

The Influential Role Of Professional Learning Communities On Teachers' Performance

Telal Mirghani Hassan Khalid

Abstract : This study is offered to an attempt to a glaring problem of the influential role of professional learning communities on teachers' performance. The study investigates how far PLCs promote teachers' collaboration at Qatari schools that reflects positively on students' outcome in their academic achievement. professional learning communities programs at Qatari schools need reformation due to the lack of norms , trust and communication. The study is based on clarifying the professional learning communities related to teaching-learning collaboratively .The study adopts descriptive-analytical method. The questionnaire is employed as a tool to gather the data. The participants were eighty one (81) teachers who teach different curriculums ,are distributed in Qatari preparatory schools in the state of Qatar. The author figured out that PLCs have more advantages for teachers' performance at schools than being mandated. Teachers' collaboration with a focus on assessment is more highly associated with students achievement. Also , The study has figured out teachers are struggling to take apart in the professional learning communities sessions at schools for the sake of school administrators to attend mandatory. The psychological factor of transmitting teachers to other schools causes dysfunction of norm , trust and communication unless the school administrators and academic representatives support and enhance professional learning communities at schools.

Index Terms : collaborative culture, dysfunctions of PLCs, Lack of norms, PLCs , students achievement , teachers collaboration , teacher performance

1 INTRODUCTION

The term professional learning communities has been widely used in education to represent various groups work together as a team norm collaboratively. Dufour [1] et. al investigated that there are more defined a professional learning community as educators committed to working collaboratively in an ongoing process of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improve learning for students is continuous, job-embedded learning and professional development for educators . Feger and Arruda [2] and Bolam [3] et al.stated the features of efficient professional learning communities comprises supportive and shared leadership, mutual purpose and values, a collaborative culture, problem solving and collective analysis on teaching and learning and uninterrupted improvement of the school. Teacher quality is given high-level of significance in new approaches to education owing to the fact that student learning and teacher quality are inextricably linked .Shirazi [4] et al. It is un deniable that professional learning communities have a great role on teachers' performance and positive impact on the students' learning outcomes. Qatari Schools' administrators and academic representatives have challenges to find an efficient professional learning communities program to rise up the high expectations of quality teaching in returns for teachers' performance and students' progression. The training and development Center at the Qatari Ministry of Education and Higher Education has a mandatory training program for new teachers, and at the same time professional learning communities are held in schools due to the teachers' schedule , who are trained accompanied by what the school's administration sees. Philpott and Oates[5] claimed that many

PLC examples are answers to central administration, school representatives, or local government issues. Philpott and Oates [5] cited examples from Leclerc[6] et al that have provided an important role to educational leaders in improving teachers' ability to communicate effectively. School cultures are complex webs of practices and behaviors that have been formed over time as teachers, students , parents and administrators work together to build a collaborative culture based on student achievement Deal and Peterson, [7] . School culture is determined by the values, common interests, and actions of the different members within the society of the school and represents the social norms of the school Groeschl and Doherty[8].School leaders share influence and must promote a process of school growth that harnesses teachers' capacity (Maslowski[9].Professional development group teams are constructed by successful transformational leaders. In the quality improvement period, the teams are driven to solve issues in the collaborative community, under the school's common values, to maximize student success and influence their practice (Chapman and Harris[10].Honesty, confidence and transparency are critical templates for honesty. Still professional learning communities programs at Qatari schools need amendment due to the lack of norms , trust and communication. Teachers with their solid beliefs have different and un changeable teaching styles, unless are afforded an effective professional learning communities program. Moreover , teachers miss the school's administrator support via professional sessions besides successive transmitting teachers to other schools cause frustrations and unwilling to take a part in professional development properly. The study aims to investigate how collaborative learning can impact teacher learning and students' achievement and examine the reasons beyond causing dysfunctions of PLCs at Qatari schools. The study suggests to attempt the following questions: Question 1: To what extent, do professional learning communities programs enhance teachers' performance? Question 2: What are the teachers' reactions towards professional learning communities sessions at their schools?

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2. PLCs FUNCTION AND STUDENTS LEARNING

PLCs function under the premise that constant, job-embedded

learning for educators is the key to enhance learning for students. Rick DuFour[11] stated that gaining awareness of group characteristics is based on the progression of tutorials by students and maintaining success in the learning process. Instructors are the foundation for taking full responsibility for the advancement of students. Bolam et al 2005 say that teachers in college society are getting to understand each other with PLCs, adopting one purpose that develops students in the learning process. Furthermore, PLCs stresses that there is improvement for both educators and students.

2.1 PROFESSIONAL LEARNING COMMUNITIES IN QATARI SCHOOLS

Alsharq is an authorized newspaper in Qatar announced on the 4th of sept2019 that "Today, the activities of the introductory assembly for school principals and academic representatives in public schools, prepared by means of the training and Educational Development Center at the Ministry of Education and Higher Education, started out to introduce the mandatory education program in Professional Learning Communities". The program objectives to develop teachers, raise their stage of performance, develop their capabilities and instructional practices via the alternate of experiences in the professional learning community, by focusing on their simple professional talents through training that includes lesson planning, educating and mastering strategies, differentiated teaching, contrast methods and employing academic science in the classroom. The software came as an end result of the efforts made to improve the academic process in the country as well as the performance of people in the academic field. Further, it would extend the proportion of teachers certified to attain a professional license (first level). It is noteworthy that the center for training and educational development adopts a strategic approach in its subject of competence and goals that are completed, independent and contributes to the sustainable growth of educators' competencies and knowledge. Additionally, it is linked to their profession development and then their obtaining professional licenses that assist their developing and continuous overall performance at the identical time, and its strategy establishes the principles of constructing knowledge in the discipline of educational coaching so that the State of Qatar is a pioneer in imparting remarkable coaching packages domestically and internationally. Alsharq[12].

2.2 A COLLABORATIVE CULTURE

The thinking of a PLC is predicated totally on a premise from the business region associated with the power of institutions to find out. Modified to suit the globe of education, the thought of a gaining knowledge of institution grew to be that of a gaining knowledge of neighborhood that will try and boost collaborative work cultures for instructors Thompson, Gregg, & Niska[13]. Harada[14] asserted that successful collaboration is predicated totally on a shared vision, frequent goals, and a climate of have faith and mutual respect. Muronaga and Harada illustrated that collaboration is successful if organization members work together through achieving its vision, goals and respect one another. Moreover, a climate of outcomes. within the absence of studying outcomes, students receive a disorganized syllabus experience. Improving integral mastering outcomes requires trust, disagreement, argument, calm down an agreement. True communication is everything. nowadays you'll communicate in multiple modes which may be

trust should be available among instructors to sustain the culture of collaboration. Small [15] stated, "To be inspired to collaborate, all genders males and females should initially see some personal values unitedly and have self-beliefs and talents to be valuable collaborative partners." These are obligations to coordinating a cooperative subculture.

2.3 TEACHING AND LEARNING COLLABORATION

According to Hausman and Goldring[16]. "Instructors ought to be relevant to any significant exchange in schools" (p. 44). The additional teachers collaborate, the extra they are capable of converse knowledgeably roughly theories, strategies, and procedures of coaching and getting to know, and for this reason enhance their coaching. Evans-Stout, K. [17]. But, assumed that "we nevertheless do now not have lots verification suggesting which collaborative instructional practices result in innovative scholar studying" (p. 124).

2.3.1 TEACHER COLLABORATION

Teacher collaboration seems when contributors of a learning group work together to improve student learning and attainment. The ultimate goal as educators is student achievement. The hidden value of collaboration is not only its beauty in sharing various teachers' perceptions and ideas, but also, sharing accountabilities for students' learning. Communities of learning are founded on two assumptions. First of all, it is believed that know-how is placed in teachers' everyday life experiences and splendidly understood by quintessential reflection with those who share equal experience. Buysse, Sparkman, & Wesley[18]. Second, regularly engaging teachers in PLCs is required to improve their expert know-how and decorate student learning.

2.4 LACK OF NORMS AND TRUST AND COMMUNICATION

Lencioni[19].wrote, "Like it or not, the whole groups are possibly dysfunctional. this is often inescapable because they're made of fallible, poor kinsmen." this is often an improbable to seize because of the very fact educators frequently combating teamwork, revealing resources, and dealing with a coworker who observes teaching and attending to well-known from a specific. Lencioni claims that group norms are the premise of a PLC. Some teams experience like they will function without norms. However, war group member usually highlights the rationale at the rear of the requirement of norms. consistent with Lencioni,[19], a scarcity of getting confidence "occurs when group participants are reluctant to be inclined with one another and are unwilling to admit their mistakes, weaknesses, or desires for help. Without a positive remedy stage amongst team members, a basis of believe is impossible." Lencioni illustrated that trust could be a basis of a profitable crew contributors to figure in a very harmony. If confidence is neglected, it leads for hesitancy, weakness and un confession of creating mistakes. Lack of essential Learning Outcomes. Successful groups decorate and conform to provide all students with crucial progressing to know Improving integral mastering outcomes requires trust, disagreement, argument, time, and therefore the capability

a real advantage. Getting information and ideas out is simple so there's no excuse for lack of communication. it's also important to create it clear to a bunch how you're communicating. Online communities are more efficient and effective at communicating and Twitter is that the favored in

my book. it's important to possess an area for ideas and feedback which is more easily managed online. this manner a community is dynamic and connects more naturally from meeting to meeting since discussions and input are valued and might grow on.Weber[20].

3. METHODS

As previously stated, the aim of this study is to analyze the influential role of professional learning communities on teachers' performance at preparatory schools in the state of Qatar. Additionally, the researcher intends to look at the explanations beyond causing dysfunctions of PLCs at Qatari schools. What follows is a description of the methodology employed in the study.

3.1 PARTICIPANTS

The participants were eighty one (81) teachers who teach different curriculums ,were distributed in Qatari preparatory schools in the state of Qatar. They teach three grades 7 ,8 and 9. They have been teaching more than 10(ten) years at Qatari schools. A questionnaire was used to screen the specified number of teachers were speculated to take the most part within the professional learning communities and seeking how far influences on their teaching performance. Therefore, this study was conducted as teachers' perspective analysis to spot the matter beyond the dysfunctions of successive professional development towards teachers' performance. The questionnaire consists of 10 question items that has 3 options. The options are defined into A = Agree, N = neutral, and D = Disagree. To begin the study, the researcher defines Plcs effective characteristics. The researcher also gives background about teaching and learning collaboration The researcher looked for the questionnaire from a present thesis. Subsequently, the results were investigated by using the SPSS program. Finally, the researcher drew a conclusion based on the findings.

3.2 DATA ANALYSIS

Data were collected through google forms techniques, namely questionnaires. The questions in the questionnaire were recognized and focused on investigating the role of professional learning communities on teachers' performance. It was sent for teachers as URL via WhatsApp. The questionnaire has taken a couple of months to be analyzed.

3.3 FREQUENCY

According to the results calculated from the questionnaire , the researcher knows the effectiveness of the professional learning communities on teaching and learning collaboration in returns to the students' achievement. Another point , the researcher knows the psychological factor for participants' reactions towards transmitting them to other schools and mandate them to participate in the professional learning communities.

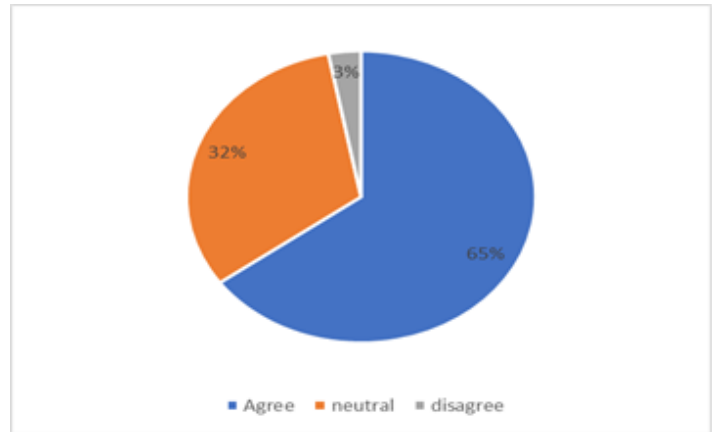


Fig1: Professional learning communities have more advantages on teacher performance than mandatory one

Table1 Professional learning communities have more advantages on teacher performance than mandatory one.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	60	74.1	74.1
	neutral	18	22.2	96.3
	disagree	3	3.7	100.0
Total	81	100.0	100.0	

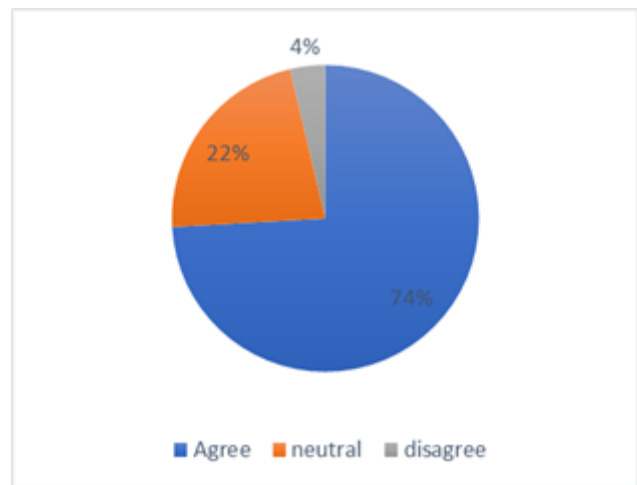


Fig 5: professional learning communities has had a measurable impact on students' outcome

Table 5 professional learning communities has had measurable impact on students' outcome.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	52	64.2	64.2
	neutra	26	32.1	96.3
	disagr	3	3.7	100.0
Total	81	100.0	100.0	

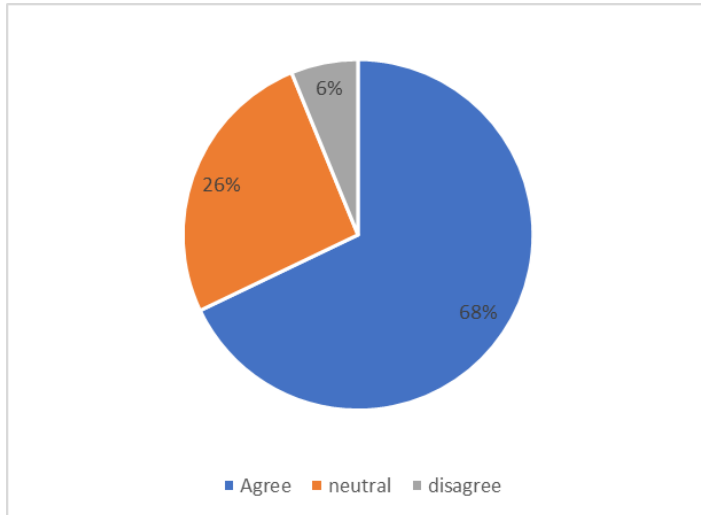


Fig6. professional learning communities has had a measurable impact on students outcome

Table 6

Teachers collaboration with a focus on assessment is more highly associated with students' achievement.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	55	67.9	67.9	67.9
neutral	21	25.9	25.9	93.8
disagree	5	6.2	6.2	100.0
Total	81	100.0	100.0	

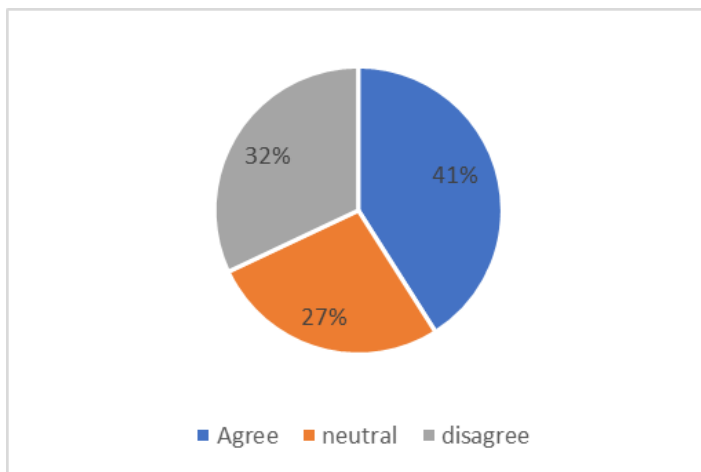


Fig9. Teachers face difficulty to participate in professional learning communities as a team norm

Table 9

Teachers face difficulty to participate in professional learning communities as a team norm

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid agree	33	40.7	40.7	40.7
neutral	22	27.2	27.2	67.9
disagree	26	32.1	32.1	100.0
Total	81	100.0	100.0	

4. RESULT AND DISCUSSION

The study has drawn questions to answer them in this study as follow: 1- To what extent, do professional learning communities programs enhance teachers' performance and student achievement? " According to DuFour [1].et al. a PLC is a structure of professional development in which educators are dedicated to working in partnership to enhance student achievement. Weiser [21].added that PLCs exist when teachers come together to improve their practice for the benefit of their students. It has been noticed that (Table1 and Fig. 1) have taken into account the influential role of professional learning communities on teachers' performance. The respondents are nearly three quarters (74.1%) agree , (22.2%) almost a quarter are neutral and (3.7%) are disagree. In addition to , professional learning communities has had measurable impact on students' outcome with (64.2%) of respondents agree , nearly a third (32.1%) neutral and insignificant minority (3.7%) are disagree. (see Table 5 and Fig. 5). The purpose of the study is to investigate how collaborative learning can impact teacher learning and students achievement and to examine the reasons beyond causing dysfunctions of PLCs at Qatari schools. What have been addressed in the literature review that Muronaga, K. and K. Harada[14].asserted that successful collaboration is based totally on a shared vision, frequent goals, and a climate of have faith and mutual respect. (see Table 6 and Fig. 6)illustrate that teachers collaborate with a focus on assessment is highly associated with students achievement (67.9%) of respondents agree and roughly one quarter (25.9%) neutral and a significant minority (6.2%) are disagree. The second statement related to examining the reasons beyond dysfunctions of PLCs has been discussed thoroughly in the literature review. Lencioni [19].claimed that group norms are the basis of a PLC. Some teams experience like they can function without norms, however war group member usually highlights the reason at the back of the necessity of norms. This emphasizes that teachers are struggling to take a part in the professional learning communities as a team norm with just under a half (40.7%) respondents agree and a roughly one quarter (27.2%) neutral and nearly a third (32.1%) disagree . Hence , the psychological factor for participants' reactions emphasized their rejection to the notion of transmitting and mandating them into professional sessions.(see Table 9 and Fig. 9). 2-What are the teachers' reactions towards professional learning communities sessions at their schools? Data analysis has drawn that schools have an influential role in scheduling and dominating professional sessions at school campus to enforce teachers to take a part even though they have dysfunctions of PLCs like a team work or as a norm group. In addition , Table: 9 and Fig: 9 have come to light the negative psychological reactions of teachers as a result of transmitting them to other schools. Holding on one professional learning communities session weekly or monthly is highly recommended from teachers regardless to its beneficiary either for teachers or students achievement as well.

5. Conclusion

According to the highlighted key points of the research paper concerned with the influential role of professional learning communities on teachers' performance , the author figured out

that PLCs have more advantages for teachers' performance at schools than other mandatory programs outside schools. In addition, it has a huge impact on students' success and achievement especially if it is aligned with teaching and learning collaboratively. However, there are dysfunctions of PLCs at Qatari schools like working as a norm to accomplish a positive collaboration. Prominently, teachers' learning experiences attaining from collaborative efforts could make them more competent in terms of improving student learning than from isolated work Cajkler et al [22]. School principals and academic representatives have a great influence in supporting and engaging teachers into effective professional learning communities to achieve the required goals. It has been noticed that taking a part in professional learning communities has a great failure especially for those who are transmitted to other schools. They lack of willingness, working as norm either. School principals should have accounted these previous consequences and seek for challenging, motivated and enthusiastic environment to gain the outcome of professional learning communities.

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