the coming 5 years; 38% of principals reported that they planned on leaving the profession, when compared to grade 1-6 and 7-10 school principals across all school types.

¹ Bush, T. (2018). Preparation and induction for school principals: Global perspectives. *Management in Education*, 32(2), 66–71. <https://doi.org/10.1177/0892020618761805>

² The breakdown of basic education schools for the academic year 2017-2018 was as follows: 61% MoE, 16% private and 22% UNRWA. Other school types (such as Ministry of Defense or Islamic affairs) made up only 1% of schools - and were not included in this survey.



Principals' involvement with teachers

9. Most principals seemed to be involved in teachers' practices. More than 8 in 10 reported taking actions to support cooperation among teachers to develop new teaching practices "often" or "very often", and more than 8 in 10 also reported meeting with their teachers at least monthly to discuss classroom planning.
10. The majority of principals (4 in 5) across all school types and levels reported that their schools offer induction to new teachers.

School Climate and the Local Community

11. Principals seemed to be involved directly with students across all school types. The majority of grade 1-6 (more than 9 in 10) and grade 7-10 (82%) reported handling behavioral incidents with students directly "often" or "very often". Additionally, more than 7 in 10 principals reported setting high expectations for their students "often" or "very often".
12. Principal reports showed schools and principals try to engage with the wider community as well. For example, 97% of principals reported offering parental meetings and student progress reports. Additionally, more than 3 in 5 UNRWA principals reported collaborating with other school peers "often" or "very often".

I. Introduction

Equipping students with the necessary skills to be successful in life begins with an education. Principals play a key role in creating effective and professional learning environments. Research shows that principals involved in integrated leadership³ are more likely to build schools with professional learning communities (OECD, 2016).⁴ However, the remit of school principals in Jordan limits their ability to implement changes that are tailored to their school's needs. Their role tends to focus on handling logistics, rather than supporting teachers (National Committee for Human Resources Development, 2016).⁵

This paper "**Understanding Jordan's Principals**" aims to offer a better understanding of Jordan's principals, in terms of their professional backgrounds, pedagogical practices, their roles within their schools and interactions with students, teachers and the wider community, across Jordan's Ministry of Education (MoE), private and United Nations Relief and Works Agency for Palestine Refugees (UNRWA) schools.

³ The type of leadership that balances both instructional and distributed leadership.

⁴ OECD (2016), School Leadership for Learning: Insights from TALIS 2013, TALIS, OECD Publishing, Paris, <https://doi.org/10.1787/9789264258341-en>

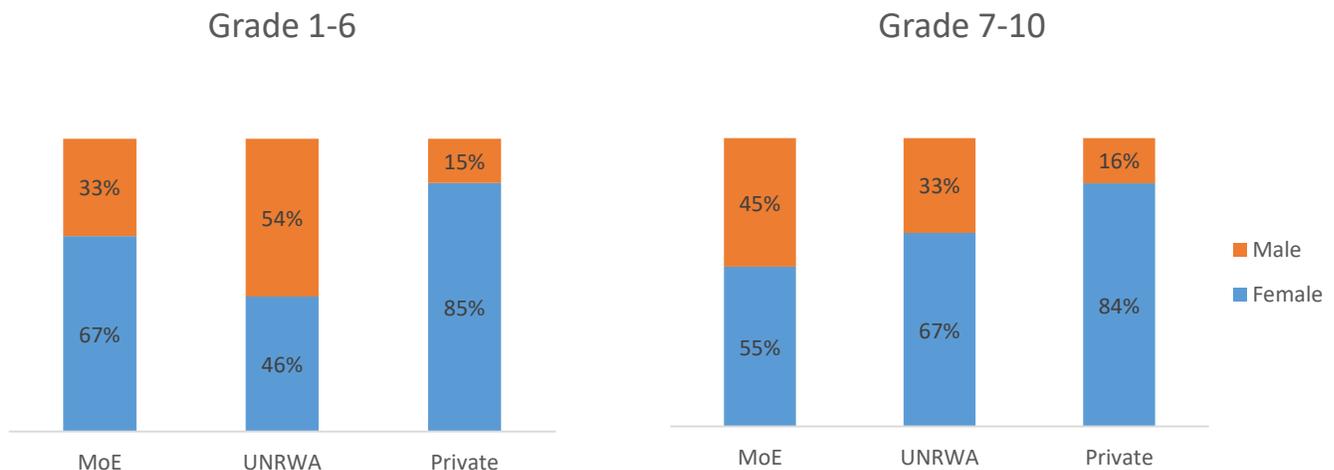
⁵ National Committee for Human Resources Development. (2016). Education for Prosperity: Delivering Results. A National Strategy for Human Resource Development 2016-2025. Retrieved from <https://www.hrd.jo/nationalstrategy>

II. Principal Profiles

Female principals made up a larger proportion of the principal population in Jordan.

More than 3 in 5 principals were female across grade 1-6 and 7-10 schools. There was a higher proportion of female principals in private schools when compared to MoE or UNRWA schools; 85% and 84% of grade 1-6 and 7-10 private school principals were female; respectively, compared to 46%-67% in UNRWA and MoE schools (Figure 1). Considering the vast majority of private schools are mixed (98%⁶), and the fact that females in Jordan were more likely to take up roles in the education sector compared to their male counterparts, these results are unsurprising. Four in 10 of employed females in Jordan work in education, compared to 6% of males (Kaasolu, O'Brien, Hausmann, & Santos 2019).⁷ A similar trend can be seen when comparing grade 1-6 and grade 7-10 MoE schools, considering the many grade 1-3 MoE schools in Jordan are mixed.

Figure 1: Principal gender, by school type and school level



Most school principals on a national level were aged between 41-50 years. UNRWA school principals were slightly older, on average, than their private and MoE counterparts.

More than five in 10 principals were aged between 41-50 years, and just over one in five principals were aged between 51 to 60 and only 2% of grade 1-6 and 1% of grade 7-10 were 61 or older (Figure 2). These results are unsurprising, considering that the retirement age in Jordan is at 60 for males, and 55 for females (Social Security Corporation, 2014).⁸ Exploring results by school type, it is evident that UNRWA

⁶ EMIS Data 2017-2018

⁷ Kaasolu, S., O'Brien, T., Hausmann, R., & Santos, M. (2019). Female Labor in Jordan: A Systematic Approach to the Exclusion Puzzle. SSRN Electronic Journal, 365. <https://doi.org/10.2139/ssrn.3808864>

⁸ Social Security Corporation. (2014) Law No. (1) for 2014 Social Security Law. Retrieved from [https://www.ilo.org/dyn/natlex/docs/ELECTRONIC/108105/133438/F1254441232/Social%20Security%20Law%20014%20\(1\)compress.pdf](https://www.ilo.org/dyn/natlex/docs/ELECTRONIC/108105/133438/F1254441232/Social%20Security%20Law%20014%20(1)compress.pdf)

principals were slightly older than their MoE and private school counterparts. Grade 1-6 UNRWA principals' were 49 on average, while their MoE and private schools counterparts were aged 46 and 47 years; respectively. A similar trend was observed among grade 7-10 school principals (Table 1).

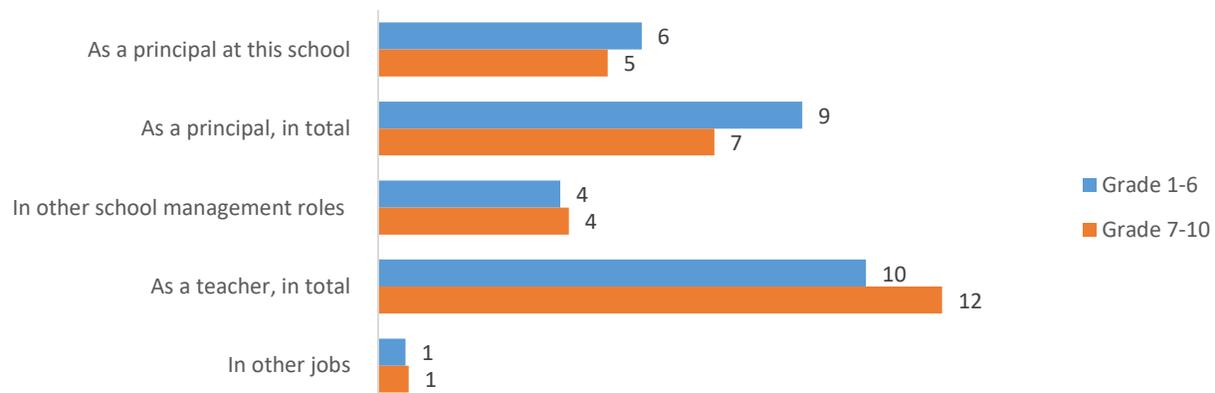
Table 1: The average reported age of principals, by school type and grade level

	MoE	UNRWA	Private
Grade 1-6	46	49	47
Grade 7-10	46	48	45

While average years of experience working as a principal in Jordan was comparable to OECD participating country principals, average years of prior experience working as a teacher was substantially lower.

Jordan's grade 1-6 and 7-10 principals had an average of 9 and 7 years of experience working as a principal, respectively (Figure 2), which was roughly similar to OECD country principals at an average of 10 years for their equivalent of grade 7-10 principals. Meanwhile, a starker difference was evidenced for years of experience working as a teacher; with grade 1-6 and 7-10 principals in Jordan reporting an average of 10 and 12 years; respectively, compared to 20 years among OECD country principals (Ghawi & Abu Shaar, 2020).⁹

Figure 2: Principal reported average years of experience in various roles, by school level



UNRWA principals across both grade levels had the highest average number of years of experience working as a principal, when compared to their private and MoE counterparts, which is expected considering UNRWA principals were slightly older (Table 2). Meanwhile, private school principals had the lowest average number of years working as a teacher when compared to their UNRWA and MoE counterparts (Table 2).

⁹ Ghawi, G., Abu Shaar, Y. (2020). Jordan's Principals in a Global Landscape. Ministry of Education – Queen Rania Foundation: Amman.

It is interesting to note that principals seem to have spent their whole careers in education, for example MoE and UNRWA school principals have reported an average of one year of work experience “in other jobs” and private school principals have reported none (Table 2).

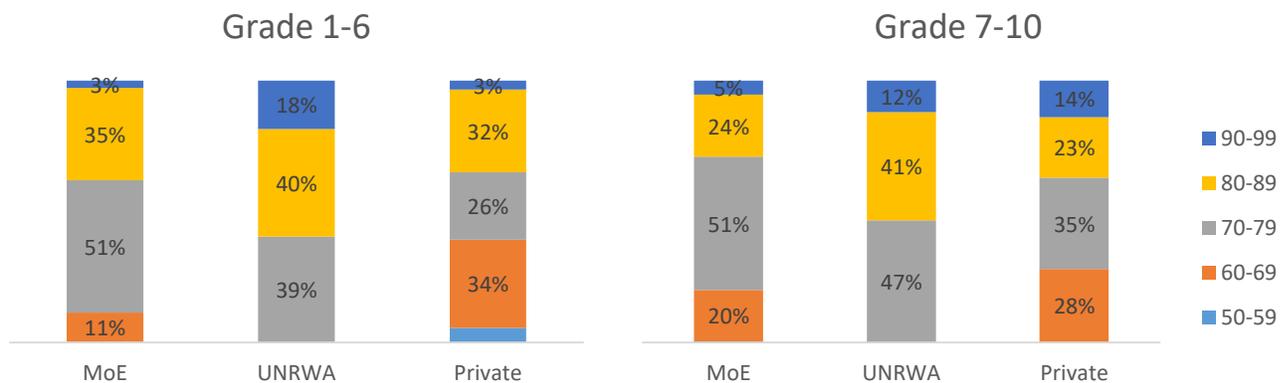
Table 2: Principal reported average years of experience in various roles, by school level and type

	Grade 1-6			Grade 7-10		
	MoE	UNRWA	Private	MoE	UNRWA	Private
As a principal, at this school	4	5	9	4	6	6
As a principal, in total	8	10	10	7	11	8
In other school management roles	4	5	4	4	6	3
As a teacher, in total	11	14	9	13	12	9
In other jobs	1	1	0	1	1	0

Principal reports suggest that UNRWA principals achieved the highest Tawjihi scores compared to their MoE and private school counterparts.

All UNRWA school principals reported achieving a Tawjihi score higher than 70%, with an average score equivalent to 80%. More than half of UNRWA school principals reported scoring more than 80% on their Tawjihi. Meanwhile, fewer than 40% of MoE and private school principals reported achieving greater than 80% on their Tawjihi (Figure 3).

Figure 3: Principals’ self-reported Tawjihi scores, by school level and type



On a national level, female principals reported achieving higher Tawjihi scores compared to their male counterparts. This gap was especially pronounced at UNRWA and MoE schools. Ninety-five percent and 65% of grade 1-6 and 7-10 UNRWA female principals reported scoring above 80%, respectively, compared to only 26% of male principals (Figure 4). In addition, slightly over 40% of grade 1-6 and 7-10 MoE female principals achieved 80% or higher compared to 32% of grade 1-6 and 12% of grade 7-10 male principals (Figure 5). This trend was not evidenced among private school principals; reports

revealed male principals were more likely to have achieved higher Tawjihi scores than their female counterparts.

Figure 4: UNRWA principals' self-reported Tawjihi scores, by grade level and principal gender

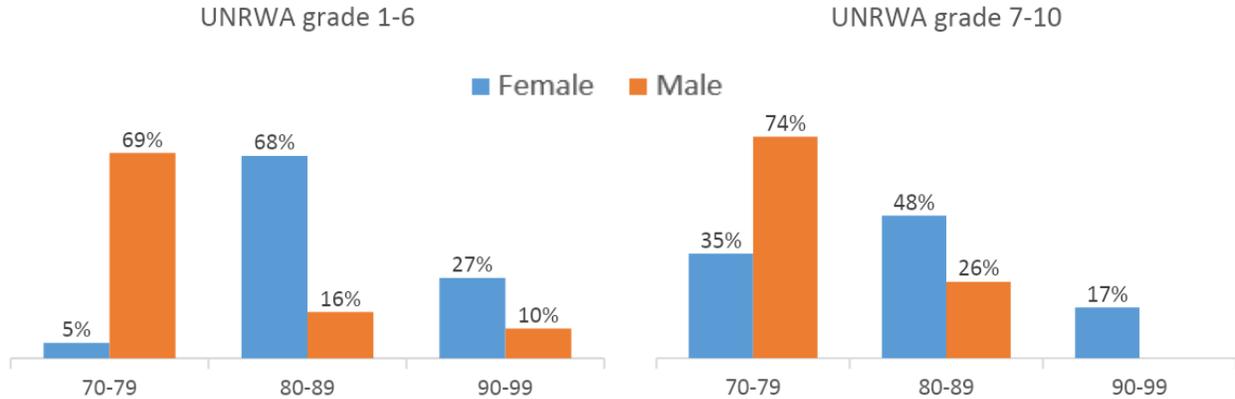
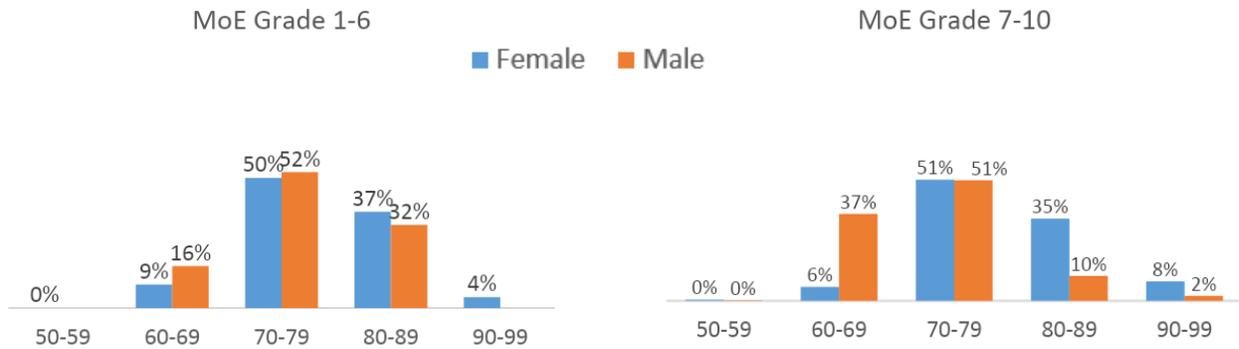


Figure 5: MoE principals' self-reported Tawjihi scores, by grade level and principal gender

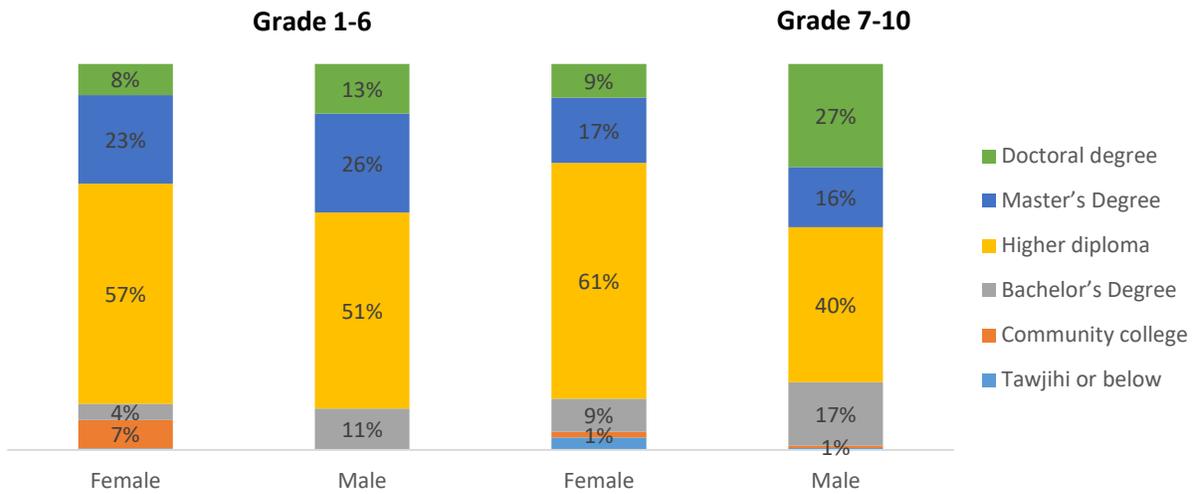


The majority of principals in Jordan were highly qualified with at least higher diplomas.

More than half of principals reported obtaining a higher diploma as their highest level of education. For both levels, male principals were more likely to report holding Master's and doctoral degrees compared to their female counterparts (Figure 6). This was especially true among grade 7-10 school principals; three times as many male principals reported holding a doctoral degree, compared to their female counterparts. A similar trend was also perceived among teachers in Jordan, with twice as many grade 7-10 male teachers reported holding Master's and Doctoral degrees compared to their female counterparts (Queen Rania Foundation & Ministry of Education, 2021).¹⁰

¹⁰ Queen Rania Foundation & Ministry of Education (2021). Data exploration tool – Jordan National Teacher Survey 2018: Teacher Data. Accessed on: https://qrfsurveys.shinyapps.io/NTS_teachers_EN/

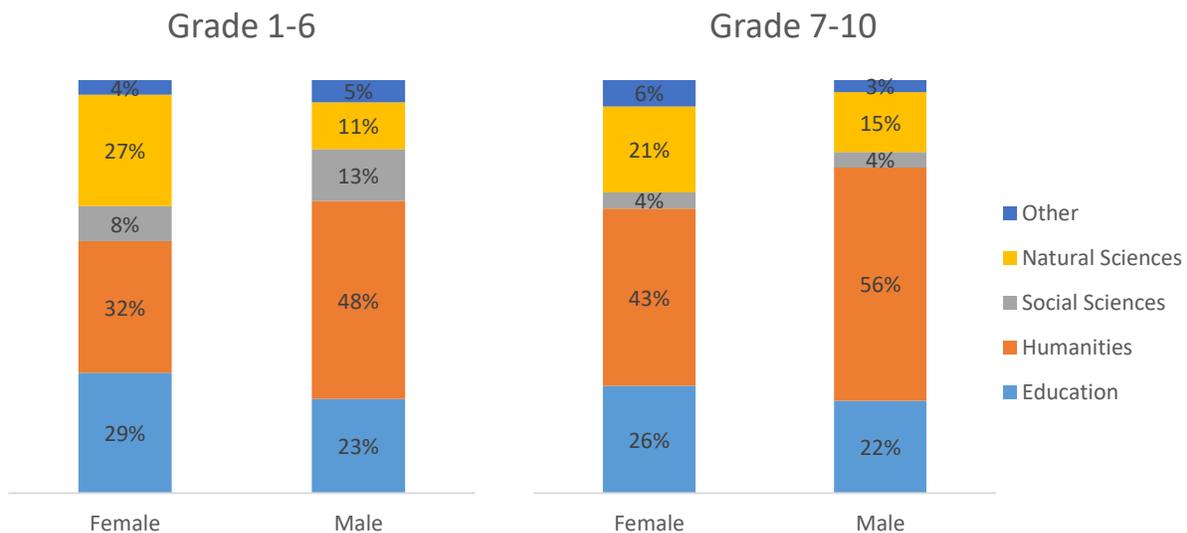
Figure 6: Principals' reported highest level of education, by gender and school level



While principals were highly qualified, most did not have degrees in education.

Thirty-seven percent of grade 1-6 and 48% of grade 7-10 principals reported completing a humanities degree for their bachelor's or community college. Meanwhile, only 27% of grade 1-6 and 25% of grade 7-10 principals reported completing a degree in education for their bachelor's or community college. The current bylaw does not specify the field of the university degree school principals must hold prior to becoming principals, so these results are unsurprising. Additionally, considering the question is specific to bachelor's and community college, and that many principals had also completed higher diplomas, principals may have specialized in education at the higher diploma level. It would be important for future research to explore whether principals had completed any form of pre-service training prior to entering the profession, and not only look at the field of graduation.

Figure 7: Graduation field, by principal gender and school level



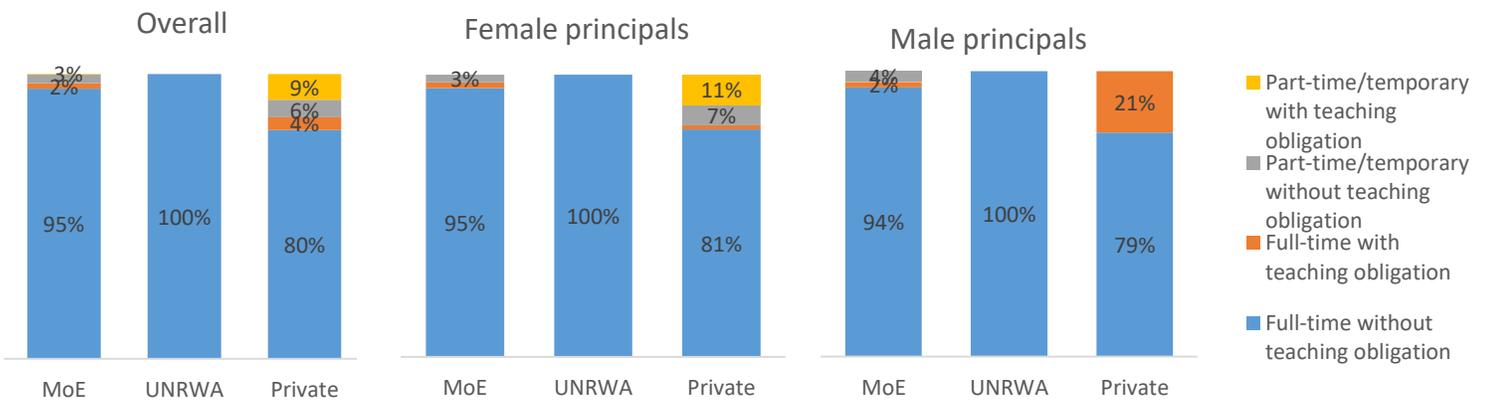
III. Principals' Working Conditions

The majority of principals reported working full-time without teaching obligations.

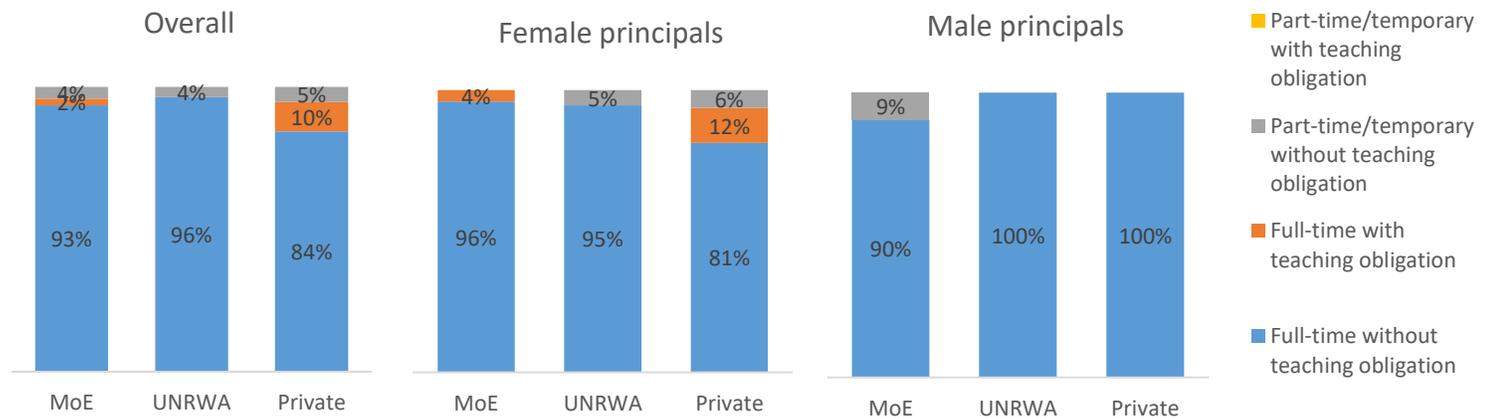
This was especially true among UNRWA principals, with 100% and 96% of grade 1-6 and grade 7-10 reporting they had no teaching obligations, respectively (Figure 8). Private school principals were the most likely to report having teaching obligations compared to principals in other school types across both grade levels. Ten percent of grade 7-10 private school principals had a full time job with teaching obligations, while 13% of grade 1-6 private school principals worked either full or part time jobs with teaching obligations (Figure 8). It is worth highlighting that, with the exception of grade 1-6 private school male principals, virtually no male principal reported having teaching obligations.

Figure 8: Teaching obligations, by type of school, principal gender, and school level

Grade 1-6



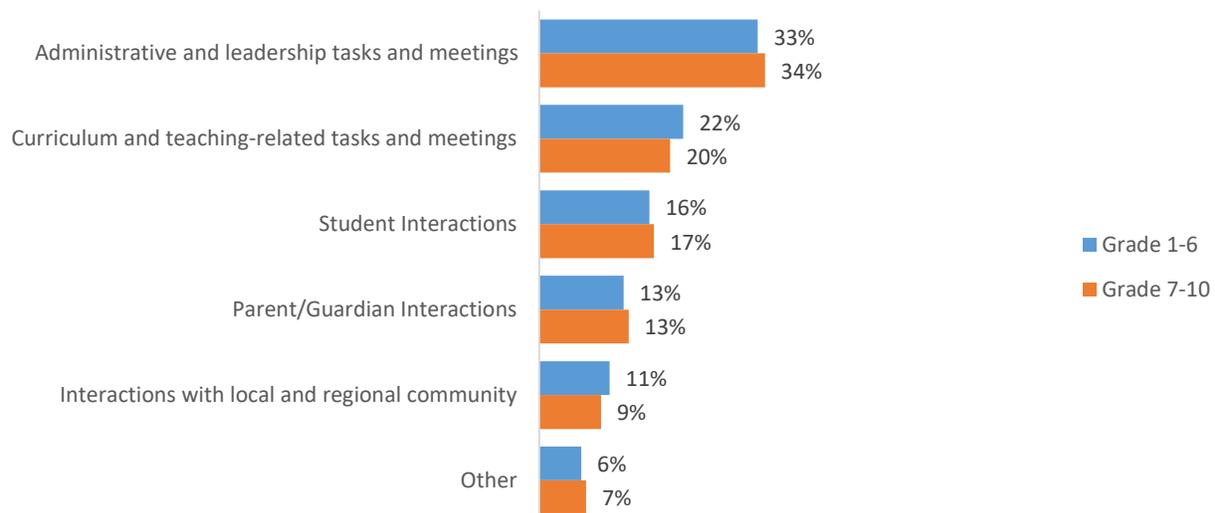
Grade 7-10



Principal reports revealed that the largest proportion of their time throughout the school year was spent on administrative and leadership tasks and meetings, which was equivalent to a third of their time (Figure 9).

Other tasks that took up a substantial proportion of principals' time were curriculum and teaching related tasks and meetings as well as student interactions. These results are surprising, considering few principals reported having to work with teaching obligations. It would be interesting to further explore the nature of such tasks, and how they may contribute to the school environment in addition to principal relationships with teachers and students. The least amount of time principals reported spending time on was other tasks as well as interactions with the local and regional community.

Figure 9: Average proportion of time principals reported spending on the following tasks throughout the school year, by school level



Private school principal reports revealed they were spending less time on administrative and leadership related tasks and meetings compared to their public and UNRWA school counterparts. Nearly three in 10 private school principals reported so, compared to more than one in three UNRWA and MoE principals. This could be contributable to the fact that private school principals were more likely to report having “other staff” who may be handling administrative work.

It is also worth noting that while private school principals were more likely to report having teaching obligations, they reported spending the same amount of time on curriculum and teaching as well as student interactions compared to their MoE and UNRWA counterparts. This could possibly imply that either MoE and UNRWA school principals are putting higher levels of effort with their students out of class, or that private school principals' interaction with students out of class is limited.

In addition, grade 7-10 private school principals were more likely to report spending time on other tasks compared to their counterparts (Table 3). Further analysis showed that this is especially true among private school principals with teaching obligations. It is worth exploring the nature of the “other” tasks grade 7-10 private school principals partake in in future studies, to better understand the nature of their tasks more clearly.

Table 3: Average proportion of time principals reported spending on the following tasks throughout the school year, by school level and type of school

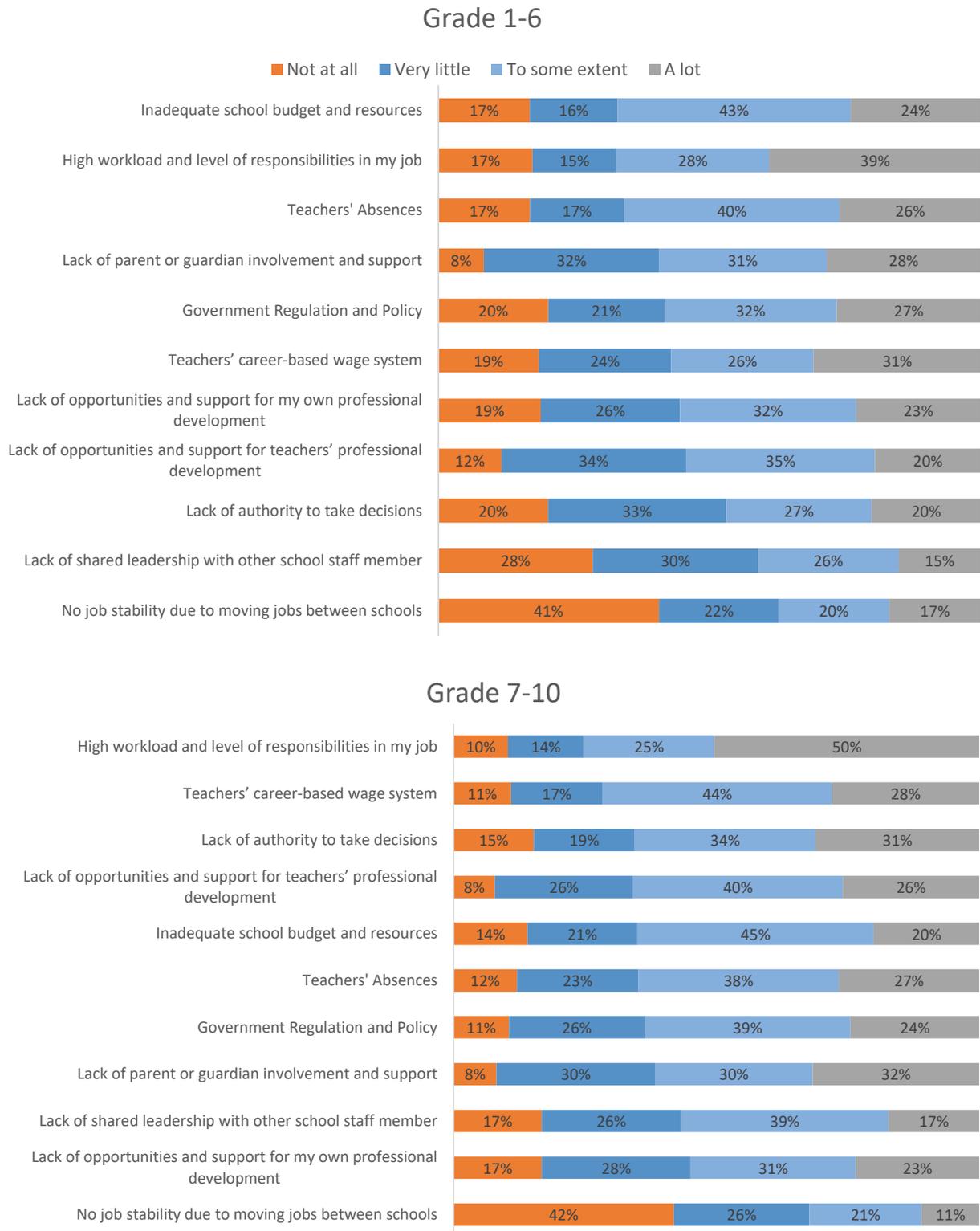
	Grade Level	MoE	UNRWA	Private
Administrative and leadership related tasks and meetings	Grade 1-6	34%	33%	29%
	Grade 7-10	36%	36%	26%
Curriculum and teaching-related tasks and meetings	Grade 1-6	22%	22%	21%
	Grade 7-10	19%	20%	20%
Student Interactions	Grade 1-6	16%	17%	17%
	Grade 7-10	17%	16%	18%
Parent/guardian interactions	Grade 1-6	12%	14%	15%
	Grade 7-10	13%	15%	15%
Interactions with regional or global	Grade 1-6	10%	9%	11%
	Grade 7-10	9%	8%	10%
Other tasks	Grade 1-6	6%	5%	7%
	Grade 7-10	6%	5%	11%

Principal reports suggest that the heavy workload and high level of responsibilities they had were the most likely factors to limit their effectiveness in school, whereas no job stability was the least likely.

Nearly two in every three grade 1-6 and 75% of grade 7-10 school principals reported that a heavy workload and high level of responsibilities limited their effectiveness in school “to some extent” or “a lot”. Meanwhile, 37% and 32% of grade 1-6 and 7-10 school levels, respectively, reported the same for no job stability (Figure 10).

Other factors that principals reported limited their effectiveness slightly differ by grade level. Among grade 1-6 schools, principal reports suggest that inadequate school budget and resources (67%), teachers’ absences (66%), and lack of parent/guardian involvement and support (59%) limited their effectiveness “to some extent” or “a lot”. Meanwhile, among grade 7-10, teachers’ career-based wage system (72%), lack of opportunities and support for teachers’ professional development (66%), and lack of authority to make decisions (66%) were the top factors.

Figure 10: Principal reports on the extent to which the following factors limited their effectiveness, by school level



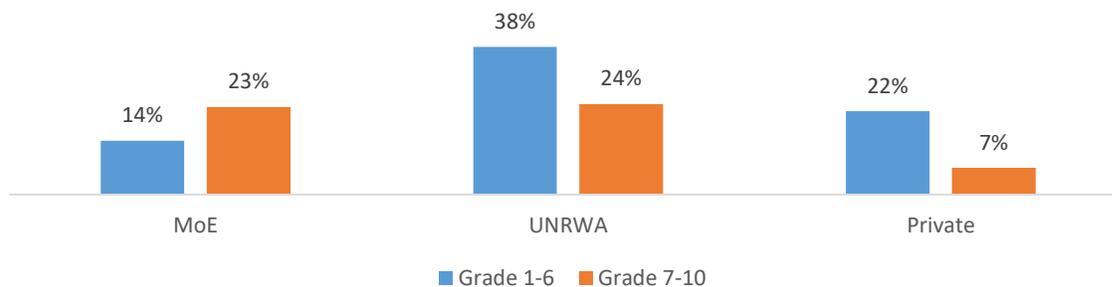
Principals who reported having fewer school staff, especially school management personnel, were the ones most likely to be affected by a heavy workload and high level of responsibilities. Principals in these schools might be taking on more responsibilities to make up for the lack of school staff, which may suggest more hiring is needed across these schools to support principals. Additionally, despite private school principals being the most likely to have teaching obligations, they were the least likely to report being affected by a heavy workload and high level of responsibilities. As aforementioned, this could be contributable to the fact that private school principals were more likely to report having “other staff”.

IV. Principals’ Retention

UNRWA grade 1-6 principals were the least likely to report plans to remain in the profession in the coming 5 years, when compared to grade 1-6 and 7-10 school principals across all school types.

Nearly 2 in 5 grade 1-6 UNRWA principals reported that they do not plan to remain in the profession in the coming five years (Figure 11). Meanwhile, grade 7-10 private school principals were the least likely to report plans to leave the profession within the next 5 years (at 7%).

Figure 11: Principals’ reported plans for leaving the profession in the coming five years, by school type



Retention may be influenced by age; older age groups may be closer to retirement than their counterparts from younger age groups. While this was true for UNRWA principals, this was not the case for MoE and private school principals in Jordan (Table 4).

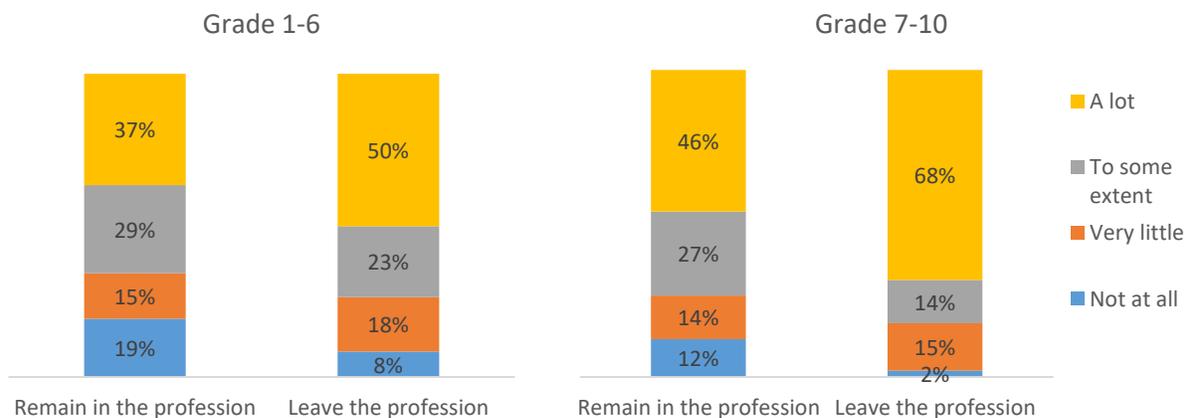
Table 4: Percent of respondents who reported plans to stay in profession in the next five years, by age and school level

		Age of Principal				
		21 to 30	31 to 40	41 to 50	51 to 60	61 or older
UNRWA	Grade 1-6	-	-	75%	45%	-
	Grade 7-10	-	100%	90%	47%	-
MoE	Grade 1-6	-	79%	88%	84%	100%
	Grade 7-10	-	75%	78%	78%	100%
Private	Grade 1-6	-	100%	91%	62%	100%
	Grade 7-10	100%	100%	84%	100%	67%

Principals who reported plans to leave the profession were more likely than their counterparts who did not plan to leave to report facing challenges with heavy workload and responsibility.

Fifty percent and 68% of grade 1-6 and 7-10 school principals who reported plans to leave the profession within the next five years, respectively, reported that a heavy workload and high level of responsibilities hindered their effectiveness “a lot”, compared to 37% of grade 1-6 and 46% of grade 7-10 principals who reported they were planning on remaining in the profession in the next five years (Figure 12).

Figure 12: Principal reported extent of being limited by a heavy workload and high level of responsibility, by reported stay in profession for the next five years, by school level



V. Developing Teachers

Most principals across all school types and levels reported that their schools offered induction programmes to new teachers.

Four in every five principals reported that their schools offered induction programmes to new teachers. UNRWA school principals at both grade levels were the most likely to report providing induction as well as general/administrative introduction to the school for new teachers (at 100%) (Table 5). In addition, more than 3 in 5 principals reported offering informal induction activities that are not part of an induction programme to new teachers. This was especially true among UNRWA grade 7-10 school principals (87%) and private school principals (77%) (Table 5). Induction programmes are of extreme importance to both experienced teachers new to a school or teachers new to the profession, as many teachers typically report graduating from their initial education feeling unprepared for the classroom experience (OECD, 2019).¹¹

Table 5: Access to induction programmes, by school level and type

	Grade 1-6			Grade 7-10		
	MoE	UNRWA	Private	MoE	UNRWA	Private
There is an induction programme for new teachers	88%	100%	87%	83%	100%	95%
There are informal induction activities for new teachers not part of an induction programme	62%	68%	69%	66%	87%	77%
There is a general and/or administrative introduction to the school for new teachers	93%	100%	86%	94%	100%	95%

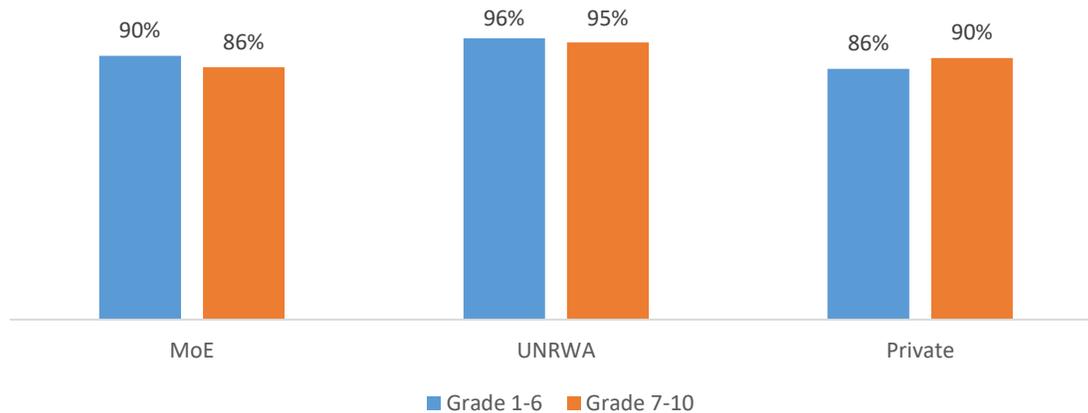
The majority of principals seemed to be involved in developing teachers' practices.

More than 8 in 10 reported taking actions to support cooperation among teachers to develop new teaching practices "often" or "very often". UNRWA principals were the most likely to report taking such actions, at 96% and 95% for grade 1-6 and 7-10 principals, respectively (Figure 13). Higher involvement by UNRWA principals could be attributable to the education programme, "School Based Teacher Development (STBD)" offered at UNRWA schools. STBD focuses on ensuring that enrolled teachers are trained to provide students with high-quality education through the use of effective pedagogical

¹¹ OECD (2019), Working and Learning Together: Rethinking Human Resource Policies for Schools, OECD Reviews of School Resources, OECD Publishing, Paris, Retrieved from: <https://doi.org/10.1787/b7aaf050-en>

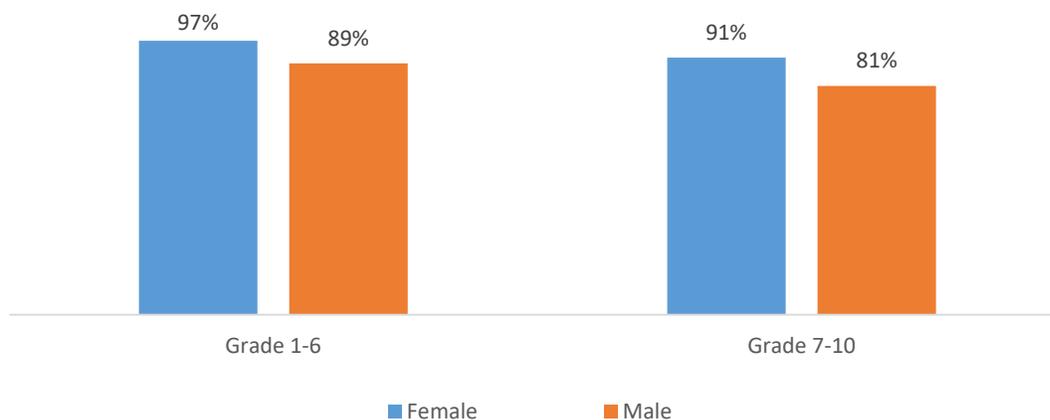
practices. Principals are expected to play a supportive role and are given handbooks that instruct them on how to support enrolled teachers.^{12 13}

Figure 13: Principals who reported taking actions to support cooperation among teachers to develop new teaching practices “often” or “very often”, by school type and grade level



In addition, more than 8 in 10 principals reported taking actions to ensure teachers take responsibility for improving their teaching skills. This was especially true among female principals; 97% of grade 1-6 and 91% of grade 7-10 female principals reported they took actions to ensure teachers took responsibility for improving their teaching skills “often” or “very often”, compared to 89% grade 1-6 and 81% of male principals (Figure 14). Additionally, the majority of principals - more than 8 in 10 - reported meeting with their teachers at least monthly to discuss classroom planning.

Figure 14: Principals who reported taking actions to ensure that teachers take responsibility for improving their teaching skills “often” or “very often”, by gender and grade level



¹² UNRWA (2021) Factsheet: School Based Teacher Development programmes (SBTD I & II). Retrieved from: https://www.unrwa.org/sites/default/files/202110_sbtd_factsheet_01_0.pdf

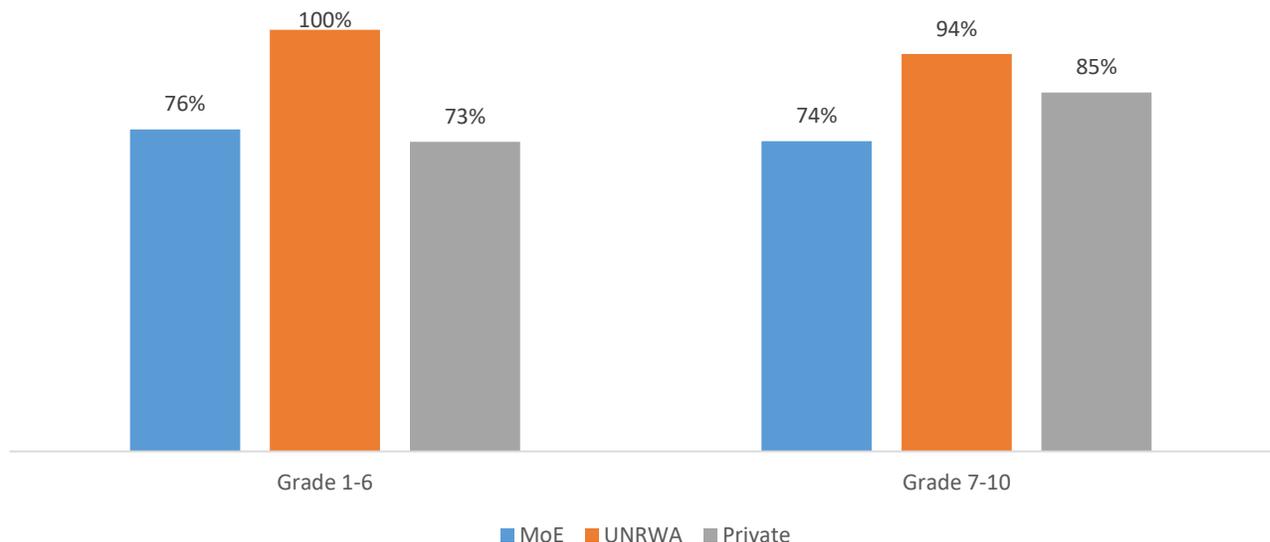
¹³ UNRWA (2015). UNRWA launches School Based Teacher Development (SBTD) II programme schools – press release. Retrieved from: <https://www.unrwa.org/newsroom/press-releases/unrwa-launches-school-based-teacher-development-sbtd-ii-programme-schools>

VI. School Climate and the Local Community

Principals seemed to be involved directly with their students across all school types.

More than nine in 10 and eight in 10 grade 1-6 and grade 7-10 principals reported handling behavioral incidents with students directly “often” or “very often”, respectively. Principals were also involved with their students by setting high expectations for them. More than 7 in 10 principals reported setting high expectations for their students “often” or “very often”. This was especially true among UNRWA school principals (100% of grade 1-6 and 94% of grade 7-10) (Figure 15). It would be interesting to look further into what the principal-student relationship looks like in terms of the direct interactions between them, to better understand how these relationships influence student motivation and achievement, especially since “student Interactions” was one of the top reported tasks that principals spent the most time on.

Figure 15: School principals who reported “often” or “very often” for the statement “I set high expectations for students”, by school type and level



Principal reports revealed there is a positive climate and relationships within schools.

Principals were most likely to agree with the statements that there is mutual respect between colleagues’ ideas as well as the presence of a good relationship between teachers and students. More than 97% of principals across both school levels “agreed” or “strongly agreed” with the aforementioned statements (Figure 16).

On the other hand, principals were least likely to agree that there is a high level of cooperation between schools and the local community. Eighty-five percent and 75% of grade 1-6 and 7-10 schools, respectively, “agreed” or “strongly agreed” with the statement “There is a high level of cooperation between the school and the local community” (Figure 16). MoE principals were the most likely to disagree with this statement; at 21% and 35% of grade 1-6 and 7-10 principals, respectively, while

private school principals were the most likely to agree (98% and 100% of grades 1-6 and 7-10 principals, respectively) (Figure 17).

Figure 16: Principal agreement with the following statements, by school level

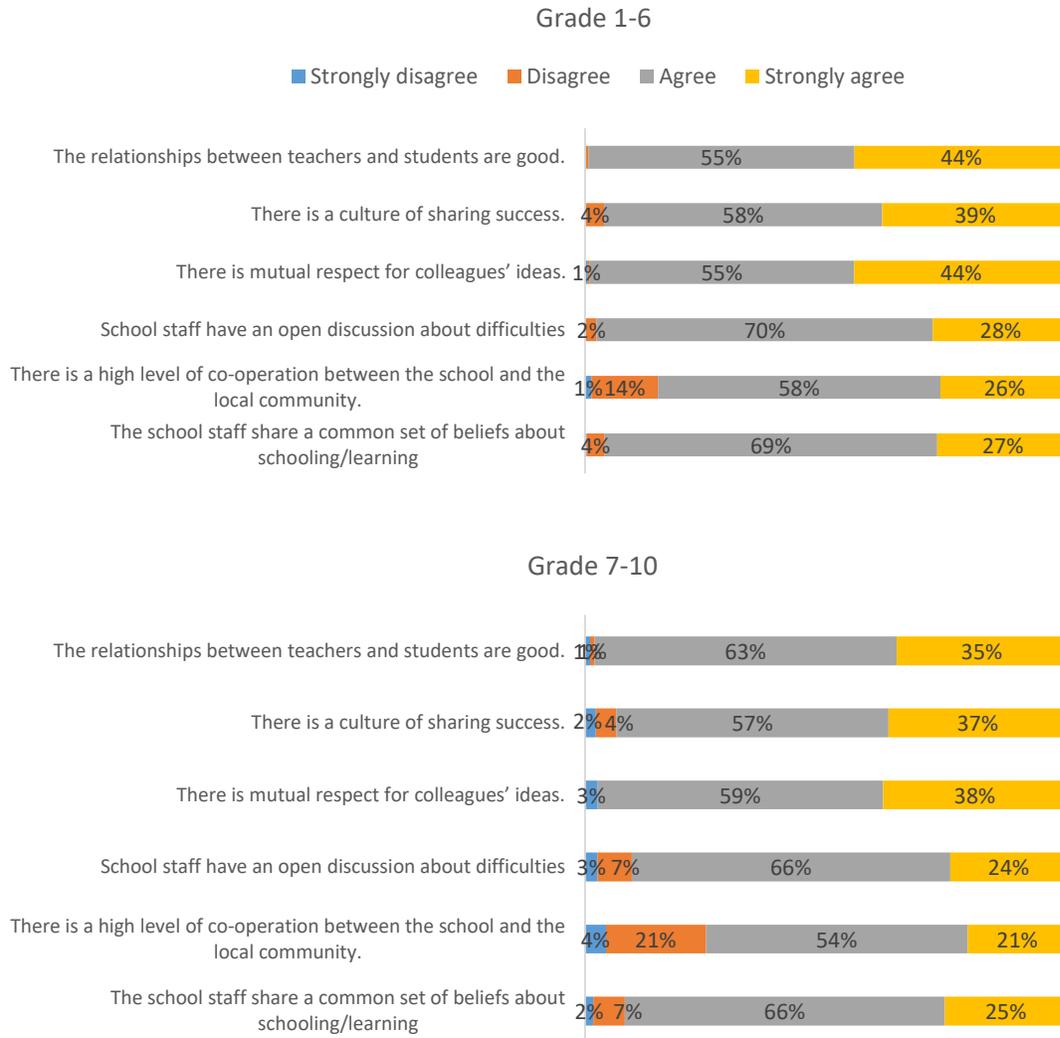
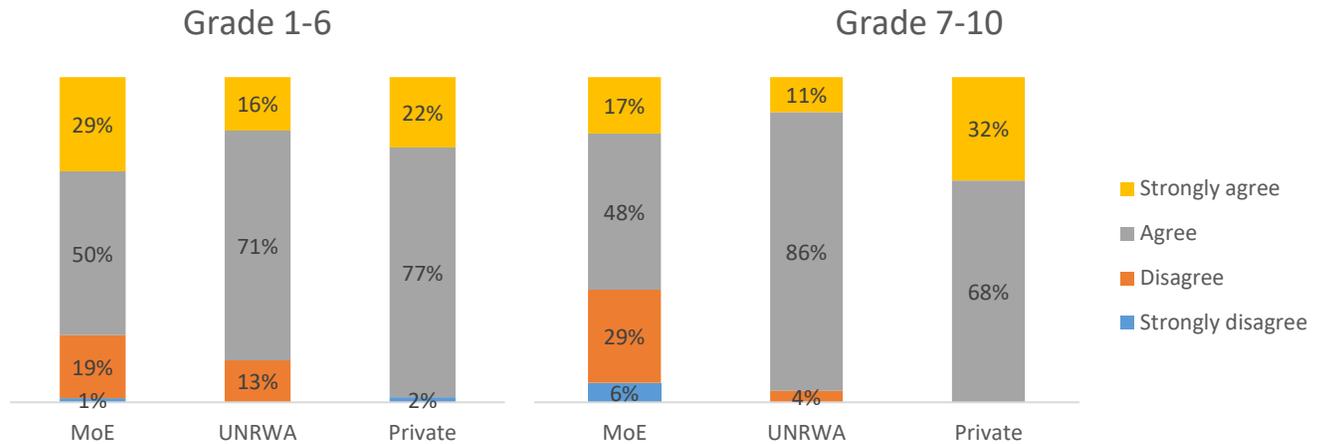


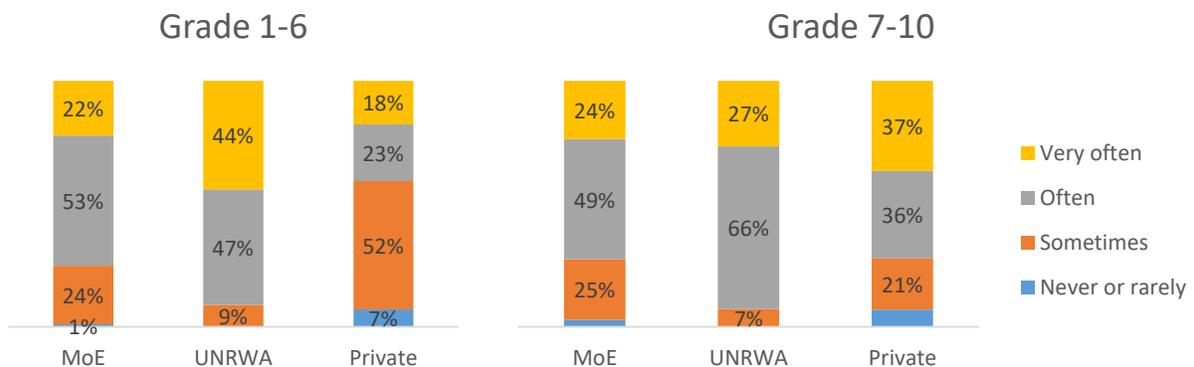
Figure 17: Percent of principals who agreed or disagreed with the statement “There is a high level of cooperation between the school and the local community”, by school type and school level



Principals’ relationships with their peers from other schools seemed to be positive as well.

A large proportion of principals reported collaborating with peers from other schools. UNRWA principals were the most likely to report such collaborations; more than nine in 10 grade 1-6 and grade 7-10 UNRWA principals reported collaborating with school principals from other schools “often” or “very often” (Figure 18). Meanwhile, grade 1-6 private school principals were the least likely to report involvement in such collaborations; 41% reported being involved “often” or “very often”.

Figure 18: Principal reported frequency of collaboration with school principals from other schools, by school level and type



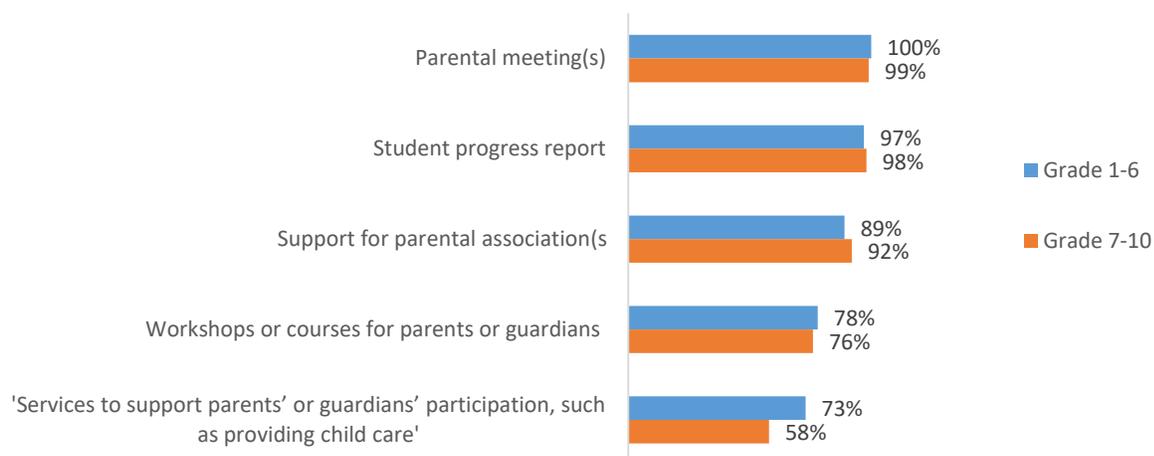
UNRWA schools seem to be expanding efforts to collaborate with various members of the external community, whether that being with student’s parents/guardians or colleagues from different schools. The move towards school collaboration as a means of improvement has become widespread in recent years across different countries. Collaboration will not only be of benefit to students, but to teachers as well. Collaboration between schools benefits teachers when it comes to improving their teaching practices, helping them develop new ways of thinking about teaching, increasing their motivation and

even being more open to their coworkers (Armstrong, 2015).¹⁴ Articulating connections between schools aids principals in their leadership roles, not only by creating networks, sharing resources, and working together, but also by the outcomes of the aforementioned on students' development and learning.

Principal reports showed that schools and principals try to engage with parents through multiple means.

When it comes to communicating with students' parents and guardians, principals across both school levels were highly likely to report holding parent meetings (99%) and offering student progress reports (97%) (Figure 19). Meanwhile, workshops/courses for parents and guardians as well as services to support parents' and guardians' participation were less likely to be offered. Research shows that at-home parental engagement is directly related to student attainment (Center for Real-World Learning, 2010).¹⁵ Schools could offer workshops to parents, guiding them on tackling at-home practices that would assist their children's academic success.

Figure 19: Services offered to parents and guardians, by school level

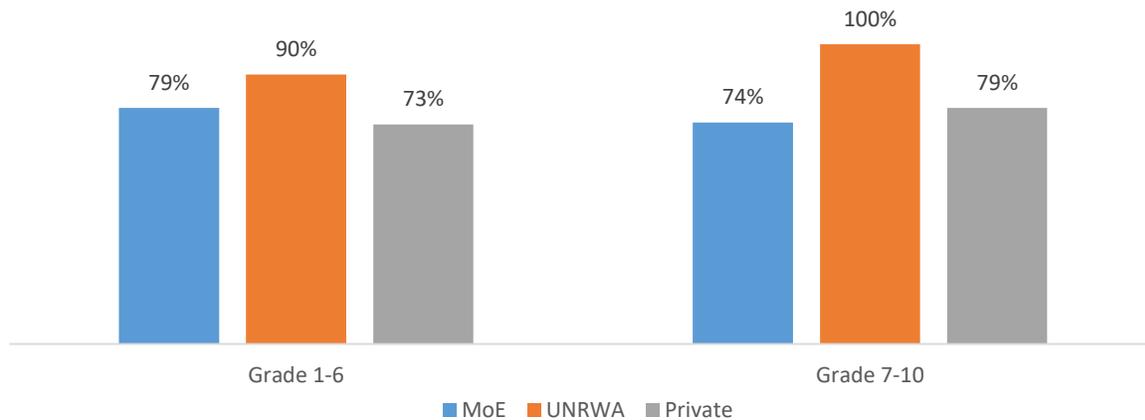


Across both school levels, UNRWA principals were most likely to report offering workshops and courses for parents/guardians compared to MoE and private counterparts. 90% and 100% of UNRWA grade 1-6 and 7-10 school principals, respectively, reported offering workshops and courses for parents/guardians (Figure 20). UNRWA schools seem to be dedicating substantial resources to help students achieve their full potential, not only by working on enhancing student learning, but also through working with parents and guardians.

¹⁴ Armstrong, P. (2015). partnerships and collaboration for school improvement: a review of the evidence October 2015. Research Report, October, 1–47. <https://www.gov.uk/government/publications/school-improvement-effective-school-partnerships>

¹⁵ Center for Real-World Learning. (2010). The impact of parent engagement on learner success: A digest of research for teachers and parents. Gems Education, 1, 1–8

Figure 20: Offering workshops and courses to parents/guardians participation, by school level and type



VII. Further questions

1. What does the principal-student relationship look like?

The data suggested principals were involved directly with their students. It would be interesting to look further into what the principal-student relationship looks like in terms of the direct interactions between them, to better understand how these relationships influence student motivation and achievement.

2. What “other” tasks are principals tackling and spending time on?

As aforementioned, grade 7-10 private school principals were more likely to report spending time on other tasks compared to their counterparts. This was especially true among private school principals with teaching obligations. It is worth exploring the nature of the “other” tasks grade 7-10 private school principals partake in in future studies, to better understand the nature of their tasks more clearly.



Global Affairs
Canada



The 2018 National Teacher Survey (NTS) is a comprehensive nationally representative survey, conducted through a partnership between Jordan's Ministry of Education (MoE) and the Queen Rania Foundation for Education and Development (QRF), with funding from Foreign, Commonwealth and Development Office (formerly the Department for International Development) and Global Affairs Canada. The survey design and instruments were aligned with the Organization for Economic Cooperation and Development's (OECD) Teaching and Learning International Survey (TALIS), allowing comparisons to be made with other TALIS-participating countries. Approximately half of the questions of the survey were borrowed from the TALIS trend questions. The remainder were tailored to Jordan's context.¹⁶

The survey explored Jordanian teachers' educational backgrounds, experience, training, attitudes, pedagogical practices, challenges and experiences serving refugee students in various contexts. School and classroom climates were also explored. To explore these areas, 5,722 teachers of basic-level education (i.e. grades 1-10) were surveyed, along with their school principals from 361 MoE, private and United Nations Relief and Works Agency (UNRWA) schools. The sample was specific to the International Standard Classification of Education (ISCED) level 2 to allow for comparison with TALIS. This was achieved by disaggregating schools into two groups: schools serving grades 1-6 (ISCED level 1) and those serving grades 7-10 (ISCED level 2). The sampling also allowed exploration of teachers serving in various refugee contexts, including Syrian refugee camps, Syrian second shift schools, schools with Syrian refugees integrated in host community classrooms, and UNRWA schools serving Palestine refugee children.

¹⁶ Information regarding the full survey methodology can be found [here](#).