




# Prioritizing the Components of Educational-Behavioral Evaluation of Teachers and Principals of Tollou Schools

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## Abstract

This research was conducted with the Purpose of prioritizing the components of educational-behavioral evaluation of teachers and principals of Tollou schools. Based on this, the current research is applied in terms of purpose and descriptive-survey in terms of implementation. The statistical population includes all teachers and principals of Tehran's Tollou schools (150 people) who were selected by the full number method. The research tool was a researcher-made questionnaire. In order to determine content validity from the point of view of university professors and education experts (teachers and principals of Tollou schools), the content validity ratio was approved. Cronbach's alpha coefficient for reliability was calculated and confirmed as 0.875. To analyze the obtained data, independent t-test and Friedman's test were used with SPSS24 software. According to the ranking results, it was determined that among the components of educational-behavioral evaluation of teachers and principals of Tollou schools, setting tasks or presenting research topics within the students' ability and controlling and supervising their performance by teachers and principals of Tollou schools are in the first priority and out of The criteria for evaluating the qualifications and professional and general abilities of teachers and principals of Tollou schools, during recruitment, the importance and attention to individual differences of students during teaching was identified as the most important evaluation criteria. It is suggested to prepare and implement a suitable model based on school-oriented, program-oriented, participation and self-evaluation approach.

**Keywords:** Education, Behavior, Teacher Evaluation, Educational-Behavioral Evaluation, Tollou School Teachers.

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## Introduction

**problem Statement:** Knowing the social foundations of education is one of the basic competencies of the teaching profession. The meaning of this recognition is a collection of knowledge about society, culture, needs and social issues that directly or indirectly affect educational goals, principles and methods and give direction to the teacher's performance (Sha'bani, 2012). Evaluation has long been considered as one of the most important managerial tasks in the success of various organizations, it is obvious that evaluating the performance of employees is a very important and sensitive process that the officials of organizations, especially education, are facing (Mosavi-Rad et al., 2013 ). In the meantime, teachers' performance assessment, with incentives such as improving the level of education, improving recruitment and also improving professional knowledge, has always been considered by the officials of supervisory institutions as a path-breaking option (Asgari Metin and Kiyani, 2017). In order for the education to be effective, teachers must have knowledge and mastery of the necessary knowledge and skills to achieve the educational goals. The educational components of teachers are: moral and personality characteristics: this component indicates that teachers should consider a set of ethical and behavioral principles and issues in the teaching and learning process. These considerations have sub-components of humor and behavior; Self Confidence; The teacher's interest and passion for students and the practice of education; punctuality; the type of clothing and appearance of the teacher; respecting students; commitment and responsibility; observing justice among students; It was Sadr (Vahdani, Moharramzadeh and Seyed Ameri, 2011). One of these institutions that is working to achieve this type of education is the Tollou Cultural Institute, which was established in 1358 (at the primary level) with the aim of educating pious girls, born with Islamic ethics and responsible mothers for the future generation. This land was established by a number of benefactors, believers and a culture of friends with faith. Currently, 82 students are studying in the second preschool, 287 students in the elementary school, 150 students in the first secondary school, and 144 students in the second secondary school in the fields of humanities, mathematics and experimental sciences. Tollou's mission is to discover, nurture and guide the all-round talents of students in order to establish and follow the path of perfection and nearness to God. Therefore, prioritizing the components of educational-behavioral evaluation of teachers and principals of Tollou schools can guide the behavior, actions and thoughts of teachers and principals towards Islamic values and reflect the beliefs and priorities of schools from moral and behavioral aspects. Therefore, considering the importance of the educational system and the very high role of Tollou schools in Islamic education and the need for reform and transformation in this educational system to maintain the dynamism and growth of schools, it is necessary to measure the educational behavioral competencies and find out its strengths and weaknesses. And by planning, we will eliminate the weak points and improve the efficiency of the educational programs of these schools, because evaluation is a scientific, systematic and principled process that can guide, make decisions and the efficiency of different components by collecting information about the overall program and its performance. Analyze the training.

**Purpose:** Prioritizing The Components of Educational-Behavioral Evaluation of Teachers and Principals of Tollou Schools

**Questions:** 1) What are the components related to educational-behavioral evaluation of teachers and principals of Tollou schools?  
2) What are the criteria for evaluating the qualifications and professional and general abilities of teachers and principals of Tollou schools during recruitment?

3) What is the prioritization of the components and criteria of educational-behavioral evaluation of teachers and principals of Tollou schools?

**Background:** Asgari et al (2017) conducted a research with the aim of the standard model of teacher's professional qualification. Based on the findings, the final structure of this model was created in 7 areas, 33 core areas and 158 competency indicators with the name "Teacher Professional Qualification Measurement Model in the Islamic Republic of Iran". The seven areas of this model are: 1. Planning and preparation for education; 2. planning and designing for learning; 3. Management of learning environment; 4. Effective training; 5. Organizational responsibility and professional development; 6. Social capital and cultural activity and 7. Spirituality, ethics and belief in God. Buchanan, Harb and Fitzgerald (2020) conducted a study on implementing a teaching performance assessment: a case study of Australian teachers and concluded that implementing a teaching performance assessment as a task is broadly beneficial to the profession and graduate teachers and It may strengthen professional links between schools and universities. Stacey, Talbot, Buchanan et al(2020) research with the aim of developing teacher performance evaluation found that planning and preparation, observations and evidence of teaching practice, the role of schools, the relationship between principals and teachers, the relationship with initial teacher education, fairness, Validity and reliability are examples of teacher evaluation components. Indira et al(2020) in a research entitled Improving teacher qualification showed that efforts to increase teacher qualification in the industrial revolution era by improving teacher recruitment systems, patterns of improving teacher competence from the bottom up, optimizing the continuous professional improvement program and curriculum studies It is done with the support of e-literacy. Lee (2019), in a research titled the evaluation of teachers' professional growth, concluded that effective teachers should be skilled in six dimensions of subject knowledge, teaching quality, classroom atmosphere, classroom management, teacher beliefs, and professional behaviors. Also, in this study, practical evidence and how these dimensions affect the learning rate of students are shown, and based on this, a theoretical framework for evaluating effective teachers is presented.

### Methodology:

The current research is applied in terms of purpose, and descriptive-survey in terms of execution. The statistical population includes all teachers and principals of Tollou schools (150 people) in Tehran, who were selected by the full number method. The research tool was a researcher-made questionnaire. This questionnaire is designed based on theoretical foundations (library studies), that is, based on the opinions of researchers in previous researches in three parts of the educational-behavioral evaluation components of teachers and principals, the criteria for evaluating the competence and professional and general abilities of teachers and principals of Tollou schools during recruitment. In this research, in order to determine the validity, first the content validity was approved by the honorable teacher, then to further confirm the content validity, the judgment and opinion of experienced experts in this research, i.e. 10 teachers and principals of Tollou schools, were used, so that the opinions using The content validity ratio of Laushe or the content validity ratio index (CVR) was measured and confirmed. To confirm the reliability, Cronbach's alpha coefficient was used and 0.875 was calculated and confirmed. In the inferential statistics method, in order to analyze the obtained data, the T-Tech test - a sample with SPSS24 software was used to determine the ranking of indicators, using the AHP hierarchical analysis method with ExpertChoice software.



### Findings:

Based on the validity and reliability results, out of 23 identified components, 20 components were approved and investigated for educational-behavioral evaluation of teachers and principals of Tollou schools. From the point of view of the respondents, i.e. the teachers and principals of Tollou schools in Tehran, the identified educational-behavioral assessment components are finally approved. Based on the validity and reliability results of the 12 identified criteria, 12 criteria are used to evaluate professional and general competence and capabilities. Teachers and principals of Tollou schools were approved and checked during recruitment. According to the hierarchical ranking results, among the educational-behavioral evaluation components of teachers and principals of Tollou schools, it was determined: setting tasks or presenting research topics, as far as the students are able, and controlling and monitoring their performance by teachers and principals of Tollou schools in According to the results of ranking in a hierarchical method, it was determined that among the criteria for evaluating the qualifications and professional and general abilities of teachers and principals of Tollou schools, during recruitment: the importance and attention to the individual differences of students during teaching is the first priority. The result of the research is consistent with the research of Gepila (2020), Stacey et al. (2020), Lee (2019), Wu and Chen (2014).

### Conclusion:

According to the identified components, it can be concluded that the evaluation of educational-behavioral components; The part that can be learned can be improved, and the other part depends on the teacher's personality. Being a teacher is a human virtue, therefore moral characteristics are among the most important dimensions of a teacher's professional characteristics. Responsibility, respect and politeness, teacher's character, honesty and integrity, boldness in expression, commitment and chastity of speech and similar qualities are the moral characteristics of a world-class teacher. A suitable model is proposed to improve the educational and behavioral performance of teachers and principals based on a school-oriented approach, program-oriented, participation and self-evaluation, in order to determine the goals and operational plans of the school, to identify the capacities and abilities of effective factors in schools and to achieve a positive attitude of preparation and implementation.

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