

Unlocking Potential Overcoming Educational Challenges through Leadership in Qatar; A Thematic Analysis-Based Approach

Huda Al-Kubaisi¹, Sayed Shahbal²

Abstract

Background: Qatar's ambitious vision of becoming a knowledge economy necessitates a robust education system. However, persistent challenges such as students' socioeconomic disparities, gender inequality, and language barriers impede educational progress. Addressing these barriers requires effective leadership strategies within the educational administration. Aim: This qualitative study aims to investigate the educational barriers and challenges in Qatar's schools and propose leadership solutions to overcome them. By exploring the perspectives of teachers, it seeks to identify key challenges and inform leadership approaches that enhance the accessibility and quality of education in schools. Method: An inductive thematic analysis approach was employed, involving semi-structured interviews with experienced school teachers (N=10) to achieve the main aim of the study. Data collection and analysis were conducted systematically using qualitative data analysis software to identify emergent themes and provide insights into the challenges of educational administration and potential solutions. Findings and Results: The analysis revealed significant challenges in Qatar's education system, particularly schools, including the impact of students' socioeconomic status, gender inequality, language barriers, and inadequate support for special needs. However, the potential for leadership initiatives to address these challenges and improve educational outcomes was evident. Conclusion: Effective educational leadership in Qatari schools is crucial for overcoming barriers and fostering a conducive learning environment for all students. By implementing targeted interventions, promoting inclusive practices, and collaborating with stakeholders, educational administrators, i.e. school leadership, can drive positive change and unlock the nation's educational potential.

Keywords: *Qatar, education, leadership, barriers, students' socioeconomic disparities, gender inequality, language barriers, special education needs, qualitative analysis.*

Introduction

Education is one of the most significant and fundamental human rights towards the blueprint of any country this small-in-size but ambitious state in the Middle East has over the past three decades has made significant investments in this sector. Qatar's various education systems, therefore, has played a crucial role in supporting the political leadership's vision of transforming the state into a knowledge-based economy hub (Mohamed et al., 2022). For this reason, in the recent years, to meet the call for education, Qatar built some schools and universities – basic and at the tertiary level and embarked on several diverse reform measures to enhance the learning achievement. However, some of the following problems persist and significantly predetermine the formation of high levels of educational potential in Qatar in terms of all students (Al-Kubaisi, 2022).

Alkhateeb et al. (2022) emphasize that the education system faces numbers of challenges and barriers. For example, students' socioeconomic disparities are still relevant, and the research shows that the deterioration of quality impacts 20% of the learners from the moderate-income families and 15% of them (Sellami et al., 2022). Experience a significant disparity in performance compared to peers from wealthy families (Al-Hail et al., 2021). The persistence of gender bias is evident in the perception that female students are negative due to cultural setups (Mustafawi et al., 2022). This is supported by the finding that up to 10% of female students continue to face obstacles in their pursuit of an education that are oriented toward women (James-Hawkins et al., 2021). Additionally, more than 8% of female students report facing barriers related to their education and future career goals (Al-Thani et al., 2023).

¹ Assistant Professor in Education Finance, National Educational Development Center. Email: hudaalkubaisi@yahoo.com. ORCID: 0000-0001-7264-9632

² Lecturer, Department of Applied Psychology, National University of Modern Languages (NUML). Email: syedshahabal@gmail.com. ORCID: 0000-0002-5383-491X

For these students, the situation is made worse by the observation that some of them had language difficulties, and 75% of them stated that translating was challenging because they were accustomed to receiving instruction in Arabic, which interfered with and adversely affected 60% of the students' knowledge (Saliba, 2022). Despite significant educational investments, support for students with special needs (SEN) remains challenging. It is estimated that 5% of school students require specialized support (Romanowski & Qadhi, 2022), though only around 30% of schools are currently equipped to meet these needs (Perpirakis, 2024).

Another challenge, teacher training is insufficient and high turnover rates imply that each one teacher in every twenty is impacted and likely, one in every twenty schools may experience fluctuation in teaching quality (Zguir et al., 2022). Teaching and learning also has challenges and affects one fifth of the curriculum and one quarter of the assess calculation by the mis-standard of the curriculum and local job market demands (Rottleb & Kleibert, 2022). One of the findings as sampled was that there is a difference of school and other structures in both the urban and rural areas of the study area which was evidenced that 10% of school buildings are not proper and 15% does not have modern facilities (Alrasheedi & Almutawa, 2022). Upon analyzing the involvement of most parents and community members in the school, it became apparent that students' needs for assistance are always available in the school, but only (30%) of students who require assistance receive assistance. Most of the remaining students continue to attend school without any assistance (Sellami et al., 2022). Likewise, the policies exist in the school have also laid out ways and means that they can hinder their functioning. Hamwy, et al. (2023) report that (25%) of the policies are culturally-sensitive and affect only (15%) of students and (10%) schools. The motivational engagement issue is also encountered by (20%) of students (Abu-Shawish et al., 2021).

Overall, about (10%) of the students are left with limited opportunities to complete a course and (15%) of the graduates who regard themselves as responsible to the market demands produced by the system of higher education (Tabben et al., 2023). Finally, there exists a significant concern regarding the integration of technology in educational environments. Observations indicate that approximately (20%) of classrooms do not incorporate contemporary teaching technologies; digital divide impacts (15%) of students, depriving them of equitable access to technological devices (Elbanna & Fatima, 2023).

This is to say, these and likely other complex factors appear to have a significant influence on the general improvement of Qatari education, but there should be a collective effort among all stakeholders to address these issues comprehensively and collaboratively (Elbanna et al., 2023). Consequently, educational leadership holds a pivotal role in addressing the previously mentioned obstacles/challenges. Furthermore, it is capable of conducting a comprehensive analysis of other potential educational issues, thereby contributing to the enhancement of the overall educational system (Alqahtani, 2021). Such efforts would lead to reforms in key areas, fostering various methods aimed at improving educational standards and quality. This, in turn, would ensure equitable learning opportunities for all students, regardless of their socioeconomic status or background (Al-Kubaisi, 2022). Currently, as per Qatar's national development strategy, the pathway for Qatar National Vision 2030, adequate emphasis is being given towards the enhancement of educational structures (Johnson et al., 2022). Hence, the elimination of the afore-stated problems could open up good possibilities to the enhancement of the educational system in the country (Romanowski & Karkouti, 2021). Lastly, such challenges must be addressed if the country's educational system for further improvement (Amin & Cochrane, 2023).

The qualitative study aims to investigate the educational barriers/ challenges in Qatar's schools and propose leadership solutions to overcome them. By exploring the perspectives of teachers, it seeks to identify key challenges and inform leadership approaches that enhance the accessibility and quality of education in schools. It also focuses on identifying factors as students' social status, gender inequality, language, and lack of support for children with learning disabilities. Further, it highlights the knowledge of these barriers to contribute to leadership approaches that would increase the accessibility and quality of education hence significantly influencing the student learning or achievement. It is our belief that my study adds valuable insights and contributions to the topic. Thus, given the importance of understanding how and to what extent the contextual factors affect the topic, the study addresses the following research question: How can school leadership effectively address barriers related to students' socioeconomic, gender inequality, language

barriers, and inadequate support for special education needs toward achieving quality education in Qatari schools, with a focus on promoting inclusivity and enhancing educational outcomes for all students?

Methodology

Research Design and Sampling

The study employed an inductive thematic analysis approach to explore educational administration-related problems in Qatar. This qualitative method was chosen for its ability to identify and examine themes that emerge directly from the data, providing a rich understanding of the participants' experiences and perceptions. The participants were 10 teachers working in various schools across Qatar, selected for their extensive experience and direct involvement in the educational system. This focus allowed for an in-depth exploration of the specific challenges faced by educational administrators in Qatar.

, involving semi-structured interviews with 10 experienced school teachers to achieve the main aim of the study. Data collection and analysis were conducted systematically using qualitative data analysis software to identify emergent themes and provide insights into the challenges of educational administration and potential solutions.

Data Collection Method

Data were collected using semi-structured interviews. This method was selected due to its flexibility, allowing the researcher to probe deeper into the participants' responses and explore complex issues in detail. The semi-structured format also provided a framework to ensure that key topics were covered while allowing participants to share their experiences freely.

Data Collection

Interview Process

The interview process involved several steps to ensure comprehensive and accurate data collection:

1. **Scheduling Interviews:** Participants were contacted and interview times were scheduled at their convenience to ensure a comfortable setting for open discussion.
2. **Conducting Interviews:** Face-to-face interviews were conducted with each of the 10 participants. This direct interaction helped to build rapport and encouraged participants to share candidly.
3. **Recording Interviews:** Each interview was recorded using high-quality audio equipment to capture the full range of responses. This was crucial for ensuring that no details were missed.
4. **Transcription:** The recorded interviews were transcribed verbatim. Transcriptions were reviewed multiple times to ensure accuracy and completeness. This step was essential for the subsequent data analysis.

Questionnaire

An 8-item questionnaire was developed to guide the interviews, focusing on key issues related to educational administration. The questions were designed to elicit detailed responses and insights into the participants' experiences and perceptions.

Questionnaire Items:

1. How does the students' socioeconomic status influence their educational opportunities and outcomes from an administrative perspective?

2. What administrative challenges exist in addressing gender inequality in education, and how do these challenges affect female students?
3. Can you describe any administrative difficulties in managing language barriers between Arabic and English in the educational system?
4. What are the administrative challenges in providing support for students with special education needs, and how effective are the current support mechanisms?
5. How would you evaluate the administration's role in ensuring the quality of teacher training in Qatar, and what factors impact teaching performance?
6. From an administrative viewpoint, have you noticed any discrepancies between the curriculum as presented in textbooks and the skills required in the market? If so, can you elaborate?
7. In what ways do administrative decisions regarding infrastructural development (or lack thereof) in schools affect the learning environment and student outcomes?
8. How important is the involvement of parents and the community in the education of students from an administrative perspective, and what forms does this involvement take?

Data Analysis

Coding Process

The data analysis followed a systematic coding process to ensure a thorough examination of the data:

1. **Initial Coding:** The first step involved identifying simple notions and concepts from the responses. Each transcript was carefully reviewed to highlight significant statements and ideas that related to educational administration problems.
2. **Axial Coding:** In this step, the initial codes were grouped into broader themes related to educational administration. This involved examining the relationships between codes and organizing them into coherent categories.
3. **Selective Coding:** The final step involved refining and finalizing the themes that best represented the dominant modes of thinking among the participants. This step ensured that the themes were accurate and comprehensive representations of the data.

Software

Qualitative data analysis software, such as NVivo, was used to manage and analyze the data. This software facilitated the organization of codes and themes, making it easier to track patterns and relationships within the data. NVivo also allowed for efficient handling of large amounts of text, ensuring a rigorous and systematic analysis process.

Data Analysis Process

The coding process can be summarized in the following table:

Table 1. *Coding Steps*

<i>Coding Step</i>	<i>Description</i>
Initial Coding	Identification of simple notions and concepts from the interview responses.
Axial Coding	Grouping initial codes into broader themes related to educational administration.

Selective Coding	Refining and finalizing themes to represent the dominant modes of thinking.
Software Utilization	Using NVivo to manage and analyze data, facilitating the organization of codes and themes.

Demographic Information of Participants

The study included 10 teachers from various educational institutions in Qatar. All participants were aged 30 and above, providing a wealth of experience and insights into the challenges of educational administration. The demographic information of the participants is detailed in the following table:

Table 2. *Demographical Information of Study Participants (N=10)*

<i>Participant</i>	<i>Age</i>	<i>Gender</i>	<i>Position</i>	<i>Institution Type</i>
Participant 1	35	Male	Secondary School Teacher	Public School
Participant 2	42	Female	Primary School Teacher	Private School
Participant 3	38	Male	Secondary School Teacher	Public College
Participant 4	45	Female	Secondary School Teacher	Private School
Participant 5	33	Male	Primary School Teacher	Public School
Participant 6	50	Female	Secondary School Teacher	Private College
Participant 7	37	Male	Secondary School Teacher	Public School
Participant 8	38	Male	Secondary School Teacher	Public College
Participant 9	44	Female	Secondary School Teacher	Private School
Participant 10	31	Male	Secondary School Teacher	Public College

These participants provided a diverse range of perspectives, contributing to a comprehensive understanding of the educational administration issues in Qatar. Whereas for more details and understanding, in below Figure 1, graphical representation of study participants is also given.

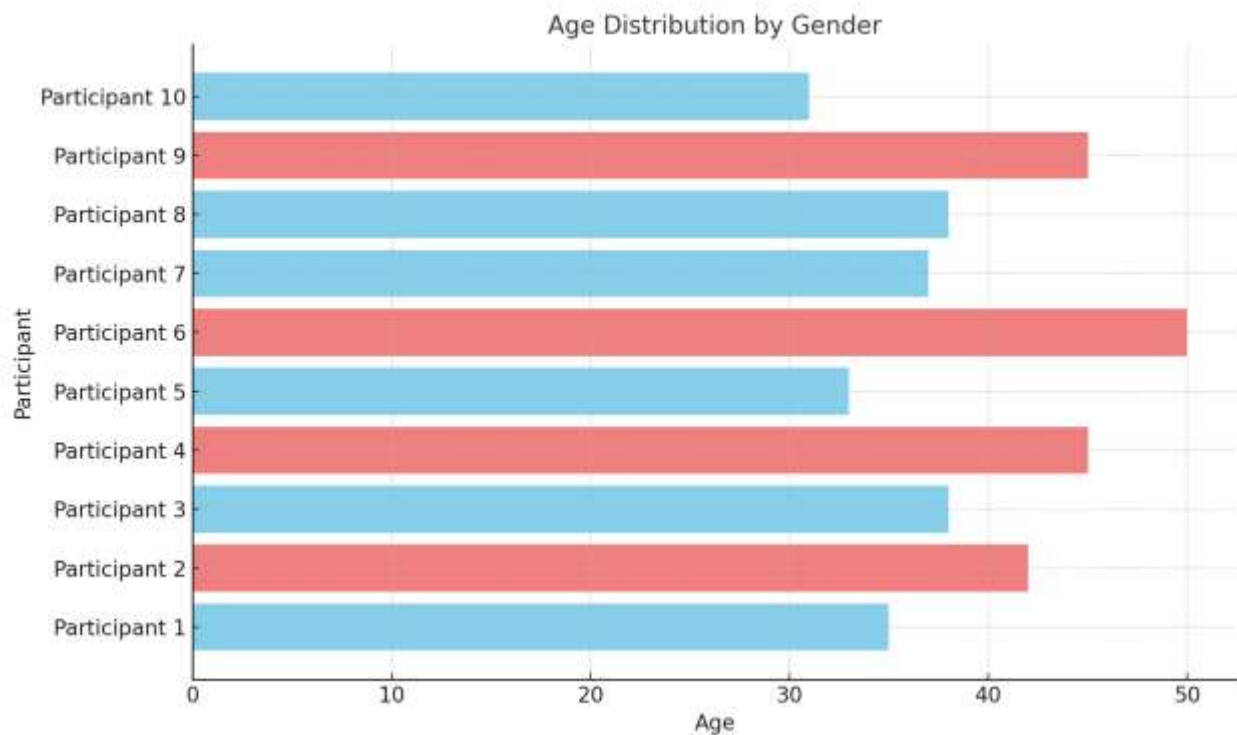


Figure 1

Emergent Themes

The analysis of the interview data led to the identification of several key themes related to educational administration problems in Qatar. These themes provide a comprehensive understanding of the challenges faced by educational administrators and offer insights into potential solutions. Below are detailed explanations of each theme, along with examples of participant quotes that illustrate these themes:

1. Students' socioeconomic status

Description: This theme explores how the socioeconomic status of students influences their educational opportunities and outcomes. Participants highlighted the disparities in resources and support available to students from different socioeconomic backgrounds.

2. Student gender inequality

Description: This theme addresses the administrative challenges in tackling gender inequality in education. Participants discussed the barriers that female students face, including stereotypes and limited opportunities.

3. Language barriers effects

Description: This theme examines the administrative difficulties in managing language barriers between Arabic and English in the educational system. Participants highlighted the impact of these barriers on students' learning experiences.

4. Support for special education needs

Description: This theme focuses on the administrative challenges in providing adequate support for students with special education needs. Participants discussed the effectiveness of current support mechanisms and areas for improvement.

5. Teacher training quality

Description: This theme addresses the role of administration in ensuring the quality of teacher training. Participants highlighted the factors impacting teaching performance, including the adequacy of training programs and administrative support.

6. Curriculum alignment discrepancies

Description: This theme explores the discrepancies between the curriculum as presented in textbooks and the skills required in the market. Participants discussed how these discrepancies affect students' preparedness for the workforce.

7. Infrastructure disparities

Description: This theme examines how administrative decisions regarding infrastructural development in schools affect the learning environment and student outcomes. Participants highlighted the importance of adequate infrastructure in supporting educational success.

8. Parental and community involvement

Description: This theme focuses on the importance of parental and community involvement in education from an administrative perspective. Participants discussed the various forms of involvement and their impact on student success.

Here is the merged table combining all the emergent themes along with their descriptions and examples of participant quotes:

Table 3. *Details of Emerged Themes (N=7)*

<i>Theme</i>	<i>Description</i>	<i>Examples of Participant Quotes</i>
Socioeconomic Status Impact	Influence of students' socioeconomic status on educational opportunities and outcomes.	"Students from wealthier families have access to better educational resources and extracurricular activities, which significantly enhance their learning experiences." (Participant 1)
		"There is a noticeable gap in academic performance between students from affluent backgrounds and those from lower-income families, primarily due to the lack of additional support and resources." (Participant 5)
Gender Inequality Challenges	Administrative challenges in addressing gender inequality in education.	"Female students often face societal stereotypes that discourage them from pursuing certain fields of study, which limits their educational and career prospects." (Participant 2, 9)
		"There are still significant administrative hurdles in providing equal opportunities for female students, particularly in terms of extracurricular activities and leadership roles." (Participant 4)
Language Barriers Effects	Administrative difficulties in managing language barriers between Arabic and English.	"Students who are not proficient in English struggle significantly in subjects that are taught in English, which affects their overall academic performance." (Participant 3, 8)
		"There is a need for more effective language support programs to help students transition smoothly between Arabic and English instruction." (Participant 6)
Support for Special Education Needs	Administrative challenges in providing support for students with special education needs.	"There are significant gaps in the support provided to students with special needs, which hinders their academic and social development." (Participant 4)
		"Administrative efforts to integrate special needs students into mainstream classrooms are often inadequate due to a lack of trained staff and resources." (Participant 5)
Teacher Training Quality	Role of administration in ensuring the quality of teacher training.	"Effective teacher training is crucial for improving educational outcomes, but many teachers feel that current training programs do not adequately prepare them for the challenges they face in the classroom." (Participant 1, 9)
		"There is a need for ongoing professional development and administrative support to help teachers adapt to new teaching methods and technologies." (Participant 7)
Curriculum Alignment Discrepancies	Discrepancies between the curriculum and the skills required in the market.	"The current curriculum does not always align with the skills needed in the job market, which leaves students unprepared for their careers after graduation." (Participant 3, 10)
		"There is a need for curriculum reform to ensure that educational content is relevant and meets the demands of the evolving job market." (Participant 6)
Infrastructure Disparities Impact	Impact of infrastructural development on the learning environment and student outcomes.	"Schools with better infrastructure provide a more conducive learning environment, which positively impacts student engagement and achievement." (Participant 2)
		"There are significant disparities in the quality of school infrastructure, and this inequality affects students' access to educational opportunities." (Participant 5)
Parental and Community Involvement Role	Importance of parental and community involvement in education from an	"Parental involvement is crucial for student success, and schools need to actively engage parents in the educational process." (Participant 1, 8)
		"Community support plays a significant role in enhancing educational outcomes, and schools should foster strong

	administrative perspective.	partnerships with local organizations and stakeholders." (Participant 7, 9)
--	-----------------------------	---

This consolidated table presents a comprehensive overview of the emergent themes, their descriptions, and illustrative quotes from participants, providing valuable insights into the educational administration challenges in Qatar.

Whereas for more details and understanding, in below Figure 2, graphical representation of study participants is also given.

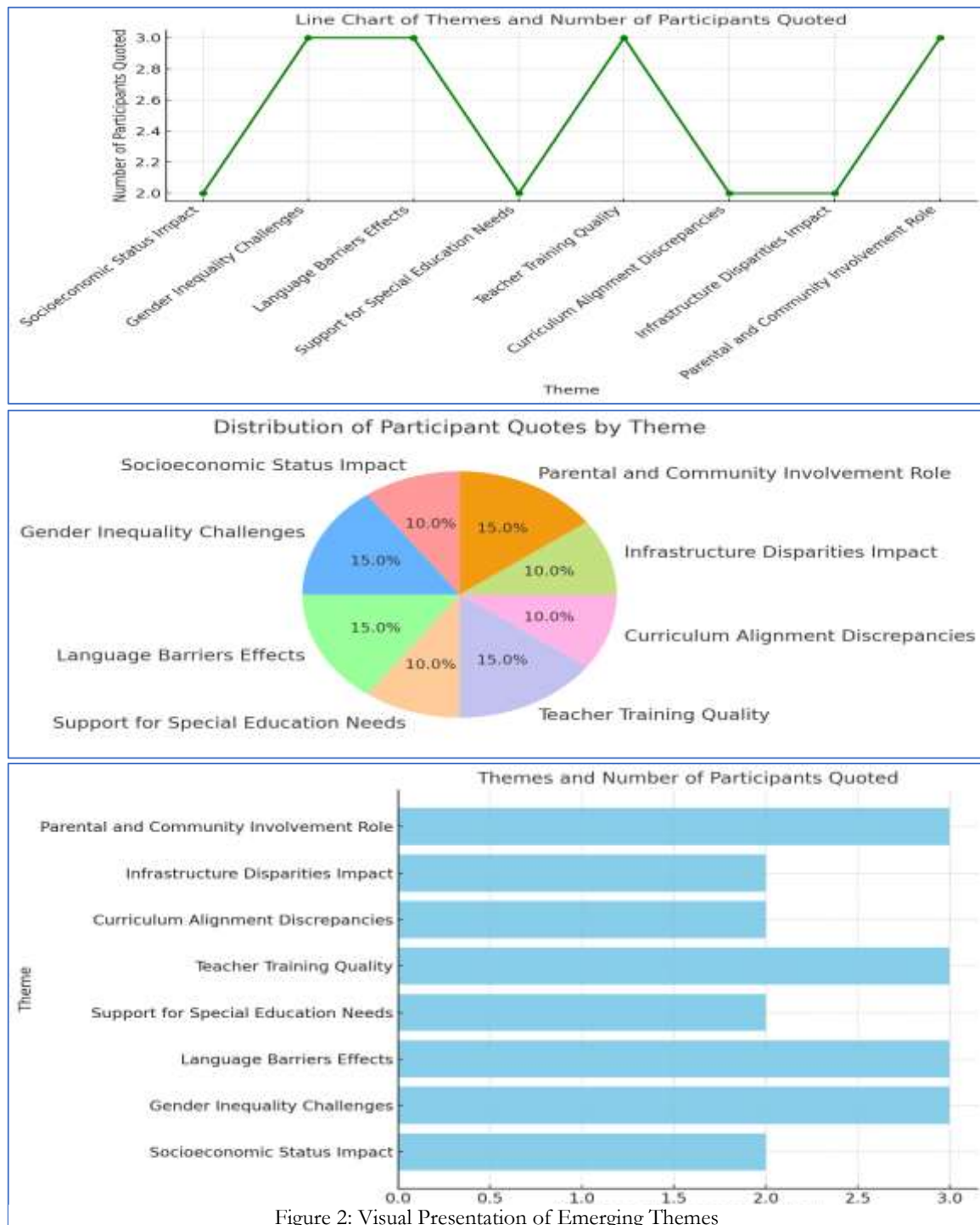


Figure 2: Visual Presentation of Emerging Themes

Discussion

Interpretation of Findings

The analysis of the responses from the 10 teachers working in Qatar's schools has provided significant insights into the educational administration barriers. The emergent themes highlight critical issues and their impact on the educational system in Qatar.

Students' socioeconomic status impact: The socioeconomic status of students has a significant impact on their educational opportunities and outcomes. Research indicates that students from wealthier families tend to have access to better resources, including high-quality schools, tutors, and extracurricular activities (Al-Ramahi & Souki, 2018). In Qatar, this translates to disparities in access to educational resources, which can perpetuate inequalities in academic achievement. Addressing these disparities requires targeted interventions, such as financial aid programs and access to educational resources, to level the playing field for all students. (Al-Kubaisi, Shahbal & Khan, 2020)

Gender Inequality Challenges: Gender disparities persist within Qatar's educational system, affecting access to educational opportunities and outcomes. Female students often face societal stereotypes and limited opportunities, particularly in pursuing certain fields of study or leadership roles (Kilani et al., 2019). Despite progress in promoting gender equality, administrative hurdles and cultural norms continue to impede female students' educational advancement. To address these challenges, comprehensive strategies are needed to challenge biases, promote inclusivity, and provide equal opportunities for all students, regardless of gender. (Sellami, 2019).

Language Barriers Effects: Qatar's multicultural environment presents challenges related to language barriers, particularly for students transitioning between Arabic and English instruction. Research indicates that students who are not proficient in English may struggle in subjects taught in this language, affecting their overall academic performance (Ali et al., 2022). Effective language support programs and bilingual education initiatives are essential to bridge this gap and ensure that all students can succeed in a multilingual educational setting.

Support for Special Education Needs: Providing adequate support for students with special education needs is a crucial aspect of inclusive education. However, administrative challenges, such as insufficient resources and training for teachers, can hinder the effective implementation of support services (Erdem & Kaya, 2020). It is essential to invest in specialized training for teachers and allocate sufficient resources to ensure that students with special needs receive the support they require to thrive academically and socially.

Teacher Training Quality: The quality of teacher training plays a pivotal role in educational outcomes. Effective teacher training programs equip teachers with the necessary skills and knowledge to meet the diverse needs of students in the classroom (Mohamed et al., 2022). However, inadequate training and professional development opportunities can undermine teaching effectiveness and student learning outcomes. Investing in ongoing professional development and administrative support for teachers is crucial to enhance teaching quality and ultimately improve student achievement.

Curriculum Alignment Discrepancies: Discrepancies between the curriculum and the skills required in the job market can leave students ill-prepared for their future careers. Research indicates that educational content often fails to align with the demands of the evolving job market, resulting in a mismatch between graduates' skills and employer expectations (Mohamed et al., 2022). Curriculum reform is necessary to ensure that educational content remains relevant and equips students with the skills needed for success in the workforce.

Infrastructure Disparities Impact: Disparities in school infrastructure can significantly impact the learning environment and student outcomes. Schools with better infrastructure provide a more conducive learning environment, which positively influences student engagement and achievement (Kilani et al., 2019). However, significant disparities exist in the quality of school infrastructure, with some schools lacking essential facilities and resources. Addressing infrastructure disparities requires investment in school infrastructure upgrades and equitable distribution of resources to ensure that all students have access to high-quality learning environments.

Parental and Community Involvement Role: The involvement of parents and the community plays a crucial role in supporting student success. Research suggests that active parental involvement positively impacts student achievement and behavior (Erdem & Kaya, 2020). Similarly, community support enhances educational outcomes by providing students with additional resources and opportunities for enrichment.

Strengthening partnerships between schools, parents, and the community is essential to create a supportive ecosystem that fosters student success and well-being (Sellami, 2019).

Comparison with Existing Literature

The identified themes align with existing literature on educational administration and leadership in Qatar. Several studies have documented the impact of socioeconomic status, gender inequality, and language barriers on educational outcomes in the region. The findings of this study corroborate and extend existing knowledge by providing insights from the perspectives of teachers actively engaged in Qatar's educational system.

Implications for Practice

The findings have several implications for practice in educational administration in Qatar. Addressing socioeconomic disparities requires targeted interventions, such as financial aid programs and access to educational resources, to level the playing field for all students. Efforts to promote gender equality should focus on implementing inclusive policies and providing support for female students to excel academically and assume leadership roles. Moreover, investing in language support programs and bilingual education initiatives is essential to ensure that all students have equal opportunities to succeed in a multilingual environment.

Recommendations for Policymakers and Educational Administrators

Based on the study's findings, policymakers and educational administrators in Qatar should prioritize the following recommendations:

1. Develop and implement targeted interventions to address socioeconomic disparities and ensure equitable access to educational opportunities.
2. Promote gender equality in education through the implementation of inclusive policies and support programs for female students.
3. Invest in language support programs and bilingual education initiatives to facilitate student learning and academic achievement.
4. Enhance parental and community involvement in education to support student success and foster stronger partnerships between schools and communities.
5. Provide ongoing professional development and administrative support for teachers to improve teaching effectiveness and student outcomes.

Strategies for Overcoming Educational Administration Barriers through Leadership Initiatives

To overcome educational administration barriers in Qatar, leadership initiatives should focus on:

1. Advocating for policy changes to address socioeconomic disparities and promote equity in education.
2. Empowering female leaders in education to drive initiatives aimed at promoting gender equality and inclusive practices.
3. Implementing evidence-based practices and innovative strategies to support students with language barriers and diverse learning needs.

4. Collaborating with stakeholders, including parents, communities, and policymakers, to develop comprehensive solutions and ensure their effective implementation.
5. Providing leadership training and professional development opportunities for educational administrators to enhance their capacity to lead change and drive improvement efforts.

By implementing these strategies and recommendations, educational administrators in Qatar can work towards creating a more equitable, inclusive, and effective educational system that meets the needs of all students.

Limitations

Despite the strengths and many positive outcomes, this study still has some shortcomings. Such as the sample size of 10 teachers may not fully represent the diversity of perspectives within Qatar's educational landscape. Additionally, the focus on teachers' perspectives may overlook insights from other stakeholders, such as students, parents, and policymakers, which could provide a more comprehensive understanding of educational administration barriers. Furthermore, the study's reliance on self-reported data from interviews may introduce bias or inaccuracies in the findings. Despite these limitations, the study offers valuable insights into the challenges facing educational administration in Qatar and lays the groundwork for future research and policy initiatives in this area.

Conclusion

This study presents a comprehensive analysis of the challenges within Qatar's educational system and proposes strategic solutions through effective leadership. By addressing issues such as socioeconomic disparities, gender inequality, language barriers, and inadequate support for special education needs, educational leaders can pave the way for a more inclusive and equitable learning environment. The study underscores the importance of collaborative efforts among stakeholders to drive positive change and ensure access to quality education for all students. Through targeted interventions and policy reforms, Qatar can unlock its educational potential and pave the path towards a knowledge-driven economy.

Conflict of Interest: Authors have no conflict of interest.

References

- Abu-Shawish, R., Cherif, M. E., & Romanowski, M. (2021). Teachers' Experiences and Challenges with Student Diversity in Qatar's Government Schools. *The International Journal of Diverse Identities*, 21(1), 13.
- Al-Hail, M. A., Al-Fagih, L., & Koç, M. (2021). Partnering for sustainability: Parent-teacher-school (PTS) interactions in the Qatar education system. *Sustainability*, 13(12), 6639.
- Ali, J., Alsakhe, H., Ibrahim, I., Khattab, N., Madeeha, M., & Shouia, M. (2022). Accounting for educational expectations and achievement among native and migrant students in Qatar. *International Studies in Sociology of Education*, 1-20.
- Alkhateeb, H., Romanowski, M. H., Sellami, A., Abu-Tineh, A. M., & Chaaban, Y. (2022). Challenges facing teacher education in Qatar: Q methodology research. *Heliyon*, 8(7).
- Al-Kubaisi, H., Shahbal, S., & Khan, A. (2022). Educational Institutional Management: Pedagogical and Distributed Leadership-a Competencies Based Learning Model. *The Seybold Report*, 17 (10), 1601–1622.
- Alqahtani, T. H. (2021). Women's leadership in higher education in the Kingdom of Saudi Arabia. *Journal of Entrepreneurship & Organization Management*, 10(1), 1-5.
- Alrasheedi, G., & Almutawa, F. (2022). The nature of school-based management in independent schools in the State of Qatar: An analytical study. *Journal of School Choice*, 16(2), 235-257.
- Al-Thani, H., Chaaban, Y., & Du, X. (2023). Factors influencing discipline-specific facilitators' roles in a multi-tiered professional learning programme in higher education. *Research in Post-Compulsory Education*, 28(3), 530-549.
- Al-Thani, W. A., Ari, I., & Koç, M. (2021). Education as a critical factor of sustainability: Case study in Qatar from the teachers' development perspective. *Sustainability*, 13(20), 11525.
- Amin, H., & Cochrane, L. (2023). The development of the education system in Qatar: assessing the intended and unintended impacts of privatization policy shifts. *British Journal of Middle Eastern Studies*, 1-21.
- Elbanna, S., & Fatima, T. (2023). Quantifying people in the GCC region: the uses, challenges, and efficacy of the quota system policy. *Human Resource Development International*, 26(3), 292-316.

- Elbanna, S., Obeidat, S. M., Younis, H., & Elsharnouby, T. H. (2023). Development of Gulf Cooperation Council human resources: an evidence-based review of workforce nationalization. *Employee Relations: The International Journal*, 45(5), 1129-1160.
- Erdem, C., & Kaya, M. (2020). A Meta-Analysis of the Effect of Parental Involvement on Students' Academic Achievement. *Journal of Learning for Development*, 7(3), 367-383.
- Hamwy, N., Bruder, J., Sellami, A., & Romanowski, M. H. (2023). Challenges to Teachers Implementing Sustainable Development Goals Frameworks in Qatar. *Sustainability*, 15(15), 11479.
- Al-Kubaisi, H. (2022). Centralize or Decentralize?-The Question Currently Facing Schools in Qatar. *International Journal of Learning, Teaching and Educational Research*, 21(2), 397-418.
- James-Hawkins, L., Al-Attar, G., & Yount, K. M. (2021). Young adult women's aspirations for education and career in Qatar: Active resistance to gendered power. *Sex Roles*, 85(5), 271-286.
- Johnson, C., Gitay, R., Abdel-Salam, A. S. G., BenSaid, A., Ismail, R., Al-Tameemi, R. A. N., ... & Al Hazaa, K. (2022). Student support in higher education: campus service utilization, impact, and challenges. *Heliyon*, 8(12).
- Kilani, A., Al-Qteishat, A., Al-Zubaidi, A., & Sawalha, O. (2019). The Perceived Leadership Challenges in Education In Qatar And Its Management Techniques. In *ICERI2019 Proceedings* (pp. 11512-11512). IATED.
- Lari, N., & Al-Emadi, N. (2022). Measuring parental involvement in dual-earner qatari families. *Journal of Child and Family Studies*, 31(11), 2997-3008.
- Mohamed, B. H., Disli, M., Al-Sada, M. B. S., & Koç, M. (2022). Investigation on human development needs, challenges, and drivers for transition to sustainable development: The case of Qatar. *Sustainability*, 14(6), 3705.
- Mohamed, B. H., Disli, M., Al-Sada, M. B. S., & Koç, M. (2022). Investigation on human development needs, challenges, and drivers for transition to sustainable development: The case of Qatar. *Sustainability*, 14(6), 3705.
- Mustafawi, E., Shaaban, K., Khwaileh, T., & Ata, K. (2022). Perceptions and attitudes of Qatar University students regarding the utility of arabic and english in communication and education in Qatar. *Language Policy*, 21(1), 75-119.
- Perpirakis, K. M. (2024). *Energy transition and its impact on Middle East countries* (Master's thesis, Πανεπιστήμιο Πειραιώς).
- Romanowski, M. H., & Karkouti, I. M. (2021). Transporting Problem-Based Learning to the Gulf Cooperation Council Countries (GCC): Using Cultural Scripts to Analyze Cultural Complexities. *Interdisciplinary Journal of Problem-Based Learning*, 15(1), n1.
- Romanowski, M. H., & Qadhi, S. M. (2022). Teach for Qatar: Teachers' challenges and resources in Qatar's government schools. *Sage Open*, 12(2), 21582440221099523.
- Rottlieb, T., & Kleibert, J. M. (2022). Circulation and containment in the knowledge-based economy: Transnational education zones in Dubai and Qatar. *Environment and Planning A: Economy and Space*, 54(5), 930-948.
- Saliba, R. (2022). *Faculty Attitudes, Preparedness, and Response to Adopting Technology-Enhanced Learning in Troubled Times: A Case Study of Education City's Higher Education Institutions in Qatar*. Lancaster University (United Kingdom).
- Sellami, A. L. (2019). Parental Influence on Student Educational Expectations: Results from the 2012 Qatar Education Study. *International Journal of Higher Education*, 8(4), 189-201.
- Sellami, A., Ammar, M., & Ahmad, Z. (2022). Exploring teachers' perceptions of the barriers to teaching STEM in high schools in Qatar. *Sustainability*, 14(22), 15192.
- Sellami, A., Arar, K., & Sawalhi, R. (2022). *Higher education and scientific research in the Arabian Gulf states: Opportunities, aspirations, and challenges*. Routledge.
- Sellami, A., Romanowski, M., Abu-Shawish, R., Bader, L., & Al Qassass, H. (2022). Predictors of Parental Involvement in Their Child's Education in Qatar. *The International Journal of Early Childhood Learning*, 29(2), 25.
- Tabben, M., Verhagen, E., Warsen, M., Chaabane, M., Schumacher, Y., Alkhelaifi, K., ... & Bolling, C. (2023). Obstacles and opportunities for injury prevention in professional football in Qatar: exploring the implementation reality. *BMJ Open Sport & Exercise Medicine*, 9(1), e001370.
- Zguir, M. F., Dubis, S., & Koç, M. (2022). Integrating sustainability into curricula: Teachers' perceptions, preparation and practice in Qatar. *Journal of Cleaner Production*, 371, 133167.

Annexure-I**8-Item Based Questionnaire**

1. **Socioeconomic Status Impact:** How does the socioeconomic status of students influence their educational opportunities and outcomes from an administrative perspective?
2. **Gender Inequality Challenges:** What administrative challenges exist in addressing gender inequality in education, and how do these challenges affect female students?
3. **Language Barriers Effects:** Can you describe any administrative difficulties in managing language barriers between Arabic and English in the educational system?
4. **Support for Special Education Needs:** What are the administrative challenges in providing support for students with special education needs, and how effective are the current support mechanisms?
5. **Teacher Training Quality:** How would you evaluate the administration's role in ensuring the quality of teacher training in Qatar, and what factors impact teaching performance?
6. **Curriculum Alignment Discrepancies:** From an administrative viewpoint, have you noticed any discrepancies between the curriculum as presented in textbooks and the skills required in the market? If so, can you elaborate?
7. **Infrastructure Disparities Impact:** In what ways do administrative decisions regarding infrastructural development (or lack thereof) in schools affect the learning environment and student outcomes?
8. **Parental and Community Involvement Role:** How important is the involvement of parents and the community in the education of students from an administrative perspective, and what forms does this involvement take?