The Effective methods for managing teachers: A case study on a Private School in Al-Ain, United Arab Emirates

Ayman Al Armoti[1], Adnan Jawabri[2], Razan AL Namer[3]

[1]Associate Professor, AL Khawarizmi International College

[2] Assistant Professor, AL Khawarizmi International College,

[3]Section Supervisor AL Khawarizmi International College

[1,2,3]Ain, United Arab Emirates

[1]E-mail: ayman.alarmoti@khawarizmi.com; [2]adnan.tahir@khawarizmi.com; [3]k-920610115 @ khawarizmi.com

Abstract

This article was done to apply the methods and concepts that we learnt in the management course. First, we proposed some methods to improve the efficiency of management we studied them then a survey was conducted based on the conditions and our abilities to test the validity of the methods. Moreover, we analysed the data to figure out that strategies will certainly have a positive influence on the learning process, and we decided to accept the alternative hypothesis and reject the null hypothesis. Finally, we would like to say that it was a fantastic opportunity and beneficial one since we learnt a lot through it.

This study was conducted to initiate new strategies to manage teachers in Liwa school The main purpose of the study is to provide a chance for practical application of theory in classroom and to acquire a practical knowledge for an efficient work in the future. It also provides the interns with more information and knowledge in the real work environment.

Keywords: Efficiency; Management; Strategies; Methods

1. Introduction

The concept of management is being misunderstood because there is a huge emphasis on the supply of instructions to the teachers rather than supporting the teacher himself/herself. Therefore, it is significant to understand the ideal way of managing it because if we do not have a clear idea of its meaning, the entire process will be distorted. Management is the process that the administration follows to communicate the desired culture throughout the vocabulary, habits, and attitudes. It is a flexible approach to communicate knowledge, and enthusiasm. we believe that a great manger is a significant role model for the staff in all aspects because a role model inspires others to be great in realizing their potential to achieve what they want. It also includes tasks to do before and after working time. Before coming to work a great manger should know what to include and what to exclude, they should plan how to present the information in a level of understanding suitable for all staff levels as we believe that communicating information in a complicated way will lead to a huge misunderstanding. Thus, clear objectives should be set, and constant feedback should be given to staff regarding their performance. During work time, a manger should interact with his/her staff in a trustworthy and fair manner. Mangers should also communicate elevated expectations to their staff .and be always supportive. Thus, they can empower the staff to the perfect decision-making process which will eventually lead to the ultimate success of the school, staff, and students. we believe providing support is more practical than only giving instructions. Moreover, directing teachers to the right path is a necessity and communicating values as respect and tolerance will surely shape a healthy culture and it will influence my team to have these values as an essential element in our section specially and in the school. Nevertheless, my philosophy is to empower my teachers so they can take the initiative and start to solve some problems themselves as inspired by the shared values. Schools like Liwa international school have a fundamental role to enlighten the students with the proper education and the smoothest learning process which is to raise the scientific level of the whole community. They are continuously seeking a high quality of education and one important objective of the school is to ensure ambitious standards of teaching. However, there is a growing frustration among the parents in the school about the process of teaching and learning. Thus, the aim of this research is to identify the connection between

management and facilitating the educational process. It is necessary to link the growing complaints and identify if they relate to the quality of teaching provided by the school or not. The basic objective of this report is to present how the admin department at Liwa international schoolworks and supports its vision and mission. In addition, to what the extent of the students and staff are satisfied with the admin department.

- Understand the problems that may cause the unsatisfied parents.
- Identify ways to increase efficiency of managing teachers.
- Identify necessary actions and recommendations to enhance quality of education in Liwa School.

2. Background of Liwa International School

Liwa international school is a well-known school and has an impressive reputation in AL-Ain. Liwa earned parents trust as they were always meeting the expectations of the parents and they were always a head of their competitors. Liwa International School is the first green school in Al Ain and it is a part of Liwa Education Company that is rated "A" very good according to ADEK inspection results. It is categorized as one of the oldest and best American curriculum school in Alain, which was established in 1992. As per its success, the school has been expanding its institutions by opening three new schools "LISG, LISQ and LISM", in AL Ain and Abu Dhabi city. The school is following California Common Core State Standards. It provides high quality education to 2600 students. It has around 400 employees from different nationalities. The CEO is Dr Shreen Gobran.

In terms of the working environment, Liwa School is providing a friendly environment for the staff which attracts employees to work in it. Moreover, management's ability of this company is great in a way that it can easily continue its activity at the time of high-pressure situations. The school culture is mainly implemented by setting high values to represent the school characters. In addition, Liwa School's management is empowering their employees by using technology to support contact that is done by improving their technological services as they are providing all the classrooms with smart boards , it provides all students with chrome books and I-pads to grant them an access to all learning resources and a full Wi-Fi access .In addition Liwa school is paying attention to the importance of training and they are making sure to keep their staff well trained to maintain the satisfactions of their

students. So, to implement that there is always an ongoing training session to all staff to keep them updated with the latest learning strategies and resources.

The type of business at Liwa international school is teaching where the school interests in how to provide unique and effective educational opportunities for the students in all levels. Accordingly, the primary focus of the school is on teaching which relates to integrating both the academic and practical education and it also encourages the students to meet the manpower and needs. Therefore, the purpose of school is to provide the students of lifelong learning.

2.1 Major markets

The major market at Liwa School is in AL-Ain city where it's the basic market is found here in the United Arab Emirates. Liwa School has two major markets: one in the Emirate of Abu Dhabi and the other one in Al Ain city.

2.1.1 Competitors

Liwa School has a lot of competitors all over the UAE. One of these basic competitors of the school is: Al Dhafra school in Al Ain city, Alain American school, and the Governmental schools such as: Applied technology high school and the military school. Where the country has many international schools that makes the competition strong in the field of education.

2.1.2 Marketing strategies

To maintain the school position in the market, it is important to use marketing mixed techniques. It is one of the best options to make smooth and quick performance in the market after analysing the target market and its trends. Marketing mix consists of four main Ps of the market such as product, price, promotion, and place. All these Ps work effectively to help Liwa school.

The first important part of marketing mix is the product, the main product of Liwa is the school facilities such as workshops and training labs and libraries. It provides ambitious standards facilities to the students; therefore, it can thrash the market.

The second most crucial point is pricing strategy. Liwa School has considerable prices for all students. These prices are considerable based on the elevated level of education provided.

Therefore, it cannot be compared with other schools' prices. However flexible pricing strategy should be set.

The place and location of the school is a crucial strategy to assess the place where company starts its operation. Falaj Hazaa district is a vital area as it is a center for the schools and its location is easily reachable for all areas in Al Ain. Moreover, Falaj hazza is a very safe area. Therefore, LISF can easily attract students and will be more attractive to a well experienced staff.

2.1.3 Promotion

LISF is still not working auspiciously for promoting its campus and services. In this regard, they should have unique promotional techniques such as TV ads and posters. In these ads they can film some school activities to make their promotional techniques worth seeing and this technique as Tv ads attracts people's attention. Furthermore, the school must take advantage from social media such as Facebook and Twitter to highlight its activities and services and grab more students towards the company.

2.2 SWOT ANALYSIS

Strengths	Experienced teachers and assistants available. Regional reputation of the school is exceedingly high Availability of modern infrastructure and best strategic practices.
Weaknesses	Lack of specialized teachers in some levels. The school lacks a competitive advantage over many others.
Opportunities	Increased campus capacity Attract well experienced teachers. Gain a sustainable competitive advantage by improving the quality of their services.
Threats	High competition in the market and many organizations are well advanced and difficult to catch up with. Poor communication channels.

3. Methodology of research

This research was conducted by two methods of basic research:

Secondary research

By collecting academic information about the LISF where most of information about the school was collected including: its mission, vision, values, activities. In addition, to that the establishment history and the school environment in general.

Primary research

By conducting a survey study that will be taken by Liwa International School teachers. This survey aims to conclude whether the strategies that are proposed will be helpful or not.

3.1 Effective methods

Effective methods to manage teachers in the learning sector is very crucial. Due to the fact that, much research was conducted. The aim of these research was to discover and reveal the best ways to manage teachers effectively. According to this research, it was found out that there is comparatively direct link between leadership and learning outcomes. Nevertheless, these studies have shown that the role of leadership has a direct effect on improving the quality of education. However, the development of the school management requires new strategies. This research is trying to spot the light on some of the methods used to effectively manage teachers.

One of the methods to achieve the effective way to manage teachers is the emotional intelligence. It can be defined as the ability to recognize, integrate, analyse, and reflect your own and others' feelings. This character is considered the base of professional development and personal integrity in which it helps in exploring the characteristics and capabilities of the persons with which you are dealing. Especially, if they are intuitively thinking about emotions. Using emotional intelligence within this criterion of people will enable the followings:

- Identifying the potential, in team members leads to an effective career management.
- Enables the understanding of the influence that it will give when aligning school and individual objectives to maximize the benefits for both parties.
- Recognize team potentials and their achievements to guide you to reward them.

- The adaption of new modifications in the surrounding that might lead to discomfort of change.

- Create innovative quick fix ups, identify key issues, shrinking big problems and to clarify new methods to understand vague situations.

- Increase confidence in team's abilities which will increase the productivity and motivation among team members.

- Dealing with emotions helps develop better relationships and a sense of psychological and mental well-being.

- Emotionally developed young people are better equipped to live with people's differences.

- Educating emotions leads to an effective workforce.

- Our moral outlook and value systems are deeply shaped by our attitudes and dealings.

- Our sense of meaning and purpose is derived from our understanding and feelings.

Moreover, emotional intelligence is considered a source of energy, drive, information, trust, and influence. Usually in school's people's emotions are not involved. Thus, emotional intelligence will focus on people's emotions to increase trust, loyalty and finally commitment. All these qualities will be created when there is respect, value, and accountability among your team. Acknowledging the team's emotions will increase their energy and effeteness even if they were working under pressure. However, there are 'Four Cornerstones of Emotional which are as follows:

- First core –to be real and honest to yourself will lead to building awareness, self-guidance, responsibility, respect, and connection.

- Second core –to be transparent, clear, and getting along with others will lead to building resilience, authenticity, and healthy relationships that are built on trust and honesty.

- Third core –to step up will build your main character and enhances your integrity, potential, and purpose.

- Fourth core – to have a keen sense of possible opportunities and competing for the future will lead to building intuitive situational transformation.

Ways to achieve the emotional intelligence:

The first way is using empathy which is to be able to interpret the feelings of your team and to react to it accordingly. That can be done by being a good listener to others putting aside your personal feelings or being judgmental. It is a skill that helps in harmonizing the signals and understanding the wants and needs of others.

- the second way is through communication in which the person should analyse the feelings of others, understand how it will affect their work life. Communicating these feelings should be without anger or passivity.

- Co-operation: being a leader does not mean that you are only leading sometimes you need to follow. When you follow you are helping your team to work together as you will be encouraging them to neglect only doing their part as sometimes doing others part will be crucial for the success of the school.

To conclude, emotional intelligence teaches us the followings:

1) Each person is a unique individual and is worthy of respect.

2) Individuals are responsible for their own feelings and emotions and their responses to the behaviour of others.

3) New situations, feeling unwelcomed and trying to fit in, provides opportunities for new learning and growth.

4) Mistakes are learning experiences and are seen as outcomes rather than failures.

5) The seeds of our growth are planted in every person, only we can activate our potentials for creativity and growth.

The second method that we are going to talk about is the 360-degrees feedback. This method analyses the importance of feedback and the accompanying developmental processes in the Leadership Program. To do that, they must complete a series of analytical questionnaires by asking five different positions: a CEO, a senior colleague, a middle manager, a main scale teacher and a member of the support staff to complete similar questionnaires. This helps to accurately define areas for professional growth and school improvement.

This strategy encourages head teachers to understand their professional characteristics, their leadership styles, and the context for school improvement in their schools. Moreover, this strategy provides a clear explanation of the strong relationship of staff members with their work as it applies a great attention on the skills and areas of competencies of the school staff that can improve the school performance rather than ignoring these skills. These skills can be better recognized if it was by a peer as these peers can show a better understanding of the quality of performance requested to do the task as they are familiar with these type of operations as they are in the same filed on the other side mangers only are overseeing the task without knowing the depth of its details.

How to apply 360-degree feedback?

To apply such a strategy in your school you should run a systematic collection of feedback of the performance data on an individual, or a group. This can show a comprehensive view of the performance. In addition to that it can conclude in detail the attitudes, capabilities and take advantage of that in creating an action plan to a self-development and individual counselling, as well as for organized training and development. However, this strategy is successful because studies have shown that

Comments are difficult to ignore when they are expressed by several colleagues. To maximize the opportunities of the strategy success data, it should be shared with the staff although it is usually confidential. These types of openness will allow the individuals figure out how they are exactly seen. Nevertheless, it enhances individuals to have a clear target setting for their growth. In addition, it can clarify the roles of a person who receives the feedback as it gives a detailed information of how you are contributing to the strategic development of your school. Finally, for the ultimate success of the feedback, teachers should practice this strategy with their students as these can give crucial information's as they are the targeted aim for the school and their success means the success of the school. In fact, studies have shown that students focused on the centrality of the teachers' methods of presentation, the range of learning experiences, the quality of feedback, classroom control and order, and interpersonal relationships. They could make sophisticated judgements about the quality of teaching.

The feedback Article gets backs:

●It played a major part of the school's development process.

● It is used to practice the informing part of the strategic planning, to identify school -wide strengths and weaknesses, and to inform resourcing as well as training development strategies.

●It enhanced the effective communication in the school.

● It contributed to selecting the suitable trainings for the staff based on the results.

4. Survey Analysis

In this research, we will be analysing some methods that can affect the efficiency of managing teachers in Liwa International School. Thus, we collected data and applied the suitable methodologies to examine the effects. After suitable methodology adoption and implementation, the results elaborated the following findings.

4.1 Hypothesis

To test our hypothesis, we state a claim that is:

Null Hypothesis: H0= Applying strategies has positive effect on the efficiency managing teachers in Liwa international school.

Alternative Hypothesis: H1 Applying strategies has negative effect on the efficiency managing teachers in Liwa international school.

4.2 Survey link and survey results

We held a questioner to help us evaluating our hypothesis. That was done by collecting results asking a round 13 close ended questions that is divided into 3 categories. To eventually analyse them and evaluate our claim .so here are the links for the survey and it is result for your reference:

4.3 Type of sampling

In this study we used the cluster techniques whereby we sent the surveys to teachers of LISF branch that is Due to shortage of time, it was easier to reach them, they will respond as they are colleagues and all of them are currently employed so the effect will be shown on them and this will help me on giving more accurate results. This study was done to help me in understanding the effect of strategies on management. Finally, we received 15 responds, and the analysis was as it will be shown below:

4.4 Analysis of the results

To test the hypothesis, we have to analyse the result that we received. For that purpose we decided to assign the criteria on which will help in deciding whether the effect has no impact, high, moderate or low impact on the economy.
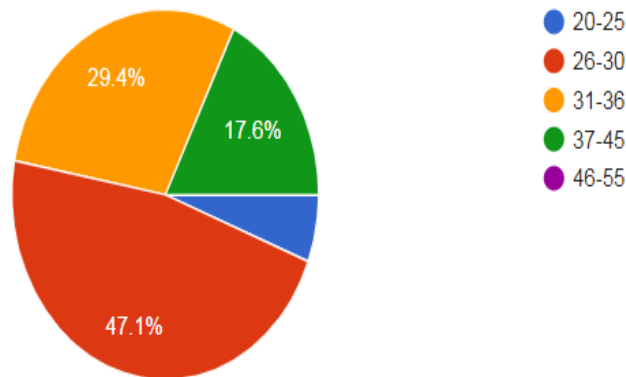
Below are the criteria that we followed to evaluate the impact:

- 0 - 25%   no impact
- 25% - 50%   low impact
- 50% - 75%   moderate impact
- 75% - 100%   high impact

Catogry1 General Information:

How old are you?

17 responses

1. According to the chart 47.1% of the interviewed person's age are around (26-30). while 29.4% are between (31-36). Persons who are (37-45) forms 17.6%. The lowest percent of the age's field goes for ages between (20-25) that is 5.9% of the entire sample.

2. Most of our participant were working for liwa since (0-5) years as they form 47.1 % of our survey while. However, 29.4% were working for liwa since 6-10 years and the rest were working for liwa for more than 10 years.

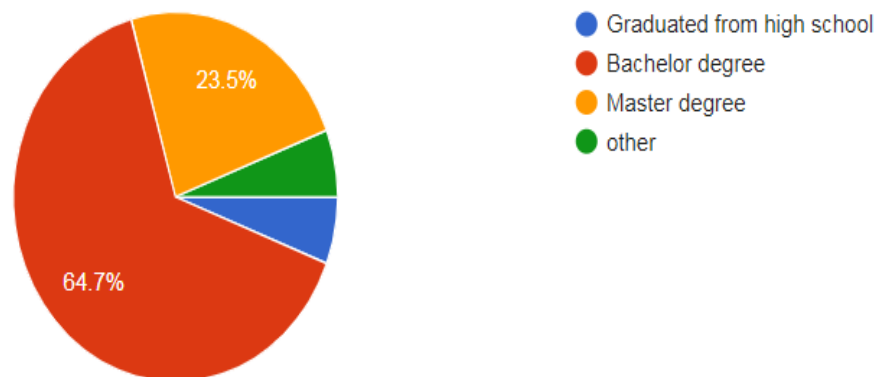How long have you been working for Liwa school?

17 responses
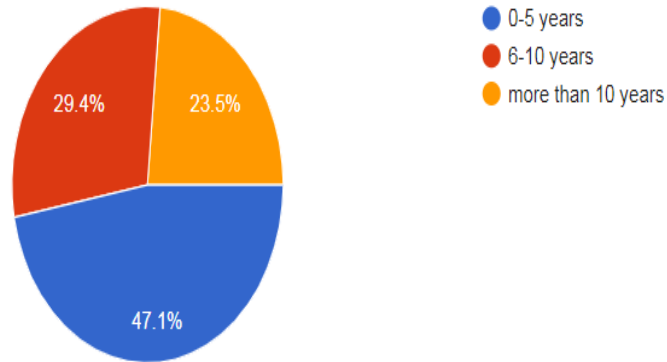
3. The highest number of the participants has bachelor's degree which was percent complies 64.7%. The lowest percent was for high school graduated and others 5.9% and the percent of higher education holders were almost 23.5%.
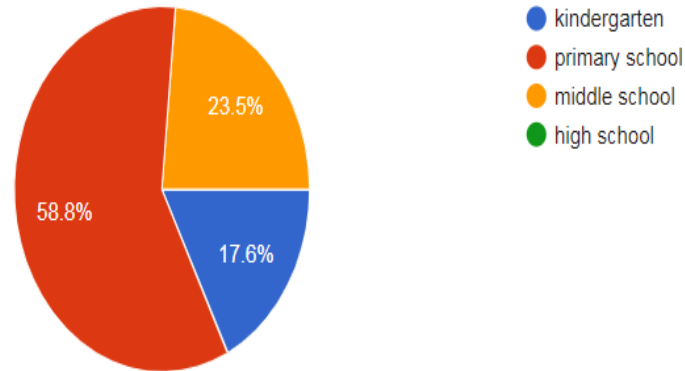
What is the highest level of education you have completed?

17 responses

4. Most of the survey taker are teaching primary school with a percent of 58.8% while 23.5% were teaching middle school.And the rest were teaching KGs 17.6%.

Which grade level do you teach?

17 responses

Category 2 emotional intelligence:

1. 76.5% of the interviewed persons agreed that Liwa school provide care and respect to their staff while 23.5% did not agree on that.

**The school leadership is caring and respects the staff**

17 responses
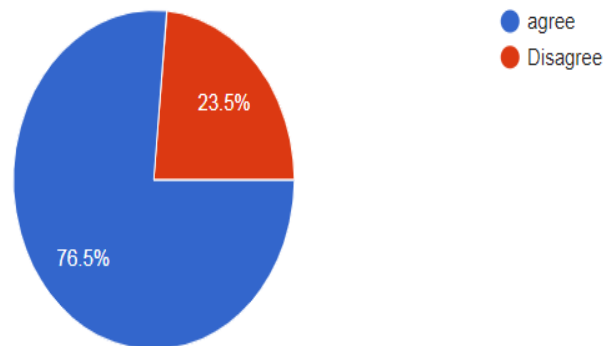
2. According to the chart 82.4% of the participant believed that if the school leadership identifies the potential in each individual and the staff as a team, will encourage effective career management and leads to a better delivery of lessons. While

11.8% said no it will not lead to a better delivery of lessons the rest stated that they don't know.

Do you believe that if the school leadership identifies the potential in each individual and the staff as a team, will encourage effective career management and leads to a better delivery of lessons?

17 responses
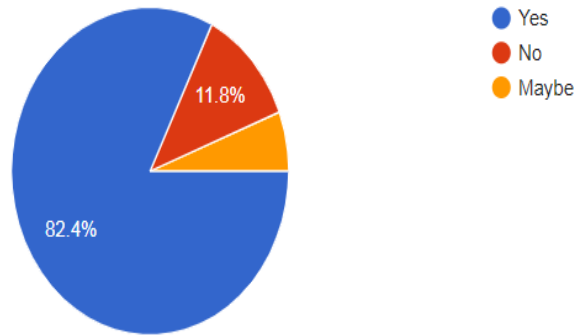
3. When we asked the interviewed teachers if they think that realize the importance of aligning school and individual objectives will maximize the benefits for the stakeholders. 88.2% were positive and agreed while 11.8% disagreed.

Understanding the importance of aligning school and individual objectives will maximize the benefits for the stakeholders ?
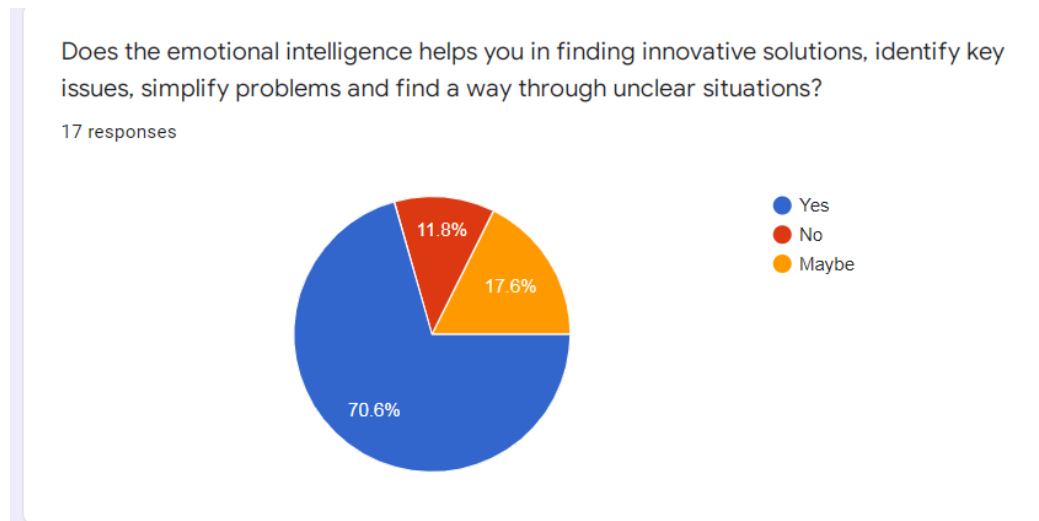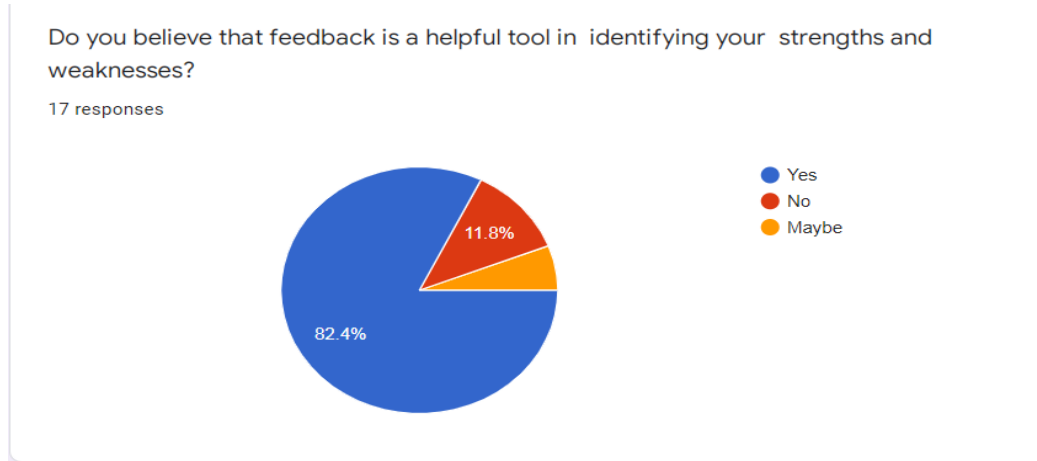
17 responses
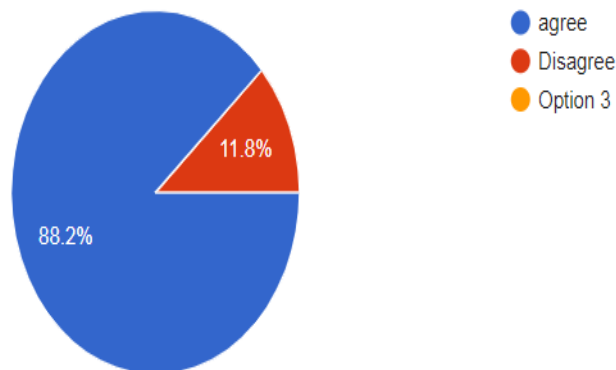
On regard to the question (Emotional intelligence helps you to adapt to any change and leads you through the personal discomfort of change?) the responds were 52.9% of the survey taker agreed while the rest were distributed equally between disagreed and neutral that complies a 23.5%.

Emotional intelligence helps you to adapt to any change and leads you through the personal discomfort of change?

17 responses
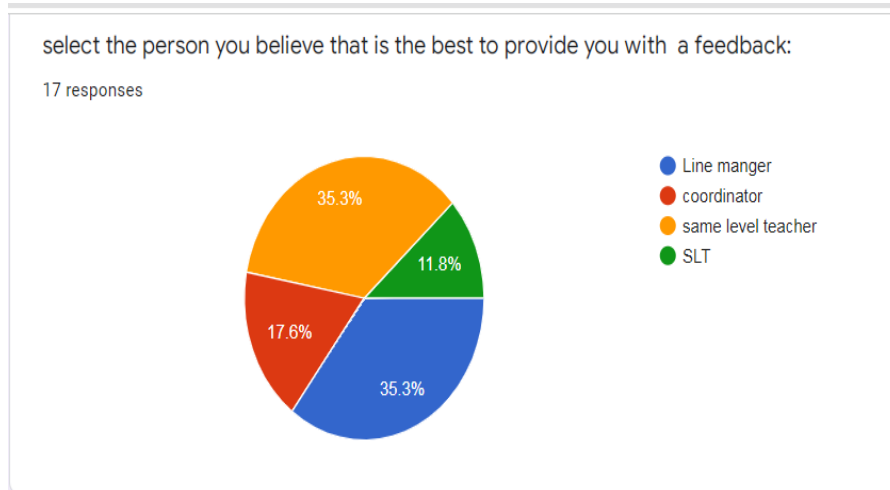
- Disagree
- Neutral
- Agree

52.9%
23.5%
23.5%
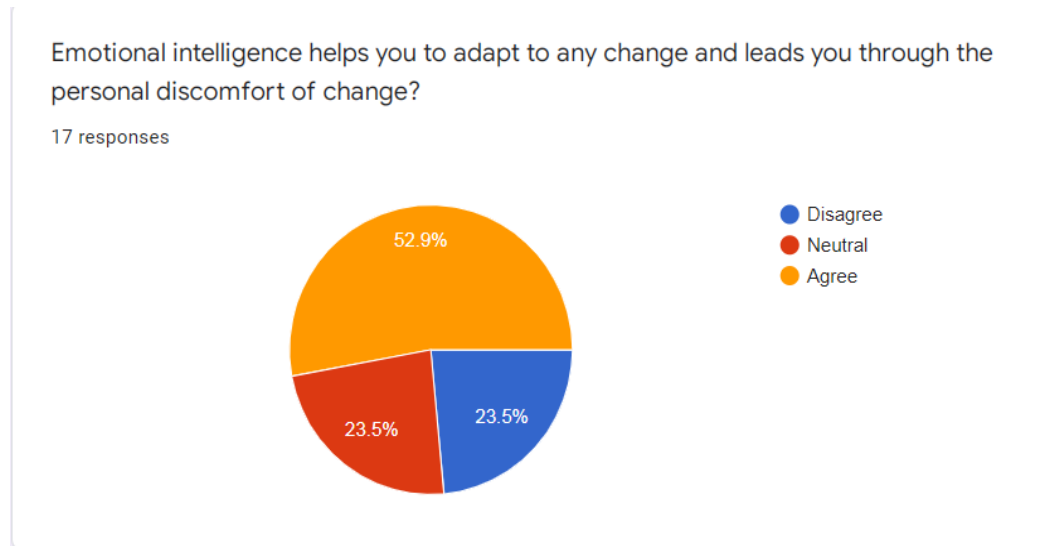
Looking into the pie chart we can find that 70.6% of the people agrees that the emotional intelligence helps in finding innovative solutions, identify key issues, simplify problems and find a way through unclear situations on the other hand 17.8% were not sure and responded maybe. Finally, 11.8% did not agree on that.

Does the emotional intelligence helps you in finding innovative solutions, identify key issues, simplify problems and find a way through unclear situations?

17 responses

- Yes
- No
- Maybe

11.8%
17.6%
70.6%

Category 3 feedbacks:

Do you believe that feedback is a helpful tool in identifying your strengths and weaknesses?

17 responses

- Yes
- No
- Maybe

11.8%

82.4%

1. According to the chart 35.3% of the surveyed people would like to receive a feedback from a same level teacher and the same percent wanted to receive their feedback by their line manager. On the other hand, 17.6% preferred to receive feedbacks from the coordinator. The least chose SLT as a source of feedback.

select the person you believe that is the best to provide you with a feedback:

17 responses

- Line manger
- coordinator
- same level teacher
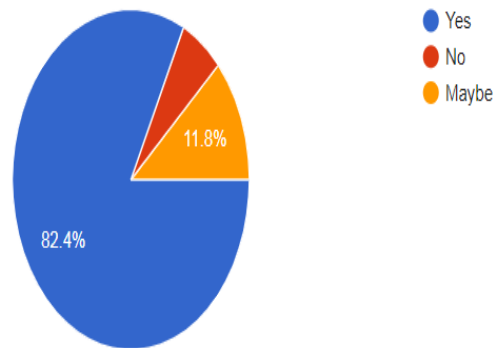- SLT

35.3%

11.8%

17.6%

35.3%

2. 82.4% of the participant believed that that the school should provide training sessions for staff based on the result of the feedback. However, 11.8% responded maybe and 5.9% said no.

Do you believe that the school should provide training sessions for staff based on the result of the feedback?
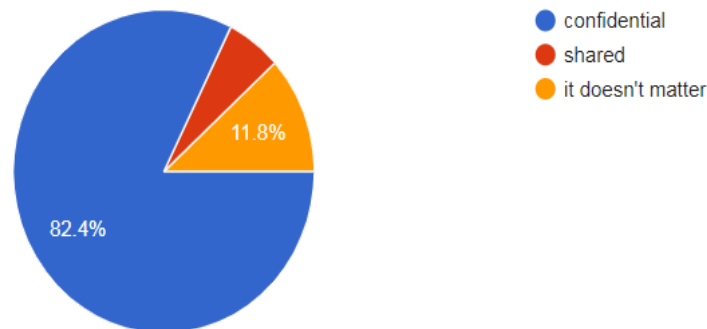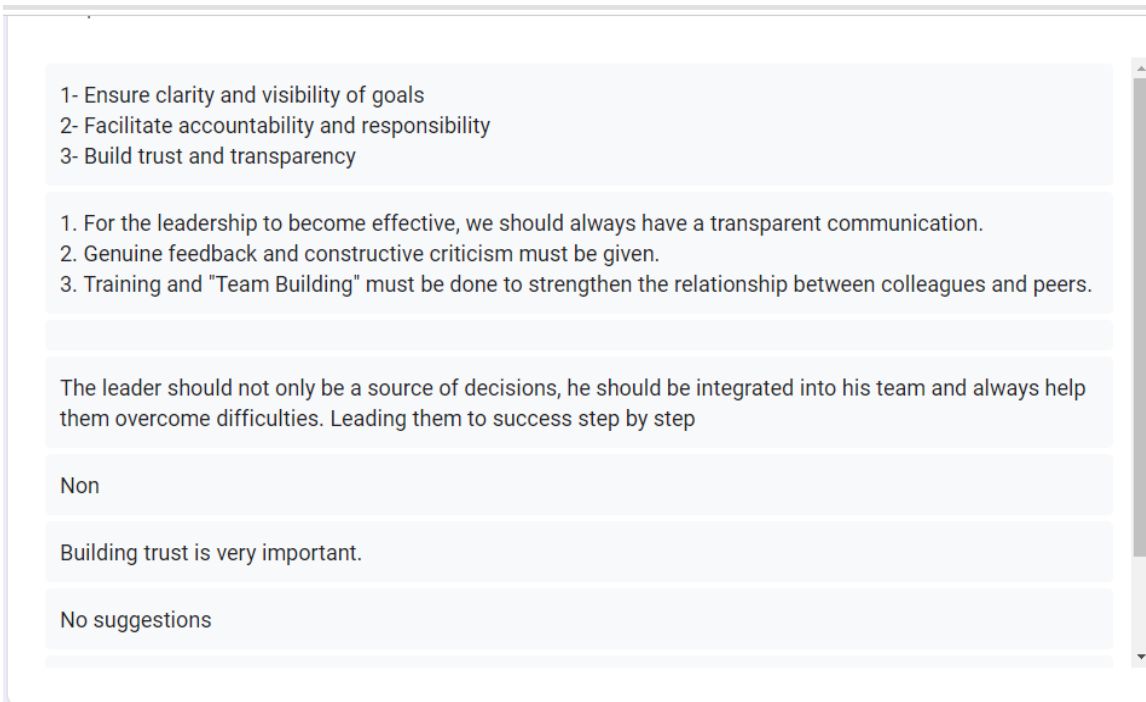
17 responses

- Yes
- No
- Maybe

11.8%

82.4%

3. Looking into the results we find out that 82.4% would like to have the feedback kept confidential while 11.8% sees that it doesn't matter. However, 5.9% believed that it should be shared.

Would you prefer the feedback to be confidential or shared?

17 responses

- confidential
- shared
- it doesn't matter

11.8%

82.4%

Finally, the last question was to list below any suggestions to enhance the effectiveness of leadership. And below are the responses:

1- Ensure clarity and visibility of goals
2- Facilitate accountability and responsibility
3- Build trust and transparency

1. For the leadership to become effective, we should always have a transparent communication.
2. Genuine feedback and constructive criticism must be given.
3. Training and "Team Building" must be done to strengthen the relationship between colleagues and peers.

The leader should not only be a source of decisions, he should be integrated into his team and always help them overcome difficulties. Leading them to success step by step

Non

Building trust is very important.

No suggestions

5. Findings

In this paragraph you will find the detailed finding of each category and the final evaluation of each category:

Category1 was a personal information thus it has no impact on the results.

As for category 2 which is emotional intelligence According to the chart 82.4% of the participant believed that if the school leadership identifies the potential in each individual and the staff as a team, will encourage effective career management and leads to a better delivery of lessons. And 88.2% were positive when we asked the interviewed teachers if they think that realize the importance of aligning school and individual objectives will maximize the benefits for the stakeholders. Moreover 52.9% of the survey taker agreed that Emotional intelligence helps you to adapt to any change and leads you through the personal discomfort of change. In addition, 70.6% of the people agrees that the emotional intelligence helps in finding innovative solutions, identify key issues, simplify problems, and find a way through unclear situations. So, looking to the percentages of effecting we can see that the effect of emotional intelligence on efficiency of management were: 82.4%+ 88.2%+52.9%+70.6%) =100% / 4 = 73.525% according to our criteria there is a moderate impact.

The 35.3% of the surveyed people would like to receive a feedback from a same level teacher and the same percent wanted to receive their feedback by their line manager. And 82.4% of the participant believed that that the school should provide training sessions for staff based on the result of the feedback. Finally, 82.4% would like to have the feedback kept confidential. Thus if we look into the percentages of effecting of the feedback we can see that the effect of feedback on management were: (35.3%+ 82.4%+82.4%) =100% / 3 =66.7% according to our criteria there is a moderate impact.

Following table is the summary of our analysis which defines the category, the percent effected and the evaluation according to the survey results and our criteria

Summarized result table:

Category	Average percent Effected		Criteria
2 emotional intelligences	73.525%		Moderate impact
3feed backs	66.7%		Moderate impact
Average:	(73.525+66.7%)/2= 70.1125%	Overall criteria	Moderate impact

Based on our analysis we found out that our strategies have 70.1125% effect on the efficiency of management so we decided to accept our claim which was in the alternative hypothesis:

Alternative Hypothesis: H1= Applying strategies has positive effect on the efficiency managing teachers in Liwa international school.

6. Conclusion

In conclusion we can say that Liwa international school has managed to stay on top of its competitors for the past 30 years as its administration department are dynamic and is eagerly working on improving their strategies, The school is offering a high standard education by making sure that all students are receiving the information in a way that is

suitable to their abilities. LIS has managed to provide the same quality of teaching even though the entire world were struggling due to the covid-19 pandemic as it was initiative-taking in the e-learning process.

6.1 Recommendations

Liwa international school has built a strong reputation in the past 30 years in Alain. This reputation shall be kept if the school continue to provide high standard education and services, here I will list some recommendations that from my perspective shall help the school in maintain a high reputation and will keep the good well that was built between the school and parents through the past years:

The school need to increase the usage of advanced and modern technologies, which will enable them to improve the teaching process and performance of the teachers this incensement should be a long with running continues training for the teachers on the usage of these technologies.

Work more on the satisfaction of parents as they should require the parents' feedbacks about the school services and what will make them most satisfied on their kids learning experience.

Run more entertainment activities for the students and staff, this will certainly increase the efficiency of both students and teachers and will help in releasing the work pressure that they face during the workdays, in addition this type of activities will strengthen the relationships between the staff and the students eventually will lead to build a stronger team.

References

liwa interantional school. (2019). Retrieved from liwa international school: https://liwaschool.ae/vision-mission/

Smith, M. B. (2003). Leadership in Education (Centre for Educational Leadership & Management). In M. B. Smith, Leadership in Education (Centre for Educational Leadership & Management) (pp. 190-200). SAGE.

Knight, S. (1995) NLP at Work, London: Nicholas Brealey.

Knight, S. (1998) 'NLP for trainers', paper presented at IPD HRD Week conference.

Mahony, T. (1999) Principled Headship: A Guide to the Galaxy, Carmarthen: Crown House.

Alimo-Metcalfe, B. (1998) 'Leadership skills', presentation at the Institute of Personnel and Development Human Resource Development Week, 31 March–2 April.

Bahra, N. (1996) 360 Degree Appraisal: A Best Practice Guide, Hitchin: Technical Communications.

Creissen, T. (1999) 'Follow my leader', Professional Development Today, 2(2) pp. 87–92.