

The Impact of the Positive Reinforcement Process and Participatory Leadership Style on Teacher Productivity in Qatari Schools

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To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v11-i2/14135>

DOI:10.6007/IJARPED/v11-i2/14135

Published Online: 19 June 2022

Abstract

The world of direct education is characterized by being a highly complex and competitive environment, and the role of teachers with potential that qualifies them for better productivity in the future should not be neglected. Therefore, the highest level of productivity can be reached by strengthening these competencies and enhancing and developing these teachers' unique characteristics and experiences. This research used a mix of quantitative and qualitative descriptions to collect and analyze data as it exists in the field of the research subject without manipulating any variables. This research used qualitative description to describe the experiences and beliefs of individuals, while quantitative report describes their characteristics. The results confirmed that most teachers need to express their opinion about the management of the educational process within the scope of the positive reinforcement method, and teacher appreciation and motivation are the best means and most important applications of participatory leadership to increase teacher productivity. Participatory leadership in Arab and Qatari schools requires a lot of serious research that highlights the importance of this leadership style in Arab schools.

Keywords: Positive Reinforcement, Participatory Leadership, Teacher Productivity, Qatari Schools.

Introduction

The success of any educational institution depends mainly on the effectiveness, efficiency, and contribution of teachers and on building links between individual and educational goals. Also, academic challenges and problems can be resolved through the collaborative efforts of management and teachers. Teacher participation is the key to educational growth in educational development as the primary orientation in academic development is to strengthen the capacity to solve education problems in schools. Further,

the easy production of work at different educational levels depends on specific values such as openness and trust between management and teachers, professional activity, independence, and authenticity (Pont & Nusche, 2008). Authenticity means trust between the manager and teachers and the manager's capacity and confidence to share the ideas of his subordinates. Also, it depends on the teachers' strength to take the initiative without fear of exhaustion or negative reinforcements. According to this concept, teachers are the central entity in educational development (Metwally et al., 2019).

For that, the proactive change can be brought about within the school by the dynamic individuals who are the method for change (Beycioglu & Kondakci, 2020). Teachers must integrate their goals with educational goals, as the effectiveness of teachers depends mainly on their skills and experience, and the efficiency factor depends on the quality of the work environment provided by schools' managers (Day, 2020). Factors affecting teachers' productivity include the schoolwork environment, the suitability of tasks to teachers' skills, interactions with colleagues and superiors, and the degree of motivational rewards (1983, Sylos-Labini). Motivation is the stimulus that motivates teachers to participate efficiently (Peters, 2015). It is believed that financial incentive is the primary driver of teachers toward active participation and thus high productivity. Still, teachers do not rate "salaries" as the first factor in determining whether or not they like their work (MCCLYMONT, 2020).

However, the most important for teachers is to empower them, take their ideas seriously, and help them implement them. Empowering teachers gives a sense of belonging in the school, leading to a high degree of commitment (Teacher policy, 2021). Where teacher participation is achieved at each level of the hierarchy in matters relating to the general welfare of teachers through participatory leadership. So, what is participatory leadership? Participatory leadership can also be called democratic leadership style; it is a leadership method that depends on the participation of all team members in terms of setting essential goals, developing strategies and actions that help in achieving the determined goals, and then making plans to implement the agreed decisions (2020, Morris & others). Contemporary, some universities have used neuroimaging and physiological tools to study the education process and the student responses to the educational process (Alsharif et al., 2021b, 2021e, 2021g, 2022, 2022).

The exact status applies to schoolteachers in Qatar, where they aspire to have an appropriate work environment based on positive reinforcement and participatory leadership to improve educational productivity in schools. Moreover, many previous studies related to the role of positive reinforcement and the impact of participatory leadership in enhancing the productivity of teachers indicated that the participatory leadership style between managers and teachers contributes to positively improving the capabilities of teachers and granting them authority that positively affects productivity. Furthermore, participatory leadership contributes to achieving the desired educational development in Qatari schools by enhancing teachers' ability to solve problems; because they consider themselves an integral part of the school through the essential role in the management's participation in decision-making, then they will have a good relationship with management.

Therefore, teachers will be significantly incentivized to work with perfection and high productivity. They are participants in decision-making, so they consider themselves an entity, not only a means of educating students. Hence, the researcher in this research paper aims to promote the idea of using the participatory leadership style, including positive reinforcement, because of their positive effects on enhancing the capabilities of schoolteachers in the State

of Qatar, enhancing their productivity, enriching their ability to solve problems inside the school, and improving the relationship between managers and teachers.

Study Problem

It is well known that the leadership styles used in schools differ between managers and teachers, and each has a variety of negative or positive impacts on teachers. Leadership styles in the schoolwork environment are crucial in controlling the productivity level of teachers inside the school. Positive reinforcement and participatory leadership are among the essential methods in schools between managers and teachers to obtain better education and higher productivity. Accordingly, several studies in this field indicated that the productivity of teachers is significantly and directly affected by the process of positive reinforcement and the participatory leadership style, unlike other studies which reported that the teacher's productivity in the school is influenced only by the salary, as the pay is not considered the only influence on the teacher's production, but rather his production is affected by the leadership styles in which managers deal with teachers.

Given the noticeable deficit in previous studies dealing with the relationship between positive reinforcement and participatory leadership on teacher productivity in Qatari schools. The researcher in this paper is mainly directed to study how the productivity of teachers in Qatari schools is influenced by the participatory leadership style, including the process of positive reinforcement when managers adopted it in work in Qatari schools. Therefore, the following questions occurred: What is positive reinforcement? What is its impact on teachers in Qatari schools? How can participatory leadership be employed to improve teacher productivity in Qatari schools?

Literature Review

Practical theories convey a close relationship to the "value" associated with those rewards, as expectancy theory provides the most essential and comprehensive view of business motives (Naasani, 2020). Ambrose and Kollek (1999) argue that thirty years after its founding, there has been a decline in research on expectancy theory, indicating that main concerns about the theory have been examined, and the theory has matured. Also, it has been said that the expectation theory has been used "as a general framework for evaluating, explaining or evaluating teacher behavior" (Soupir-Fremstad, 2013). Contemporary, some universities have used neuroimaging and physiological tools to study the education process and the student responses to the educational process (Alsharif et al., 2021b, 2021e, 2021g, 2022, 2022).

Thus, expectation theory focuses on the two main factors of motivation: direction and intensity. The attractiveness of a possibility is determined by our "expectations" of what will happen if we choose it. So, the more convinced we are that the choice will lead to positive results, the more we are attracted to it. Expectation theory states that we will choose the most attractive possibility when faced with a choice between two or more options. In addition, the more we are attracted to a case, the more we are motivated to pursue it (possibility accompanied by reinforcement). Our tendencies play a role in this process. We are encouraged to strive toward desirable outcomes (e.g., a bonus on salary is a positive reinforcement) and avoid undesirable ones (discipline or reprimands is a negative reinforcement). Further, expectation theory states that we are rational in our decisions about choices, as it sees humans as reasonable. Thus, people evaluate their options from the

principle of "positives and negatives" and then seek to choose the "positives" the most and the "negatives" the least (Organizational Behaviour, 2019).

Reinforcement Theory

Regarding the various issues related to work and teachers, organizations can focus more on playing a positive role in rewards and motivation (positive reinforcement). This also refers to the psychological contract between the teacher and the educational school (Gordan & Amutan, 2014). One of the best ways to motivate a team and achieve excellent results in the workplace is to use positive reinforcement (Rebecca, 2012). When positive reinforcement is operated, the focus is more on what they are doing right than on what people are doing wrong—in other words, focusing more on the positive by rewarding and praising the team every time they do a good job. Hence, there is an atmosphere of healthy growth and competition, so positive reinforcement creates an atmosphere of constant desire for high performance and development among teachers (Lonczak, 2021).

The Theoretical Framework of Positive Reinforcement

Reinforcement principle: This principle refers to an increase in the frequency of a response when certain events immediately follow it. The concept of (reinforcement) or reward is attributed as a stimulus according to Skinner's theory of reinforcement, as he states that positive reinforcement is most effective when it is "direct reinforcement of the desired behavior," "immediate," "assessed," by the individual and "repetitive." Therefore, motivation is classified as one of these positive reinforcements that increase the frequency of the desired behavior (Wick, 2013). Also, through social learning theory: Bandura worked on the foundations of reinforcement theory and suggested that behavior originates from its consequences and includes continuous learning and adaptation to one's environment. Most learning probably occurs indirectly through the observation of others (Lyons & Berge, 2012).

Consequently, the theory explains behavior as a person's function, social environment, and interaction. In addition, self-regulation, which includes controlling an individual's behavior or transferring behavior from external to internal sources, is crucial in social learning theory (Ackerman, 2019). This self-regulation takes place through three steps: Self-observation (looking at an individual's behavior and observing it), judgment (comparing one's behavior to the norm), and subjective response (rewarding or punishing oneself by comparing with the norm), so through this self-regulatory mechanism, the individual feels self-esteem (Liman & Tepeli, 2019). However, it is stated from the theory that an individual's belief in himself about his ability to do a task strongly affects his ability to perform it, and the relationship between performance and effectiveness has been established by experience (Xu & Qiu, 2021).

Within the framework of the theories based on need: the phenomenon of recognition provides political, social, psychological, and individual advantages, as this comes in a second-place after food, where food is an essential human need. In her research, Laila Jibril (2021) also explains, "Without getting to know humans in general, they will not live a life very different from animal existence." We can measure the role of recognition in guiding human action by placing it in various motivation theories. So, the need for recognition has been part of both traditional and contemporary theories of motivation. This is what made Maslow (1943) give in his seminal work "The Theory of Human Motivation" great importance for recognition as the concept can be observed about the individual's social needs and wants at the higher end of the hierarchy (Cofer & Appley, 1964).

Achieving the School Goals from the Teacher's Perspective and the Accompanying Challenges

There are various pressures and challenges inside schools in Qatar that inevitably extend to teachers. Thus, the force of fierce competition between schools in Qatar that penetrates every school, big or small, has changed the way schools achieve their goals (Abuhassna & Yahaya, 2018; Abuhassna et al., 2020b, Abuhassna et al., 2020a, Abuhassna & Awae, 2021; Abuhassna et al., 2022a, Abuhassna et al., 2021). Hence, the educational purposes in the school are time-bound, and there is a constant need for schoolteachers to strive vigorously to achieve these goals to ensure flexibility in the school going with educational and technological changes around it. Accordingly, teachers must be constantly aware of the constant changes that make teachers face a significant burden to meet these challenges that can be overcome (Sawalhi, 2019).

Challenges that Teachers Face in Qatari Schools

1. **Modularity:** Teachers in schools in Qatar face a growing and persistent fear of routine work due to its adverse effects on the overall productivity of teachers. The repetition and use of the usual method in education constitutes an obstacle to teachers and reduces their abilities to create and develop, especially among teachers in Qatari schools who have difficulty going through technological developments (Karkouti, 2016). Further, technological changes from the nineties until the second millennium, leading to artificial intelligence, have led to an innovative role for teachers for going with this development and change that contributed to reducing the modularity of work in the school (De Wever & Others, 2016).
2. **The relationship between the school and the teacher:** The relationship between both includes a set of expectations, as there is always a conflict and a big gap between the desired expectations and the actual results, which causes anxiety among teachers (Demirkasimoglu, 2014). As Qatari school teachers form the expectations of positive changes and improvements within the work environment due to the working conditions inside them, their expectations usually are not achieved, and the actual results are contrary to the desires of teachers (Al-Atari, 1989).
3. **Individual skills and characteristics:** Abilities and skills usually range between teachers in the same school. Diversity in skills and characteristics creates a sense of harmful and unhealthy competition among teachers, which negatively affects the team. (OECD, 2009). Thus, the diversity of individual abilities and skills of teachers without accurate controls in the school negatively affects the productivity of education and the work environment in Qatari schools, as a result of teachers' preoccupation with negative competition instead of focusing on raising and improving the quality of work in the school (El-Emadi et al., 2019).
4. **Bias:** The state of bias inside Qatari schools is another major obstacle to comprehensive educational growth. This situation can develop either due to individual differences between teachers or the nature of the job (El-Emadi & others, 2019). However, bias negatively affects the appropriate working environment and can lead to a high rate of attrition or turnover or, instead, a lower rate of employment sufficiency of teachers (Dagli & Akyol, 2019).
5. **Attrition:** The expectations of managers in Qatari schools usually cause them to continuously obtain good results from teachers regardless of the psychological pressure they suffer from, and this results in a feeling of fatigue, exhaustion, and tension

(Hendawi, 2020). Hence, mental exhaustion appears in the teachers' performance, psychological withdrawal, and perhaps frustration and unwillingness to continue working (Al-Aboudi, 2008).

Impacts of Positive Reinforcement on Teachers in Schools in the State of Qatar

1. Feeling of merit: Teachers' feeling that their work environment's efforts are appreciated by their managers will positively boost their productivity and efficiency (Peña-López, 2009). Thus, when managers give teachers timely rewards in Qatari schools, they will feel that the school deserves them (Chaaban & Du, 2017).
2. Increasing Morales: Positive reinforcement allows the teacher to see that he is making progress in education productivity and that the administration recognizes and respects his efforts (Sanders, 1908). This contributes to creating friendly and concerted efforts in general by teachers in Qatari schools, which will lead to the more outstanding teamwork and faster results (Alfahad & others, 2013).
3. Highlighting work: It is common knowledge that there is always an individual human tendency to show any great job, especially in the field of education, and precisely when the teacher realizes that he will get a reward for that as this reward will satisfy the human tendency of the teacher and make him feel satisfied. Therefore, he will become a good role model to encourage teachers to work with dedication to become like him. On the other hand, the rewarded teacher will become a teacher to his peers by providing guidance, advice, and assistance to enhance them to become like him. Thus, the appreciation of the individual work of the teacher will contribute to strengthening his teamwork with other teachers within the school. Hence, the consistency in the creation of Qatari school teachers is the best evidence of the effect of positive reinforcements, as positive reinforcement has a role in promoting teamwork among teachers in Qatari schools. So, more reinforcement increases the positive impact on one teacher on his effort and fosters collaboration among teachers in the same school (Maharmeh, 2021). The elaborate positive reinforcement will increase teachers' self-esteem and motivate them to make more outstanding efforts, more significant contributions, and increased dedication to work (Artis, 2012).
4. Enhancing educational values: If there are continuous attempts and efforts in schools to achieve a higher level of productivity within a competitive work environment, Qatari schools with dedicated and committed teachers will achieve more remarkable results (Sharif & others, 2016). Thus, Qatari school teachers who feel their efforts are necessary and commendable make significant and consistent contributions (Al-Sada & others, 2017). However, it is expected that the attrition rate will be lower since the school's reputation in evaluating its teachers will give a good reputation in the external environment. Thus, these results in a friendly work environment create a continuous motivation for teachers to innovate and search for creative solutions to the problems they face within the work environment (Carlos-Guzmán, 2021).

Participatory Leadership

It is a style of leadership that generates new thinking and creates a shared commitment to solving critical challenges in sustainable and inclusive ways. (Participatory Leadership, Workshop Book, 2014) "It is a style of leadership that supports the theory of positive reinforcement and increases its success as long as there is a system that constantly supports it (Shukair, 2011). This can be achieved through dynamic managers without whom schools

cannot achieve their goals. From the point of view of Qatari schools, leadership is crucial because it has a solid and effective influence on teachers' individual and collective behavior within schools (Abu-Shawish, 2016).

Furthermore, a recent study of leadership affirms that leadership is a relationship between the leader and the led group. The appropriate leadership style can influence and ensure the prosperity and economic growth of the school and the teachers as the process of sharing decision-making with group members and working with them with full participation has become the generally accepted leadership style in schools (Somech & Wenderow, 2006). If the leader of a group or team within a school leads effectively and well, the team is more likely to achieve their goals and the school's goals successfully. Therefore, the participatory leadership style in Qatari schools promotes positive behavior among teachers and gives a sense of the democratic style of work. Hence, it is also called democratic leadership (Nasser, 2019). Moreover, participatory leadership boosts teachers' morale because they know that their ideas and contributions are respected in the decision-making process (Cherry, 2006). Thus, when change occurs in the school, the participatory leadership style enables teachers in Qatari schools to accept changes because they were a part of the making decision (Al Nuaimi & others, 2015).

In addition, Cambridge defines participation as "the idea says that things can be more easily achieved if everyone works together and participates in making decisions." Participatory leadership includes many types; democrats; are the managers who give the final authority to the teachers. They act as collectors of the group's opinions and take votes before deciding. Also, consultants; are the managers who consult with the teachers before making a decision, but they retain the final authority to make decisions. And the third type is compatible; the managers seek to achieve consensus among teachers in the school, so they encourage teachers to make and put out decisions (Mulford, 2003).

Therefore, this type of leadership has become critical due to technological changes and differences in the linear relationship between teachers themselves and their updated skills (Suarez, 2012). Accordingly, using a participatory leadership style in Qatari schools is essential because of its positive impacts on the work environment, especially considering technological development and the evolution of the relationship between managers and teachers (Sawalhi & Sellami, 2021). The style of participation in leadership or participatory leadership includes a teamwork approach that provides for training of team members, negotiation of demands, and a collaborative approach to the school's issues (Belyh, 2019).

The Impact of Participatory Leadership on Job Performance

There is increasing evidence indicating that participatory leadership affects subordinates' job performance by creating higher levels of trust with the leader, especially for teachers in non-managerial positions (Safrizal et al., 2020). Also, emotional trust refers to results from the emotional bonds developed between two parties in a relationship while they are engaged in mutual social exchange (Molm, 2000). Thus, a participatory leader has advisory behaviors, such as pleading with subordinates for ideas before making a final decision, although he retains final decision authority. Therefore, the participatory leader shares duties with assistants by involving them in preparation, decision-making, and implementation (Gress, 1974). Thus, by providing opportunities and support to take responsibility and participate in decision-making, participatory leaders must elicit emotional trust in their subordinates through developing a close emotional bond between the two parties: leader and subordinate (Miao, 2014).

Hence, the motivated teacher becomes self-directed and produces an inspiring team, thus giving the team more consistency and ownership among members (Eyal & Roth, 2011). Also, the participatory leadership style is characterized by a high degree of consultation between the leader and his followers. This mainly appears when followers are involved in decision-making by their leaders (Ramay, 2010). So, this participation is necessary to achieve high performance for teachers resulting in increased teacher commitment as followers feel valued and respected, as well as leaders will gain respect from their teachers and inculcate a sense of responsibility in their workforce when they allow their teachers to express their views (Chi Keung, 2008). In addition, the benefits associated with this approach include increased trust in leaders from their followers. Still, leaders who make decisions while keeping teachers in the dark may lose the trust of their subordinates.

Furthermore, leadership effectiveness depends on the process of influence, in which teachers are motivated to work toward goals, in this case, not through intimidation. Still, personal inspiration (Sarafidou & Chatziioannidis, 2013), as well as the reinforcement theory is known as "active conditioning" associated with Skinner's work, explains the fact that an enabling school environment will bring teachers to a higher degree of efficiency and productivity, as this would also ensure consistency in educational growth, both quantitatively and qualitatively.

Research Design

This research used a mix of quantitative and qualitative descriptions to collect and analyze data as it exists in the field of the research subject without manipulating any variables. This research used qualitative description to describe the experiences and beliefs of individuals, while quantitative report describes their characteristics. Also, the researcher collected data through individuals' answers to the questionnaire questions allocated to the research to obtain data related to the current status of the research subject, evaluate attitudes and opinions, and suggest actions.

Description of Research Tools

The research tool was a structured questionnaire, which is one of the tools used to collect data for a large sample size. The questionnaire for this research included two types of questions (qualitative and quantitative) to collect various data and information necessary for the subject of the study. At the same time, the questionnaire is a crucial research tool used to collect data quickly by distributing it to the specific category of beneficiaries related to the subject of the study. Therefore, the researcher published and distributed the questionnaire to teachers from different Qatari schools to obtain data and information relevant to positive reinforcement and its role in increasing teacher productivity and the impact of participatory leadership on teacher productivity.

Additionally, it should be mentioned that the questionnaire consists of three parts; the first part included questions relevant to the personal data of individuals, the second part included quantitative questions with fast responses as follows: (always - sometimes - often - rarely - never) relevant to the role of positive reinforcement in increasing the productivity of teachers, and the third part of the questionnaire included two types of questions; qualitative questions with open responses, and quantitative questions with fast reactions as follows: (yes - no - maybe) relevant to the impact of participatory leadership on teacher productivity.

Data Analysis

Questionnaire Stability

The stability of the questionnaire means that it gives the same result if it is redistributed more than one time to the sample members under the same conditions and circumstances, pointing to what degree the scale gives close readings every time it is used. Cronbach's alpha coefficient was used to ensure the stability of the questionnaire, which is a measure used to assess the internal consistency of the elements of the questionnaire. The results are shown in Table 1.

Table 1

Cronbach's alpha coefficient values for questionnaire stability

Cronbach's alpha coefficient when the element is deleted	The number of axes elements	Cronbach's alpha coefficient	questionnaire axes
0.7	12	0.65	The role of positive reinforcement in increasing teacher productivity
0.64	19	0.6	The overall stability of the questionnaire

To find out the extent of the stability of the responses to the questionnaire, the amount of strength is measured for each of the axes of the questionnaire, and here we single out the second section, the first axis, which revolves around the impact of positive reinforcement on the efficiency and productivity of teachers. The attached table (1) shows the values of the Cronbach coefficient for the stability of the resolution responses; Cronbach's alpha coefficient for the axis "the role of positive reinforcement in increasing teachers' productivity" If the element that states (that teachers do not need reinforcement by the school or the manager) are omitted, then the Cronbach's alpha coefficient is equal to 0.7, and the overall resolution is 0.64.

Questionnaire Validity

Validity is one of the most critical conditions that must be found in the questionnaire, as it is true when it measures what it is designed to measure. This means that the paragraphs of the questionnaire are appropriate for the purpose for which it was formed. Thus, one of the most critical conditions that must be found in the data collection tool is that each statement has a strong correlation with the total score of the device, and this is calculated by calculating the Pearson correlation coefficient. Therefore, we note from Table (2) the validity of the internal consistency for the axis of the role of positive reinforcement in the efficiency of teachers, as there is a level of statistical significance in the validity of the paragraphs for the real axis, as the value of the significance level is less than 0.05, and this means that there is a correlation between the section and the axis as a whole. The Pearson correlation coefficient is greater than the critical value in the table "Pearson's correlation coefficients using critical values."

The high statistical significance explains this in the correlation values; thus, the answers to the questions are valid. Paragraph: "The school gives privileges to the distinguished teacher as a kind of reinforcement" with Pearson's correlation coefficient of 0.82; as well as the section: "The school administration appreciates the teacher who has the idea of the activity,

the distinctive teaching method as a kind of reinforcement" with the Pearson correlation coefficient of 0.73.

Descriptive Statistics

Figure 1 shows the graphs of the variables of teachers' age, teachers' education level, gender, and nationality, respectively. As 50.33% of teachers are between the ages of 40-and 30 years, this is due to Qatar's policies to attract expatriate workers in the education sector and 84.75% of holders of a bachelor's degree. Also, for the gender of teachers, 53.33% are female, and 46.67% are male, and the teachers' nationality is distributed as follows: Qatari 31.67%, Egyptian 21.67%, Sudanese 1.67%, Palestinian 3.33%, Jordanian 40% and Yemeni 1.67%. This diversity is attributed to the enrichment of the education sector in Qatar with expatriates of various Arab and foreign nationalities due to the variety of their teaching experiences. Thus, the Ministry of Education invests it in possible ways. Further, it is noted that the most percentage of expatriates from Jordan is due to the nature of the Qatari government's facilities for Jordanian expatriates compared to others.

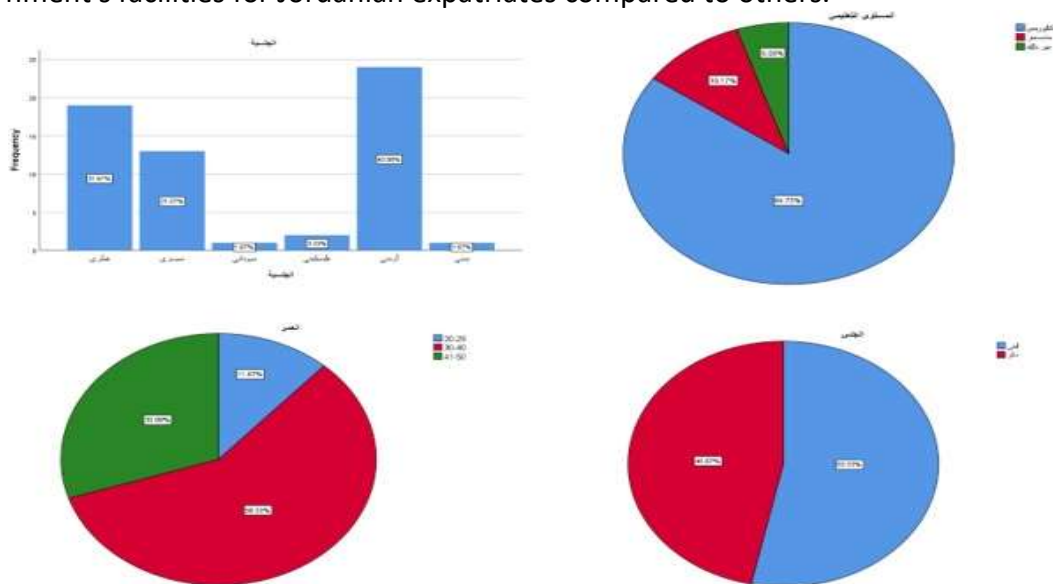


Figure 1: Descriptive statistics for personal questions.

Figure 2 shows the following items: Teaching experiences, I work as a teacher in the school, I participated in workshops and the type of school. As the experience of education is about 58.33% more than ten years, due to the requirement of the Qatari education sector a certain number of years of experience, and 16.67% are less than five years old. Also, the number of those working in primary schools reached 81.67%, compared to 13.33% of those working in secondary schools. And those who participated in the workshops, about 51.67%, and the type of school: government 8.33% and private 91.67%. The results can be summarized as the most significant percentage in education for females aged 30-40 years. Most teachers have a bachelor's degree with more than ten years of experience. Additionally, most of the teachers are of Jordanian nationality, as they work at the primary level in private schools.

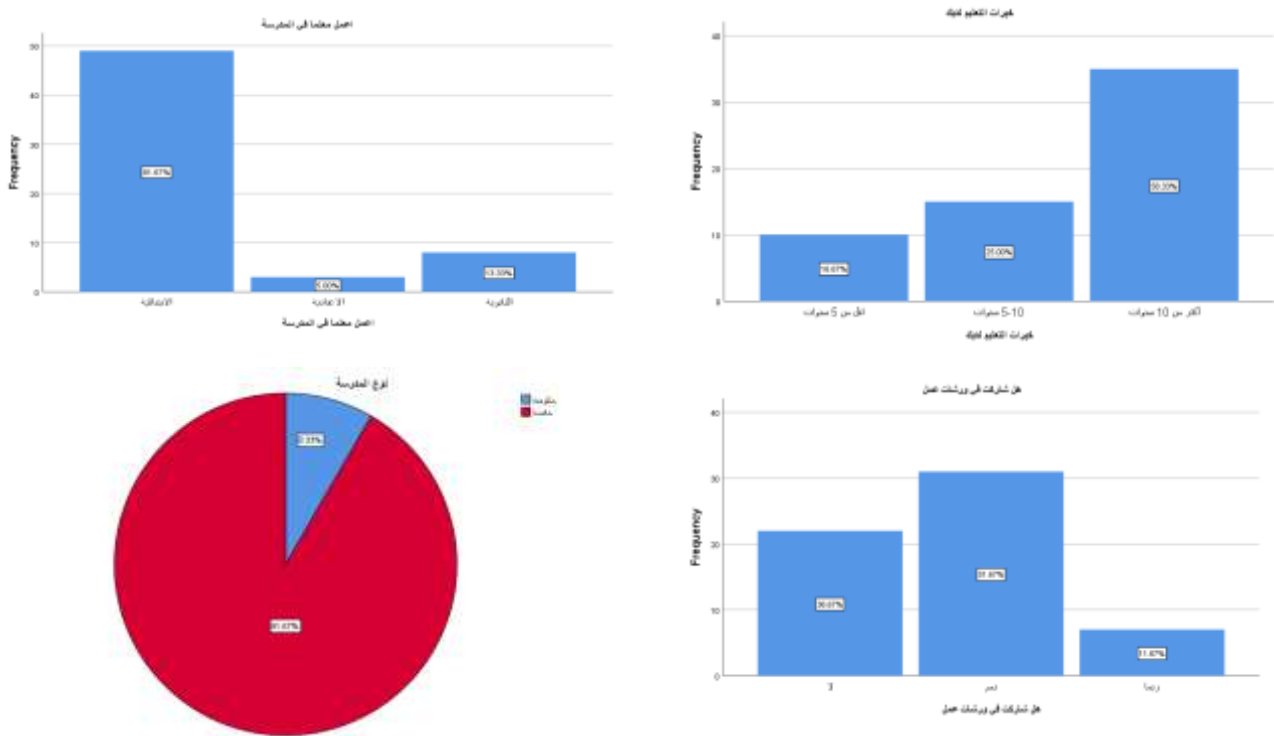


Figure 2: Descriptive statistics for the field of education for teachers.

The condition that the data follows a normal distribution must first be confirmed to know the type of required tests, whether parametric or non-parametric. Through the Keningrov-Simmenrov test, we note that the significance values are higher than 0.05, which means that the null hypothesis is accepted; the data follow a normal distribution. Thus, by looking at Figure (3), it can be confirmed through the drawing of the normal distribution that the points of the observed values are close to the drawn diagonal line (which represents the hypothetical points of the normal distribution).

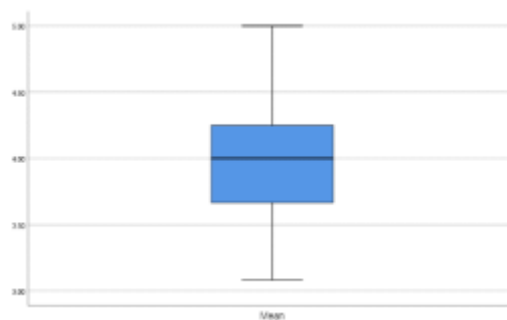


Figure 3: Test for normal distribution of values.

From the graph of the spread of observations of actual values with traditional values, we notice that the points are clustered the most around the horizontal straight line (at zero value on the line Y). This means that most of the values of the variable are close to the center and thus approach the normal distribution, as well as through the graph of the spread of the box; we note that there is somewhat homogeneity in the response responses of the

respondents on this axis, so the standard deviation and range can confirm this. This indicates an excellent agreement between the participants' answers about the axis of positive reinforcement. The majority agree that positive reinforcement leads to increased productivity and their relationship is purely smooth. Thus, the more and better the positive reinforcement for teachers, the better their performance or productivity of teachers.

Table 2

Mean Classifications

Min	3
Max	5
Std deviation	0.4
Range	2
Mean ,Median	4

Table 3

Cummingrov Smirnov test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Mean	087	60	200*	984	60	625

Through the analysis in the SPSS program for quantitative questions, the researcher extracted the most critical responses to the research questions from the participants in the questionnaire. Table (5) shows the essential elements mentioned in the participants' responses regarding the importance of each component of the results of the answers, as the participants are of different nationalities, schools, and educational stages. Still, their answers matched the elements that the teacher needed without planning or hinting. The responses varied between expression of opinion, confidence, motivation, participation in decision-making, and others.

Thus, the answers to the first question showed that the priority of teachers are allowed to express their views on the school or the educational system as a whole or in any part of it since the separation between the management system and teachers in the school is not a characteristic of participatory leadership or an element of the manager adopting positive reinforcement.

Table 4

Quantitative responses to the first question

Research Question	Participants' responses
1) What is positive reinforcement and its impact on teachers in Qatari schools?	Allow teachers to express their opinions.
	Confidence and Motivation
	Improves educational process
	Participation in decision making
	Participatory leadership
	Spirit of cooperation
	Teamwork

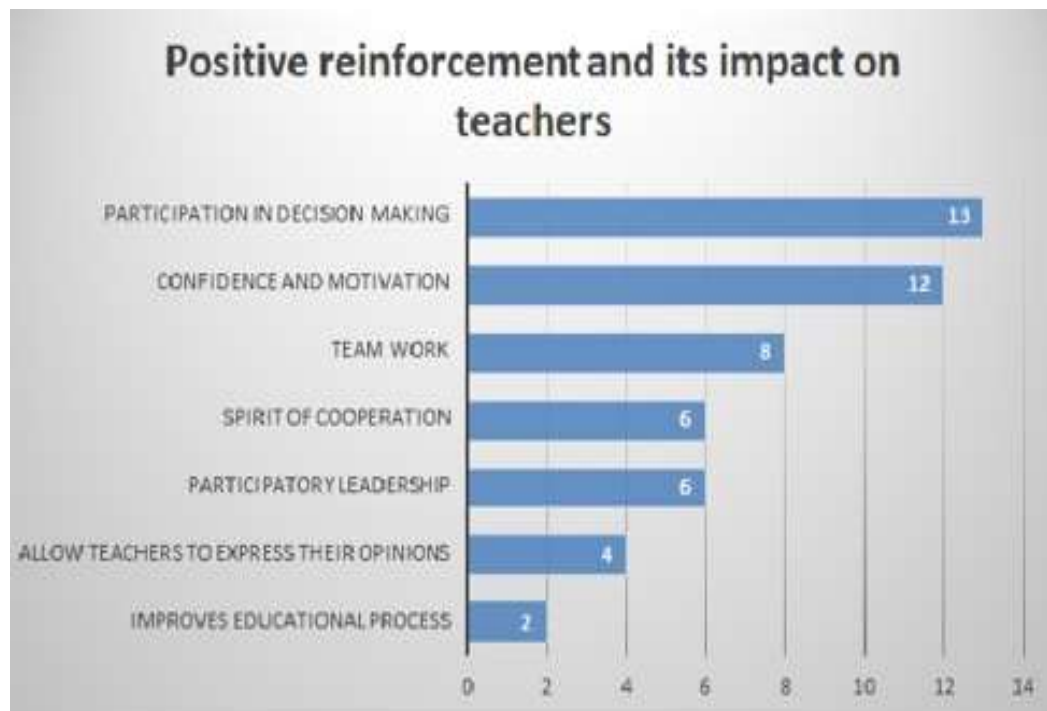


Figure 4: Qualitative responses to the first question.

On the other hand, the qualitative questions on the aspect of positive reinforcement and its impact on teachers by the participants had another opinion on the order of teachers' priorities, as it was in the forefront, as shown in Figure (4), participation in decision-making, and 13 participants out of 60 voted for it, the last of which was the development of the educational process 2 out of 60 participated in it, including many valuable contributions, such as motivation and confidence, teamwork, cooperation, and many others. In addition, decision-making in the school is one of the matters that teachers must participate in to develop the school system according to the student's needs, the teachers' aspirations, and the manager's facilities. According to the quantitative questions, the response to the expression of opinion (the highest quantitative reaction) may fully correspond to participation in the decision-making (the highest qualitative response) because the first is a fraction of the second.

As for the responses of respondents to the second question related to participatory leadership; the quality of the participants' performance emerged according to their responses to the quantitative questions first because participatory leadership is mixed with positive reinforcement, which led to the participants' focus and confidence in the answer, specifically those who had experience with participatory leadership or democracy. Where the responses of the participants varied between understanding, reinforcement, participation, organization, training, engagement, and many others, and on the top of these answers was the teacher's self-esteem with the school administration. In contrast, the response of participation in decision-making that was answered firstly in the qualitative questions was placed in the lowest ranks in the quantitative questions, so many participants focused on and emphasized the teacher's appreciation by the school administration to raise the teacher's productivity increase his educational efficiency.

Table 5

Quantitative responses to the second question

2) How can participatory leadership be employed to improve teacher productivity in Qatari schools?	Appreciating teachers
	By encouraging and motivating the teacher
	Continuous Review of study plans
	Distribution of roles and responsibilities among teachers
	Involve teachers in administration aspects
	Involvement in Decision Making
	Management's responsibility
	Organizing training for teachers
	Participation in decision making
	Participatory leadership
	Promoting teamwork
	Understanding and cooperation

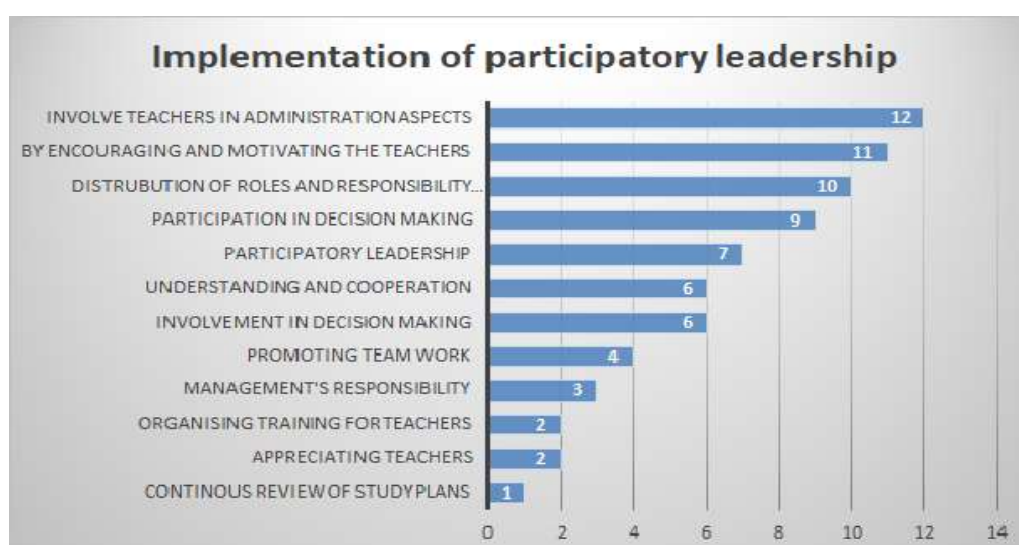


Figure 5: Qualitative responses to the second question

The qualitative questions of the second question dealt with many of the participants' different responses from the responses to the first question, according to Figure (5). Many participants expressed their views, and the answer was the strongest of the total responses that the teacher needs to participate in the administrative aspects, and 12 participants participated in this response out of 60. Hence, the highest percentage, followed by encouraging teachers with the participation of 11 participants, and the last of them followed the study plan with only one participation. The teachers' interest in participating in the educational process in the school or educational institution is due to the importance of the teacher's presence and informing him of all the details of the environment in which and for which he works.



Figure 6: The importance of participatory leadership

Figure (6) shows the importance of activating participatory leadership in educational institutions, specifically schools. The teachers participated in qualitative questions about the field. These questions summarized that many teachers see that the presence of participatory leadership in the school is a pioneering treasure for the school and its staff. The teachers' responses to this topic are that 12 responses confirm that participatory leadership increases productivity. Ten answers show that participatory leaders encourage teachers to express their opinions, leading to strengthened teamwork.

Results

Recent years have witnessed incredible developments in the methods used in managing the educational process in schools and their reliance on modern methods in school management. Thus, the traditional methods can no longer meet the learner's needs or provide the teacher with development and progress to face the educational and technological development in the outside world in education, whether public or private education (Al Tasha, 2013).

Therefore, the success of institutions depends on the leadership, the used leadership style, and the extent to which the leader possesses administrative, technical, and human skills (Mughari, 2009). Furthermore, Abu Al-Kishek (2006) mentioned that participatory leadership is a modern leadership style through which subordinates acquire a high position, as it is keen on their participation, taking into consideration their opinions and perceptions, respecting their personalities, giving them freedom of choice, and believing in meaningful and constructive dialogue.

So, it works to develop a sense of responsibility towards the individual himself and others. It creates a spirit of cooperation and motivates subordinates to creativity and innovation, leading to increased morale. Hence this leads to raising the level of their excellent performance and increasing productivity because it is a collective human consultative leadership, which leads to subordinates rallying around their leader and increasing their affiliation and loyalty to their associates.

Throughout the study, it is evident that teachers in any school aspired to experience participatory leadership, as 63% of the participants in the research sample confirmed that they had participated in workshops or conferences related to leadership style in schools, which means that they need to live the experience of participatory leadership during their educational path. Also, 91% of the participants in the study are from private schools that seek to develop constantly and continuously.

The results confirmed that most teachers need to express their opinion about the management of the educational process within the scope of the positive reinforcement method. This requirement was issued by the final results of the analysis and an answer to the first question, which is concerned with positive reinforcement and its impact on teachers, which means that the teacher's expression of his opinion is a positive result of positive reinforcement by the participatory manager in schools. Moreover, Chrispeels's study (2004) indicated that the school principal's tendency toward teacher participation in responsibility and decision-making is critical in determining teacher participation in educational change. One of the positive reinforcement pathways is for the participatory manager to reward his teachers.

However, some school managers seem reluctant to involve teachers in decision-making and voice-over processes. This was further emphasized by the responses of the teachers participating in the qualitative questions to the first research question, where they indicated that the teacher's participation in the school's decision-making is a top priority, which includes the teacher's expression of his opinion and a role in the manager's strengthening of his teachers and strengthening their initiatives.

The second question represents the role of participatory leadership in improving teacher productivity. The results indicated that teacher appreciation and motivation are the best means and most important applications of participatory leadership to increase teacher productivity. Further, Hodges (2021) wrote that the important thing is to discover teachers' individual needs to know the correct way to appreciate them, then recognize the excellent work when you see it through them and provide praise promptly in a preferred method to them, then you can ensure productivity and effectiveness in performance in an unexpected way.

Recommendations

The study highlighted many results, and accordingly, recommendations of great importance can be prepared for future researchers. The results of the analysis showed that many items of the study need more research and investigation, specifically in the schools of Arab and Qatari countries, including, and accordingly:

1. Conducting the study in an accurate, expanded, and detailed manner so that the study includes a more significant number of teachers in government or private Qatari schools, or both, to determine more accurate results because when the sample is more important, it will give more comprehensive results and reduces the percentage of error in the study margin.
2. Focusing on one aspect with the expansion of defining more goals for that aspect to avoid a significant error rate that may appear in the analysis because the sample to which the study is applied does not adopt all the objectives of this aspect.
3. Participatory leadership in Arab and Qatari schools requires a lot of serious research that highlights the importance of this leadership style in Arab schools.

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