

# April 2023 Newsletter

## News

### A Scientific Study Focusing on Agricultural Costs and Productivity in Qatar

The Social and Economic Survey Research Institute at Qatar University, in cooperation with the Ministry of Municipality prepared an important scientific study. The "Agricultural Costs and Productivity" research project, which had outstanding results and a great response from Qatar's private sector and officials. The study recommends the need to focus on supporting the marketing of local vegetables in the event that farmers' selling prices fall below the production costs. The study also recommends the consideration of not setting selling prices for vegetables produced from local farms and liberalizing them according to supply and demand, or setting minimum limits for vegetable prices so that they are not less than the value of production costs with a reasonable profit margin for farm owners. The study stressed the importance of continuing governmental support for farms producing vegetables and dates due to the low net return on costs, and studying the possibility of increasing it, as not to lead to the reluctance of farm owners to grow vegetables and increase investment in farms. In addition, working on rehabilitating companies that provide trained seasonal agricultural workers, in order to reduce the cost of production.



### Memorandum of Understanding Concerning the Establishment of Academic Cooperation Between Qatar University and George Mason University

Qatar University (Doha, Qatar) and George Mason University (Virginia, USA) signed on the 6th of April, 2023 a Memorandum of Understanding (MoU) with the scope of realizing a higher level of understanding between the universities through the initiation of academic cooperation.



The main purpose of this MoU is to stimulate and support educational intercultural activities and projects between the Social and Economic Survey Research Institute (SESRI) at Qatar University and George Mason's Schar School of Policy and Government. The Schar School is one of the top-ranked policy schools in the United States, renowned for innovative research and skillful development of practical solutions to challenges in public policy, government, and international affairs.

The agreement sets out the terms of long-term collaborative endeavors in areas that include institutional exchange by inviting faculty to participate in a variety of teaching or research activities and professional development; symposia, conferences, short courses, and meetings on research issues; research and continuing education program; and developments in teaching, student development, and research at each institution.

This agreement represents a considerable advancement in the pursuit of an academic collaborative basis between Qatar University and George Mason University, which will heighten the academic exchange and strengthen the future prospects of education and research activities in areas of common interest.

## Results of the Institute's Latest Research:

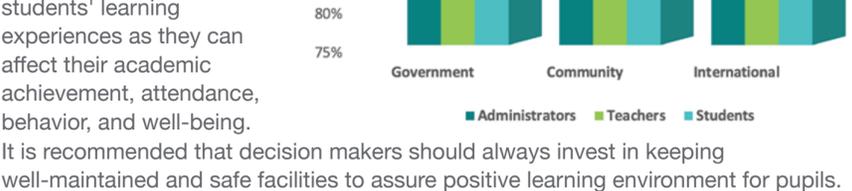
### SESRI's Qatar Education Study (2021) Series Releases a Report Focusing on The State of School Facilities in Qatar

This report is part of the Qatar Education Study (QES 2021) conducted by the education team of the Social and Economic Survey Research Institute (SESRI) at Qatar University every three years. It surveys different main themes underlying the K-12 education sector in Qatar and aims to provide educational insights to policymakers for the development and improvement of the quality of education in the State of Qatar, which stands at the heart of Qatar National Vision 2030. This report addresses specifically schools facilities in Qatar, it examines the perceptions of parents, students, teachers and administrators. Data pertaining to this report was collected and administered by SESRI. It scanned the following four main elements of the schools facilities such as:

1. Science labs
2. Library
3. Sports facilities
4. Cafeteria

The survey targeted 32 schools (government, international and community), 983 students (grades 8, 9, 11 and 12), 825 parents, 358 teachers and 185 administrators.

Overall, administrators, teachers and students believe that schools facilities are good. The perception of administrators has been seen as higher than teachers and students.

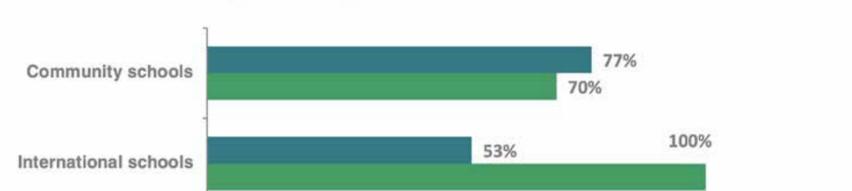


In conclusion, school facilities such as libraries, athletic fields, labs and cafeteria are essential components of the educational setting and have a significant influence on students' learning experiences as they can affect their academic achievement, attendance, behavior, and well-being.

It is recommended that decision makers should always invest in keeping well-maintained and safe facilities to assure positive learning environment for pupils. The study showed another set of important results that can be accessed once the report is published on the SESRI website, which needs to be further studied and published by researchers.

Science teachers who reported that their schools have science labs were asked how often, in a typical week, do their students use the science labs. They were given the following four options: never, once a week, twice a week, and three times a week or more. All government and international science teachers reported that their students use the science lab once a week or more, compared to 70% of the community school teachers. Similarly, students who reported that their school has science labs were asked how often, in a typical week, they use the science labs. Around 77% of community school students, 54% of government school students, and 53% of international school students stated that they visit the school lab once a week or more (see Figure 2).

Figure 2: Percentage of Students' and Teachers' Reporting Use of Science Labs for Experiments once a week or more



## Publications

### New Published Article Entitled "Perceived Parenting Styles and Child Personality"

Dr. Noora Lari, Manager of the Policy Department at SESRI, published an article in the Journal of Cogent Social Sciences titled "Perceived Parenting Styles and Child Personality." The paper examined the impact of parenting styles on child development in Qatar and possible links among socio-economic factors, parent-child relationships, and child outcomes in identifying parenting styles. Previous research underscores the implications of parenting styles, but little attention has been paid to measuring their impact on child personality in Qatar's context. Therefore, the article is among the few to empirically examine public opinion on parenting styles as state-directed initiatives to promote awareness of the likely impacts of parenting on child development. The results indicated that differences between maternal and paternal parenting styles and work-family balance influence childrearing and children's personalities. The findings call for mechanisms aimed at generating foundational policies and awareness programs to encourage parents to adopt positive parenting practices.



To view the article, kindly click on the DOI link: Lari, N. 2023. Perceived parenting styles and child personality: A Qatari perspective, Cogent Social Sciences, Vol. 9 No. 1., DOI: 23311886.2023.2203549/10.1080.

### New Study on The Rise and Fall of Teacher Leadership: A Post-Pandemic Phenomenological Study

The study by SESRI's Dr. Tarek Shal explored teacher leadership functions during and post-school disruption, due to Covid-19 pandemic. Participants were recruited from three primary government schools in Qatar, and included 12 teachers, three vice-principals (assistant principals) and three principals. A phenomenological research design was employed using semi-structured interviews for data collection. Findings suggest nine teacher leadership functions during school closure, two of which only were sustained post-school reopening. The study argues that the regression in teacher leadership functions relates to the failure in the internalization of teacher leadership internal norms and values. The study reveals that the achievements made during the Qatari school closure in terms of teacher leadership development were fairly encouraging but unfortunately when the school reopened, this success was not maintained, which caused a decline in teacher leadership positions and responsibilities. One possible explanation was that the spontaneity of teacher leadership during the pandemic was not planned but rather unforeseen and responsive to the needs of the moment. Because it was an unforeseen event, there was no scaffolding in place to sustain it once the schools resumed operations.



The researchers recommend for the teaching authorities to develop policies pertaining to teacher leadership being a corner stone in any educational reform agenda. Such policies should allow teachers to meet and collaborate together and contribute to positive cultures where teachers would feel trusted and hence safe to take risks. This means reinforcing distributed forms of leadership in schools, and increasing the margins of freedom for teachers in and out of their classrooms.

To read the full article please visit: <https://doi.org/10.1080/15700763.2023.2197045>