

Teachers' perceptions of the barriers to effective teaching in Qatar's government schools.

Dr.Reem Abu-Shawish

Qatar University

Abstract

This study sought to identify the barriers to effective teaching from the perspective of teachers in Qatar's government schools. This study used survey questionnaire data from the Qatar Education Study 2018, a nationally representative sample of 424 school teachers to determine what they consider the top barriers facing them as they work to provide effective instruction. Drawing on insights from Bronfenbrenner's (1974) ecological systems theory (EST), the current study seeks to understand how EST's five different systems influence effective teaching in the context of Qatar. Based on Stata 16 data analyses, percentages and mean ratings were used to identify salient barriers to effective teaching. Results indicated that student-related barriers, such as motivation, differing student abilities, and school-related barriers including teachers' workload influence effective instruction. A discussion of pertinent results is offered and relevant recommendations for policy-making intervention and calls for future study and research are provided.

Keywords: teaching effectiveness, barriers, Qatar,