THE WAY OF DETERMINING COMPETENCES OF A TEACHER AND ISSUES ON DEVELOPMENT OF PROFESSIONAL NECESSITIES IN GEORGIA

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Abstract

For any country, education is a long-term investment with longer economic or social goals. A substantial component of educational system is a determined, thoroughly prepared, developmental and highly qualified teacher.

Due to the current reforms of the educational system in Georgia recently, one of the most inseparable elements has become the elaboration and implementation process of teacher evaluation system. Hence, the most essential component for teacher professional development is to evaluate them objectively. The purpose of this evaluation is to determine competences of the teacher and reveal issues on development of professional necessities.

The article aims to consider problems of determining competences of the teacher and issues on development of professional necessities in Georgia.

Research includes the quantitative and qualitative methods of data collection. Mixed methodology, numerical and verbal data were used to collect empirical data. Besides, the survey was used to get the whole picture of the situation and the final analyses was done through individual and group interviews and focus groups. We used several tools for data collection: the minimum requirement are questionnaires, semi-structured interviews (individual and group), observational data and documentary data.

Thus, in accordance with the analysis of survey results the problems that have been highlighted are as follows: To make personal decisions during the process of a lesson plan; non-democratic forms of the teaching process; Individual differences among students are perceived as a problem than a resource; unobjective assessment of the students; low motivation towards learning, etc.

To summarize all these components and problems, the survey once more has emphasized burning issues in Georgian educational system and revealed points to be taken into consideration. Based on this analysis it was found that 360 degree model system must be implemented in Georgian educational system in order to substitute the old, useless system with newer and more effective one.

Keywords: teacher, competences; evaluation, models, methods.

1 INTRODUCTION

It is noteworthy that for any country education is a long-term investment with longer economic or social goals. A substantial component of educational system is a determined, thoroughly prepared, developmental and highly-qualified teacher who is always dedicated to improving the process of teaching.

Implementing and building effective educational system is practically impossible without a qualified teacher. Consequently, no reforms will be successful without effective teachers. The role of the qualified teacher is immeasurable in the process of conducting teaching productively and it is a factor of immense importance in students’ academic performances as well. It is worth remarking that teaching quality is mainly connected to the qualified teacher who conducts lesson process and has regular meetings with students.

One of the essential components for professional development of the teachers is their objective evaluation. The purpose of the evaluation is to determine competences of the teacher and reveal issues on development of professional necessities.

Due to the current reforms of the educational system in Georgia recently, one of the most inseparable elements has become the elaboration and implementation process of teacher evaluation system.
During the last years secondary school teachers are the objects of different reforms or methods. The aim of the educational reform founders is obvious- to raise the quality of teaching at schools in order to increase the qualification process of pedagogues. However, the results and conclusions are not hopeful yet.

2 METHODOLOGY

The article aims to consider problems of determining competences of the teacher and issues on development of professional necessities in Georgia. The empirical part of the research is based on the data analysis of questionnaire conducted among teachers, students and parents.

To collect the data the following instruments were employed: a) table research analysis; b) analysis of secondary data; c) analysis of research report; d) review of scientific literature.

Mostly, the work is based on a table research. The results of local and international surveys and scientific literature were also employed in the analysis. While working on the article new assumptions and hypothesis were formed to examine the issue carefully. The data gained through empirical research were applied to develop and prove a new hypothesis.

The following article based on several works related to teacher’s evaluation. “Teacher Evaluations: Use or Misuse?” written by Douglas F. Warring focuses on value added measures used in teacher evaluation. The article considers the usage of value added assessment while evaluating teachers. Warring gives distinct and useful analysis on teacher evaluation [12]. Another work “The Use of 360-Degree Feedback Compared to Traditional Evaluative Feedback for the Professional Growth of Teachers in K–12 Education”, written by Jo-Anne Mahar and Barbara Strobert includes the empirical research on the use of 360-degree feedback in elementary and secondary educational institutions [8]. Consequently, this work is remarkably significant for the research due to the problems of feedback in Georgian educational institutions. Through this article, the priority of usage 360-degree model compared to traditional methods in teachers’ evaluation can be recognized. This paper was the pivot of the research as we successfully applied this evaluative model in Georgian schools. Based on “Teacher evaluation: Principals’ Insights and Suggestions for Improvement” by Thomas A. Kersten and Marla S. Israel, the present paper anticipates the role of administrator that has a considerable factor in teachers’ effective evaluation [6]. Based on “To Evaluate Teachers in Georgia From Professional Capital’s Perspective” by N. andghuladze paper determines participants and various criteria in the process of teacher evaluation since this work contains all the aspects that are necessary to evaluate teachers’ effectiveness [1]. All above-mentioned works contributed to developing and implementing new evaluative experimental model in Georgia.

The analysis of documents in educational policy was carried out during the research process, including legislative, regulatory documents and acts [2], [9], [7], [11]. International surveys were conducted by means of qualitative and quantitative methods. The research has been carried out within different Georgian regions at private and public schools. Participants: teachers, students and parents.

The paper elaborates questionnaires based on the 360 degree model evaluation based on the following: 1) The process of evaluation by the teacher; 2) The process of evaluation of the teacher activity by the student; 3) Teacher evaluation by parents. The closed forms of questionnaires were sent to the participants by mails.

Besides, the survey was used to get the whole picture of the situation and the final analyses was done through individual and group interviews and focus groups.

3 RESULTS

3.1 Data Analysis

As the surveys have shown only 32.5% of teachers consider to determine students’ needs and elaborate activities on the basis of them is much more significant in the process of planning educational activities and only 13.6% make the following issues as a priority and state as follows to arrange educational activities in accordance with the students interests and discuss spheres they are interested in are more important.

According to the research only 14 % of the teacher consider that students must not be under the system pressure and this rate is quite low. 32 % think that practice and repetitions are more important.
than getting rid of students from system pressure. External conditions are closely connected to the learning process or quality and consequently if these conditions are inappropriate or unacceptable and the students are limited or under pressure, only practice and repetitions can’t be the guarantee of knowledge.

During the process of planning teaching activities majority of teachers make some mistakes for example they make decisions personally. 35 % of respondents admit that lesson plan must meet students’ needs and background knowledge. Additionally, we are in favour of planning lessons on the basis of students consultations, i.e. students must be actively involved in the process of planning lesson components.

The practice of making decisions personally is the relict of the Soviet Union but it is still engrained and well-established in Georgian educational reality. This fact is confirmed with the results of our survey: only a small number of teachers (8,5 %) consider consultations with students in advance before planning activities to be necessary or significant.

According to the survey 34,5 % determine objectives and search for effective ways while planning instructions in advance. Only 12,5 % reckon students’ involvement in the process of planning activity as a priority and this rate is quite low. Students involvement in the process of planning various activities is essential due to the remarkable increase of their motivation and the learning process gets much more gripping and entertaining as well.

A detailed lesson plan is necessary to conduct an effective lesson. The 36,5% of respondents think that clearly planned lesson is important to achieve objectives and it is the core to give the effective lesson. However, if the teacher is not fundamentally aware of the lesson contents, the achievement process gets more and more difficult and lesson productivity gradually decreases. Though, only 14,5 % of people share this idea and we consider this rate alarmingly low.

As the reasearch results show 27.5 % teachers prefer problem oriented method to find solutions and suggest real challenges, the main purpose of teaching is to apply the knowledge in practice”, the respondents’ choice in this particular situation is quite logical. Since the real challenges are more interesting and oriented on the objectives, this choice is a priority from a teacher’s standpoint but the rate of surveyed teachers who make this concrete choice as a whole is very low.

To raise students’ interest towards the concrete subject is one of the most difficult obstacles in this field. As 34% consider the main reason can be insufficient knowledge of the subject and uninteresting or boring lesson. When the students are suspicious or look doubtfully at teacher’s competences their interests or motivation fade or declines gradually. Thus, in this concrete situation approximately 1/3 of the teachers perceived the provoking reasons appropriately. Additionally, the process of being unaware of results generally caused by not learning or ignoring the subject refers to teacher’s weakness as well and only 15 % of respondents paid attention to this fact.

Individual differences among students should be applied as a resource by the teacher whereas only 14,5 % of respondents think individual differences do not prevent effective learning if the students have the possibility to practice and enhance knowledge. There are categories of teachers who regard to give high-quality knowledge to every student equally is impossible. Hence, teachers from this category are aware of individuality and have the specific, concrete method to apply in the teaching process. In accordance with the results of the surveys certain part of teachers is not liberal and individual differences seem as problematic matters than resources to be effectively applied through the process of teaching.

In Georgia the best indicator of ineffective evaluation is school-leaving certificates. To evaluate the knowledge of the students on the basis of school-leaving exams in Georgian educational institutions is quite ineffective. 36,5 % of teachers account students assessment must occur sistematically. But in Georgian reality students’ assessment does not determine their knowledge i.e. it is not exact indicator of students' knowledge. A student who does not have any difficulties in moving from one grade to the other should not have any barriers at the CAT (computer associate test) exams. However, the tendency of failed students at school-leaving exams has not changed positively recently and there are no signs of improvement lately.

When students cannot assimilate a subject or have knowledge acquisition problems, these facts can be connected to various factors. However, one of the most foremost hinderance can be “unprofessional or inappropriate style of teaching”. 23,5 % of surveyed teachers regard this factor as a significant problem. Furthermore, 25 % reckon that if the student cannot assimilate or acquire concrete materials, the solution is repetition or practice of these materials. This view is quite logical but if the
existing practice and unsuitable learning conditions still remain the same, practice and repetition of the materials will not be the guarantee of progress.

As we have mentioned above students and parents were involved in the process of surveying and their answer analysis is interesting and significant. It is worth remarking that students and parents were eager to participate in the research process unlike pedagogues since the cooperation with a majority of them required a lot of patience.

One of the most essential goals of our researches was to determine students’ and parents’ attitudes towards the learning quality.

Majority of students that equal to 65.6 % account that they can do classwork or homework independently. However, only by means of these data and teachers self-assessment one cannot measure the quality of teaching since approximately 65% of parents regard their children to be unable to complete or deal with school tasks properly and effectively. 34.4% of surveyed students consider that knowledge acquired at school is insufficient to complete homework independently without any difficulties.

As the survey has shown 55 % of students reckon teachers to be fair and equal to every students whereas 45 % of students disagree and 60% of parents contradict too and claim that teachers mainly are unobjective and unfair. Objectivity is one of the most indispensable components of every lesson and consequently an objective and fair teacher acts as an essential or key factor to lead teaching process successfully and productively. Any kinds of discrimination or favouritism is unacceptable behavior from the teachers and negatively impacts on students' psychics. Nevertheless, as the research shows nearly half of the students experience discriminative approach from teachers.

68 % of students admit school rules whereas 32 % disagree and as a consequence the classroom rules are not known at all. The majority of parents (64 %) regard that teachers provide students with improper and unreal information about expectencies. On the basis of these data we can come up with the conclusion that a certain number of students are not aware of the school rules during learning process and teacher’s objectives or expectencies whereas school/classroom rules are the most significant element in order to succeed in the teaching process and they must be elaborated on the basis of students’ consultation and keeping these rules must be equally important to students and teachers.

In our reality the role of a parent in the teaching process is minimum and this fact somehow is caused with the existing teaching style. As the survey has shown majority of parents (66%) are not informed on time about students’ necessities or needs, hence this factor fosters parents to be passive or reluctant and their participation in the teaching process is only formal. A high-quality teaching and learning requires permanent, continuous communication between teachers and parents. The parent must be informed on time about student’s academic performances in order to eradicate problems promptly and effectively, to encourage teachers conducting the teaching process effectively.

As the reasearch states 40% of students feel uncomfortable when asking the teacher for help. The reason can be painful experience gained several times in various situations. Herewith, it must be remarked that the vital and necessary factor for successful teaching is the lesson based on freedom and equality. Every student must have a right to express their ideas freely and put questions without hinderances.

The teacher should be ready in any moment to respond all questions put by the students and if necessary s/he must give a helping hand to all of them adequately and equally.

3.2 Discussion

In Georgian public schools, not all school representatives are relatively involved in the evaluation process of teacher activities. The most common and accepted method is lesson monitoring that occurs rarely. Thus, the professional change or development of a teacher is usually beyond the attention (in case of professional progress). After monitoring process, the school teachers continue with the daily lesson system and keep the previous format. Whereas teacher evaluation should be the first and foremost in putting new educational ideas into practice.

Traditional approach to teacher’s evaluation usually hinders effectiveness due to the fact that in most cases the teacher is informed about monitoring process in advance. Naturally, s/he prepares everything deliberately and the lesson is substantially different from everyday lesson process. Consequently, everything is planned in advance including students’ behaviour and when it comes to
evaluating we have no real picture depiction of our lessons. Since the planned and staged lesson is completely different from everyday teaching process. On the basis of irregular monitoring it is practically impossible to do objective evaluation. Therefore, the person who is in charge of assessing the concrete lesson process finds difficulty perceiving the real picture and giving proper and productive feedback.

Current evaluative system in Georgia still strives for solving the problem of younger and qualified teachers at schools. If the school principal has no right to dismiss the teachers no vacancies are available to employ more qualified ones.

One of the most significant responsibilities of school principal is to provide teacher development. Hence, the principal must maintain appropriate environment and conditions to promote teacher evolution process. The concrete article in school principal standard states: “Public school principal maintains teacher professional development, creates convenient, constructive and encouraging environment” [9]. The principal holds the responsibility to create mechanisms for teachers' professional development but despite prevailing the above-mentioned points in the school principal standard, there are no effective tools or evaluating instruments at school. As a result, when it comes to evaluating schools the whole attention from the Ministry of Education and Science is drawn to legislative regulations. Additionally, Georgian current legislation doesn’t require from school principals to necessarily obtain teaching experience. According to the Georgian Law about general education “a school principal can be a person elected in accordance with law, must have higher education, 3 years experience and be under 65” [7]. As a consequence, the teacher who is going to be evaluated turns out more competent in his/her field than the school principal.

Vague and improper assessment criteria, incompetence in target subjects and artificially planned lessons i.e. the assessment of performance without adequate picture description could be considered as pointless work. However, if the assessment system is relatively carried out, given results will administer the opportunity to the teacher and administration as well to improve teaching quality and determine priorities properly.

But nonexistent self-assessment methodology still remains as a major problem, majority of teachers cannot evaluate themselves objectively, the government does not confer this component much significance and consequently, the society is not reasonably aware of its importance. That is why European experience should be taken into consideration.

According to the educational science field in teacher evaluation process 3 main issues should be in the centre of attention: teacher qualification, the skill of a teacher to conduct the lesson and teacher achievements. The first two components can be checked to some extent. For instance, there are two mechanisms of evaluating teacher qualification the first is the certificate exams and the other is the university degree. One of the widespread methods is the evaluation of teacher management skills through the lesson monitoring. However, the teacher achievements are too complicated to measure or evaluate relatively. On the basis of evaluation successful or less successful teachers should be stood out and the given feedback must be objective to foster and support teachers in professional development. Teacher evaluation process carries a great importance from the self-assessment standpoint too, teachers are given the feedback to analyze their pros and cons or objectives in a profound and detailed way that is almost impossible without effective and flexible evaluation system. Thus, properly planned evaluation system must be dedicated to improving teaching quality and professional development. Inconsistencies or discrepancies between these two purposes might be raised by evaluative structure and procedures too.

Teacher evaluation system can be set in different ways. Totally decentralized systems where the school takes control over the evaluation system entirely and there are no centralized regulative documents and systems where teacher evaluation is totally managed in a centralized manner. Mainly, in advanced countries teacher evaluation belongs to only school competencies and there are no regulative documents or mechanisms at a central or municipal level.

For instance, in finland, Czech Republic and Sweden the Ministry of Culture and Education does not participate in teacher evaluation process. The principles of teacher evaluation are agreed with only the local government and among teachers’ professional unions. School principals are in charge of school teaching process and therefore they are responsible for arranging events in favor of their teacher competences [10].
As Andghuladze states: “Among new teacher evaluation instruments in competences special attention has deserved Charlotte Danielson’s evaluation frame falling teacher’s competences into four different groups. In particular, they are:

1. Planning and preparation: Covers the subject and pedagogical knowledge of the teacher, awareness of students needs, the ability of planning the objectives, resource awareness, the ability of teaching strategies and its formulation, the ability of elaboration students assessment techniques;

2. Classroom environment: the ability of creating confident and respectful, teaching centered environment, the ability of managing lesson procedures, behavior and physical space organization;

3. Teaching: the ability of interaction through questions, discussion methods application, students involvement in the learning process, assessing skills, demonstration of flexibility through responses;

4. Professional responsibility: consists of indicators related to human resources. In particular, the skill of development your own potential, professional ethics and social capital as well. Professional ethics covers indicators such as: students interests protection in or out of school” [1].

As it has been mentioned above effective evaluation system must be suitable to school objectives and needs, also it must be oriented on teacher professional development. Generally, there is no universal agreement about forms or methods on teacher quality evaluation or the evaluation of teacher competences fundamentally. The common oriented questions in the educational sphere of teacher evaluation are mainly related to the purpose of teacher evaluation, who will be in charge of the evaluation process and what will be the essential criteria. Therefore, the most substantial challenge is to determine:

1. The frame of evaluation system and identify existing problems reasonably which may be solved or reduced by means of this system.
   o who must be in charge of monitoring the system, process and outcomes- schools, professional union or the government?
   o which aspects of teacher competences must be evaluated? What are follow-ups of this evaluation: teacher encouragement, promotion, supplementary support or something else?

2. What are preconditions and accompanied mechanisms for effective evaluation system? for instance, will it be productive and effective if the salaries are risen without changing existing mechanisms at schools? [1].

If we get acquainted European experience, we will see that mainly value-added assessment, lesson monitoring and parents’ surveys must be taken into consideration in order to determine teachers’ competences or students and colleagues assessment [3].

When assessing lesson process the following issues are of high importance:

a) National standards and criteria;

b) All criteria must be obviously elaborated for the person who evaluates the teacher;

c) All participants involved in the evaluation process must be properly informed about assessment criteria. Moreover, prior-preparatory trainings are necessary for participants in order to get acquainted with assessment rubrics and be aware of effective characteristics of the lesson;

d) Teachers must have the opportunity to complain/appeal;

e) In the process of assessment, anonymity should be strictly kept due to the fact that the person who is evaluated should not feel embarrassed or uncomfortable.

360 degree model is based on the above mentioned criteria and is much more effective than the traditional method. 360 degree feedback model is the unity of evaluative methods used by school society and consequently the quality of teaching is evaluated on the basis of database got from various sources.

This model is also known as team assessment form. The effectiveness lies in the following that data assessment are based not only on one source but the information provided by various sources. The basis of 360 degree model includes teacher self-assessment, teacher evaluation by the students and
colleague and school board’s evaluation [5]. Teaching process evaluation with 360 degree system is more objective and reliable since it gives a chance to perceive teacher’s skills from different standpoints.

According to N. Andghuladze’s view students, parents and colleagues can provide much more information about teacher’s contributions than school administration. The involvement of the students in teacher evaluation process is crucial in order to evaluate the quality of the teaching process. Students’ attitude towards the teachers generally are more valid since effective or not effective teaching/learning process firstly is reflected in their academic performance.

Hence, students’ feedback is particularly reliable and significant. Studies have shown that observation through traditional lessons is less reliable than students’ feedback that undoubtedly determines teacher’s activity and acts as a main indicator, but since the number of participants is quite high the evaluation process tends to be long and dynamic. However, it must be taken into account that only students’ assessment cannot be the only determining factor to evaluate teachers’ competences or effectiveness [3]. By means of the students survey a teacher is assessed in accordance with 7 elements. a) to communicate with students appropriately; b) to summarize newly-taught materials effectively c) to explain materials d) to take care of students e) to raise an interest in students f) to encourage and challenge students g) to manage students’ behaviour. The first five elements - caring, communication, obvious explanation, provoking interest and summarizing are elements related to taking care of students. The latter ones – the management of students behaviour and encouraging belong to students challenge category [1].

According to the educational field of science parents’ participation is essential component in the evaluation process too. Parents involvement carries a great importance in the majority of TALIS countries. There is no similar practice in Georgia excluding their participation in tutorial boards.

Self-assessment of competences is too important for teachers. Since 2015-2016 a teacher holds the responsibility to complete self-assessment questionnaire at the end of the year. Though, as the practice has shown the average rate of Georgian teachers’ self-assessment is higher than TALIS’s countries rate. For instance, rates of self-assessment exceed all East European countries (excluding Romania) and countries like Finland, Singapore, Holland and Canada [10]. The reason of this rate can be various for example the fact that self-assessment done by an individual is always much higher than assessment conducted by other competent people.

As mentioned above the data gathered by means of this model are versatile and consequently include more information. Herewith, it is worth remarking that 360 degree evaluative system is more valid since on the basis of numerous observers it appears to be free from favouritism and subjective attitudes.

360 degree evaluation is effective in other ways too, since its purpose is tightly related to organizational goals and a person’s professional development. “Such form of evaluation increases quality, as objectives and views between employee and organization correspond to each other” [8].

The above-mentioned evaluation is associated with some obstacles too. According to Andghuladze there is necessity of people who will be responsible for evaluation system. Not only the person who evaluates the teacher (the member or participant of the school) but the group of people who will be totally in charge of carrying out the whole process including elaboration of the evaluation system, teacher preparation for evaluation, analysis of evaluative results and its application [1].

One of the most significant components is proper elaboration process of the evaluation system and major points require a great deal of attention, also people’s competences who are involved in data elaboration process should be highlighted as well.

As the field researchers state the particular attention must be drawn to numerous difficulties associated with 360 degree evaluative model:

a) As the school society is actively involved in the process of evaluation system, due to the multitude of people the process requires more time than the evaluation with the traditional method;

b) Sometimes, the participants’ viewpoints who are involved in the assessment process are contradictory. Consequently, it makes the matter more difficult to figure out whose information is more valid or reliable;
c) If a feedback does not include constructive and correct comments, the matter gets worse as the sudden low feedback can make negative impact on a teacher’s motivation;

d) The evaluation system may have an automatic form to fix only desirable (positive) assessment that appears to be irrelevant and fruitless;

e) The personal factor of a teacher is essentially significant as well. Reality or outcomes attained through assessment must be acceptable for the teacher [5]. Teacher evaluation system works positively on one hand for teachers with positive feedback but if some of them get lower results after evaluation they may express dissatisfaction [4].

In some cases, teachers do not speak about difficulties or obstacles usually encountered through the process of teaching. “This insincerity is mainly caused with fear of being conceived as weak by others and eventually reflected in the teacher evaluative document [4].

That is why school administration and teachers must agree beforehand about the teacher evaluation purposes. The evaluation can aim at improving the practice or measuring teacher’s qualification or both components can be given in one system at the same time.

As the researches have shown when the teacher evaluation carries the purpose of qualification improvement, teachers act more naturally without avoiding to reveal weaknesses since they are sure the evaluation is for their qualification improvement and their career advancement is not under danger, whereas when the evaluation aims to measure teachers’ competency, they act less naturally in order to hide their weaknesses [3].

From theoretical standpoint 360 degree evaluative model is important in many different ways since the evaluation is carried out not from upside down or on the basis of self-assessment but the process involves everyone from the school society. We should take into consideration the fact that 360 degree evaluation system has not been implemented at Georgian public schools yet. Therefore, to pilot it and take preventative measures before implementing will be a good idea to determine its effectiveness.

In order to determine effectiveness of 360-degree model we have planned the research based on the participation of school society and its members. While drawing up the plan our aim was to reveal weaknesses in the current teaching process at Georgian school systems since it has ineffective evaluation system as we have mentioned above. Hence, the purpose of our research has been to determine the effectiveness of teachers’ activities by means of 360-degree evaluative model.

4 CONCLUSIONS

Thus, in accordance with the analysis of survey results the problems that have been highlighted are as follows: To make personal decisions during the process of a lesson plan; non-democratic forms of the teaching process; Individual differences among students are percieved as a problem than a resource; unobjective assessment of the students; low motivation towards learning and etc.

To summerize all these components and problems, the survey once more has emphasized burning issues in Georgian educational system and revealed points to be taken into consideration. On the basis of this analysis we necessarily regard that 360 degree model system must be implemented in Georgian educational system in order to substitute the old, useless system with newer and more effective one. As we have already mentioned above this model increases the data reliability, is carried out not only by one person but people who are actively involved in the teaching process and consequently the evaluation process is much more objective.

Such evaluative model gives a chance to teacher to perceive his/her strengths and weaknesses, the teacher obtains objective and impartial information about his/her activities, she/he gets hold of possibility to compare own self-assessment with data gathered and employed by others, to observe and comprehend the necessities of professional development. All above mentioned components will lead to an effective and productive learning and encourage the teachers to build a successful, student-oriented lesson plan.

To re-examine and retrain school menagement is highly recommended in order to master them in the evaluation field and prevent from wasting a large amount of money from the budget on evaluating thousands of teachers.
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