

ABSTRACT

ASSESSING THE PRINCIPAL PERFORMANCE AS AN INSTRUCTIONAL LEADER IN JERUSALEM BASIC SCHOOLS FROM TEACHERS' PERSPECTIVES

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This study sought to assess the principal performance as an instructional leader in Jerusalem basic schools from teachers' perspectives. The independent variables consisted of the supervising authority of school, teaching experience, and the number of years the teacher worked with the principal. There were ten sub-questions derived from the study's main question, also six hypotheses were derived from the second and the third questions.

A stratified random sample of (390) teachers was selected from (2603) teachers in Jerusalem basic schools that are supervised by the Palestinian Ministry of Education, Israeli Ministry of Education, and Private Schools. The study followed the descriptive survey method. It used a questionnaire that consisted of (52) items that described the principal's job practices, and an open-ended question regarding his practices as an instructional leader.

The study results revealed that teachers' assessment mean of the principal's performance as an instructional leaders on all the questionnaire items was (3.55) equivalent to (71%) of the total items. Which means that the principal's performance percentage is less than (85%), the level that was adopted by the current study to judge the principal performance level.

The results arranged in descending order according to means, indicate that leadership domains for principal performance in basic schools in Jerusalem were as follows: communicate the school goals, frame the school goals, supervise & evaluate instruction, protect instructional time, maintain high visibility, promote professional development, coordinate the curriculum, provide incentives for learning, monitor student progress, and provide incentives for teachers.

The findings of the study indicated also that there are significant mean differences at the alpha level ($\alpha \leq 0.05$) in teachers' assessment of the supervising authority that related to the schools administred by the Palestinian Ministry of Education. Also the results showed significant mean differences regarding the experience due to the category of (5 years or less). Furthermore the results concluded that there are no significant mean differences in the teachers' assessment that related to the number of years the teacher worked with the principal.