Identify Main Components for Performance Assessment of Schools in favorable Situation

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Abstract

Purpose: The aim of this study was to identify the main components of school performance evaluation in desirable condition.

Methodology: The present study was a descriptive cross-sectional study. The statistical population of the study consisted of 1980 high school principals who were selected based on Cochran's formula of 322 students using cluster-cluster sampling method. Educational management (including 15 university professors, 20 administrators and 15 school administrators) selected through purposive sampling, semi-structured interviews were conducted, primary components identified and then identified by the researcher to determine the final components. It had 172 items and its face validity and content validity were confirmed by its experts in Cronbach's alpha coefficient of 0.75. Data were analyzed using exploratory factor analysis and structural equations.

Findings: The findings of the study indicated that the following components could be considered to evaluate the performance of the 12 components of the school and the 172 sub-components: 1- Management and leadership, 2- Administrative and financial affairs, 3- Teaching-learning and Effective programs, 4-Axis programs, 5-ICT, 6-Physical status and equipment, 7-Empower teachers and staff, 8-Supplemental activities, extracurricular activities, 9-Organizational climate and organizational culture, 10- Interacting with the school environment and gaining experiences, 11- Physical education, health and well-being, 12- Involvement of staff, parents and students in school affairs..

Conclusion: School management has a very important role in the performance of schools, so school management and leadership as the main pillar of schools should play a scientific and good human relations role, which will play an important role in enhancing school performance.

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1. Introduction

Evaluation system is one of the basic needs of organizations to be aware of the success of their activities, especially in complex and dynamic environments, so that its absence in the organization can be considered as lack of communication with the environment inside and outside the organization which results in failure and dissolution of the organization. An overview of the key challenges facing executives today is assessing the success of the organization and effective strategies for the future (Motaghi, Safania, Nikbakhsh, 2018). Performance appraisal is a central issue in all organizational reviews and it is difficult to conceive of an organization that does not include a performance appraisal and measurement system. Training centers use different models to evaluate performance (Eva, 2018).

Organizational performance is the accomplishment of the tasks assigned by the organization to the workforce. Organizational performance encompasses almost all goals of competitiveness and product excellence and is related to cost, flexibility, speed, reliability and quality (Inaam, Abderrahman, Yasmina, 2016). In addition, organizational performance can be defined as an umbrella that encompasses all the concepts related to the success of an organization as a whole and that practice is one of the fundamental concepts in management, Can be seen in the mirror of their performance (Luskova, Hudakova, 2013).

The performance appraisal system, by formulating an appropriate model, should transform the mission, vision and fundamental goals of an organization into measurable criteria and indicators, obviously, the extent to which these criteria and indicators are consistent with the core mission and long-term goals of the organization will allow for accurate monitoring and control of activities (Shaghayegh, et al., 2010). In today's complex world, where the advancement of countries, organizations and educational institutions depends on the development of human science and knowledge, the quality of education that comes from it is particularly important. The need to continually improve the quality of education has led training organizations to improve their organizational performance. Therefore, with a qualitative view of education, try to maintain the quality of their organization's training programs at the desired level by presenting executive strategies. It should be noted that doing so is subject to sound management and positive attitude to education. It is essential to have appropriate criteria and indicators to evaluate the educational performance of the other (Ansari Jaberi, 2009).

Using performance appraisal mechanisms, the necessary conditions are provided for transparency of school performance and accountability for the achievement of goals and objectives. Evaluating the performance of schools with a view to identifying the status quo and identifying improvement points, while controlling and reviewing the policies and strategies applied, provides the basis for policy planning to increase the strengths and increase the quality of educational and training services to provide greater customer satisfaction (parents and students) (Khajei, Nazemi, 2012). The importance of evaluating and evaluating the performance of schools should be identified by the criteria for performance evaluation, which will be based on the stated goals of the schools. It should be clear what level of inputs different schools use for a given level of their activities (Korkmaz, Ozdemir, Kavali, Cakir, 2018). There has been little research on the performance of the research, some of which are listed below:

Davoodi (2012) in his findings pointed to the components and characteristics of performance such as school management practices, educational staff performance, facilities, facilities and facilities, educational performance of students. Abdollahi (2007) has designed a system of indicators of quality assessment of primary and secondary schools in research that includes the inputs themselves (inputs, funding, space, equipment, libraries, and educational materials), processes (teacher activity, educational leadership, educational health environment). , Process (office), process (learning strategies), process (budgeting), process (student activity), input (management features), output (alumni), context (social, cultural, economic environment)) Has introduced inputs (characteristics of teachers and students). Niknami and Mahdian (2009) in the research report the main components of effective schools as follows:

1- Structure of effective strategies. 2- Effective parenting partnerships, 3- Effective curriculum training and design, 4- Effective educational policy making and evaluation, 5- Effective educational leadership and management, 6- Effective executive approaches, 7- Educational climate effective. Faraj pour, Rashidi, Azizi (2015), in a study evaluating the performance of organizations and employees using the Balanced Scorecard (BSC) and Model (EFQM), concluded that performance evaluation was analyzed by analyzing job selection, payroll, and payroll. Occupational training is closely related and employees' performance behaviors should be measured in evaluating their performance.

Tehseen (2015) in his research classified factors affecting teachers' performance and attitudes into two categories: 1- intrinsic motivation factors and 2- extrinsic motivation factors. Tasar (2017) in his doctoral thesis examining the levels of implementation of the principles of comprehensive quality management by principals and teachers of Adriaman Province in Turkey concluded that principals and school teachers in the province used the principles of comprehensive quality management in their professional duties. They give. Teachers, on the other hand, have applied higher levels of comprehensive quality management principles than principals. The results of Diaz & Mantilla (2017) also show that the implementation of quality management systems has a great impact on internal communication systems and school external relations. In their research, Smart & catz (2016) reported that the performance appraisal system is based on 360-degree feedback models at three levels: individual level, social level, organizational level.

In assessing the performance of failures, such as the ambiguity in quality and the lack of academic competition between schools and the lack of academic rankings based on these indicators, there is a tendency to subjectivism and to avoid objectivism. It shows that no comprehensive research has been done so far on evaluating the internal organizational performance of schools, and most research has been on evaluating the performance of principals or staff. Also, reviewing school bylaws and guidelines also provides a comprehensive model and model. There is no such thing Therefore, the formulation of school performance assessment components will make the system more intelligent and motivate people towards desirable behavior and the conditions necessary for transparency in school performance and accountability for achieving its goals and objectives, to increase the strengths and improve the quality of educational and training services. Therefore, the present study focuses on the research gap in the evaluation of school performance and the development of components of the Comprehensive Minister for School Performance Assessment and in order to increase the awareness of school administrators and educators. Education was conducted to evaluate the performance of schools with the aim of providing components of school performance evaluation.

2. Methodology

This descriptive study was a mixed (qualitative and quantitative) study that used theoretical, research and interview texts in the qualitative section and a small part of the questionnaire was used to collect data and data. The statistical population of the study consisted of 1980 high school principals who were selected by cluster sampling method based on Cochran formula. Semi-structured interviews were conducted to identify the components of school performance evaluation in the first phase after reviewing the theoretical and research literature with 50 educational management experts (including 15 university professors, 20 administrative staff and 15 school administrators) selected through purposeful sampling. The primary components were identified. Then, the final component of the researcher-made questionnaire with 172 items was used. Questionnaire items were scored using a five-point Likert scale of: Very Low (1), Low (2). , Average (3), high (4) and very high (5). Methods such as peer review and peer review were used to validate qualitative data. Questionnaire method was used to ensure that the interpretation of the data reflects the phenomenon under study. Peer-to-peer questionnaires were used. The face validity of the questionnaire was estimated by Cronbach's alpha coefficient of 0.75. Data were

analyzed using exploratory factor analysis and structural equations. The demographic characteristics of the statistical sample (interviewees) and the statistical sample (questionnaire) were summarized in Tables 1 and 2.

Table1. Demographic Characteristics of Interviewees (to Identify Early Components of Performance Assessment)

Gender	education	Years of service	Management experience
Man: 25 people	MA: 30 people	Less than 10 years: 3 people	Less than 10 years: 10 people
Female: 25 people	PhD: 20 people	10 to 20 years: 30 people	10 to 20 years: 35 people
		21 to 30 years: 17 people	21 to 30 years: 5 people

Table2. Demographic characteristics of the sample (questionnaire)

Gender	education	Years of service	Management experience
Man: 170 people	Graduate: 37 students	Less than 10 years: 3 people	1 to 5 years: 124 people
Female: 152 people	Bachelor degree: 236 people	11 to 15 years: 35 people	6 to 10 years: 79 people
	MA: 43 people	16 to 20 years: 46 people	11 to 15 years: 63 people
	PhD: 7 people	21 to 25 years: 112 people	16 to 20 years: 40 people
		26 years and over: 126 people	21 years and over: 16 people

3. Findings

The results of the identified components of performance evaluation of the first secondary schools are reported in Table 3.

Table3. Results of identified components of performance evaluation of first grade secondary schools

Components	Number of items	Number of items
Management and leadership	24	127-123 ،121 ،18-1
Administrative and financial	17	35-19
Teaching-learning processes and effective educational programs	33	150- ،144-142 ،122 ،120-116 ،53-36 153 ،146
Pivotal program	9	62-54
Information Technology and Intelligence	9	71-63
Status of physical space and equipment	14	85-72
Empowering teachers and staff	12	145 ،96-86
Complementary, extracurricular and breeding activities	19	115-97
Organizational atmosphere and organizational culture	10	152 ،151 ،135-128
Engage with the school environment and gain experiences	6	141-136
Involvement of staff, parents and students in school	6	159-154
Physical education, health and wellness	13	172-160

According to the results of Table 3, twelve components were identified, with the number of items and the number of items being visible. These twelve components include management and leadership, administrative and financial, teaching-learning processes and effective educational programs, curriculum, information technology and intelligence, physical space and equipment facilities, teacher and staff empowerment, complementary, extracurricular and educational activities, Organizational climate and organizational culture are about interacting with the school environment and gaining experiences, involving staff, parents and students in school and physical education, health and wellness.

Table4. Exploratory Factor Analysis Results for Factor Load Identification and the Order of Importance of the Identified Components of Performance Evaluation of First Secondary Schools

Components	Factor load rate	Component ranking
Management and leadership	0/85	First
Administrative and financial	0/78	Fourth
Teaching-learning processes and effective educational programs	0/82	Second
Pivotal program	0/80	Third
Information Technology and Intelligence	0/64	Tenth
Status of physical space and equipment	0/70	Sixth
Empowering teachers and staff	0/69	Seventh
Complementary, extracurricular and breeding activities	0/72	Fifth
Organizational atmosphere and organizational culture	0/62	Eleventh
Engage with the school environment and gain experiences	0/60	Twelfth
Involvement of staff, parents and students in school	0/66	Eighth
Physical education, health and wellness	0/65	ninth

According to the results of Table 4, the components of performance evaluation of first grade secondary schools include twelve components of management and leadership, teaching-learning processes and effective educational, curriculum, administrative, and financial programs, complementary activities, extracurricular activities, physical space, equipment and facilities. , Empowering teachers and staff, staff involvement, parents and students in school, physical education, health and wellness, information technology and intelligence, organizational climate and organizational culture, and interacting with the school environment and gaining experiences that were 0.85 , 0.82, 0.80, 0.78, 0.72, 0.70, 0.69, 0.66, 0.65, 0.64, 0.62, and 0.60 more Impact on their school performance evaluation.

The results of the fitting indices and the results of the estimation of the components of performance evaluation of the first secondary schools are reported in Tables 5 and 6, respectively.

Table5. Results of Fit Indices for Components of Performance Evaluation of Primary Secondary Schools

Model fit indices	the amount of	Acceptable value	Result
RMSEA	0/421	Less than 1 and closer to 0	acceptable
Chi-Squre	0/989	Close 1	acceptable
P-Value	0/001	Less than 0.05	acceptable

Table6. Results of Estimation Model for Performance Evaluation of First Secondary Schools

Variables	Estimated amount	SD error	C.R	P-Value
Management and leadership	1/000	0/127	7/578	0/001
Administrative and financial	1/101	0/154	7/150	0/001
Teaching-learning processes and effective educational programs	2/162	0/234	9/230	0/001
Pivotal program	2/428	0/263	9/214	0/001
Information Technology and Intelligence	2/974	0/320	9/293	0/001
Status of physical space and equipment	2/231	0/252	8/841	0/001
Empowering teachers and staff	2/742	0/290	9/454	0/001
Complementary, extracurricular and breeding activities	1/937	0/214	9/044	0/001
Organizational atmosphere and organizational culture	2/197	0/235	9/343	0/001
Engage with the school environment and gain experiences	2/330	0/259	8/999	0/001
Involvement of staff, parents and students in school	2/640	0/292	9/027	0/001
Physical education, health and wellness	2/202	0/243	9/057	0/001

According to the results of Table 6, the performance evaluation components have a good fit. According to the results of Table 6, the C.R of the variables is higher than its critical value of 0.95, ie 1.96, and the significance level for all variables is lower than the error level of 0.05, so all components are confirmed.

4. Discussion

Given the inadequacy of performance appraisal such as ambiguity in quality, lack of academic competition between schools and lack of academic rankings based on these indicators, tendency to subjectivism and move away from objectivity and lack of a coherent and comprehensive framework for performance appraisal, The purpose of this study was to present the main components for evaluating the performance of first grade schools.

The results of the present study showed that evaluation of the performance of first grade secondary schools with twelve components of management and leadership, teaching-learning processes and effective educational programs, curriculum, administration and finance, complementary activities, extracurricular and educational activities, physical space condition and equipment and facilities. , Empowering teachers and staff, Staff involvement, Parents and students in school, Physical education, Health and wellness, Information technology and intelligence, Organizational climate and Organizational culture and Interacting with the school environment and gaining experiences. Although little research has been done to evaluate the performance of schools, the results of this study are somewhat in line with the results of previous studies. For example, Diaz & Mantilla (2017) reported that the implementation of quality management systems had a significant impact on internal communication systems and school external relations. Gaumer, et al (2015), while researching, concluded that there are three main dimensions of structure, communication, and concentration to evaluate the performance of each component. Haji Mazdarani (2012) also reported that 9 dimensions of EQM criteria and 8 dimensions of inclusive quality management include outcome orientation, customer orientation, leadership and goal stability, processes and facts management, participation and resource development. There are human beings, learning, typesetting and continuous improvement, partnerships and social responsibilities. In another study, Niknami and Mahdian (2009) included components of effective schools including effective structure and strategies, effective parenting, effective teaching and learning curriculum design, effective educational policy making and evaluation, effective instructional management and leadership, effective executive approaches and atmosphere. Effective training was introduced. Rajaeipour and Ebrahimi (2007) reported that indicators related to finance, building and educational equipment, teaching staff, student affairs, and school-community relations were important indicators in evaluating managers' performance.

To better summarize the twelve components, we categorize them into four main axes or dimensions as follows: 1- The first axis is the management dimension, which includes the components of management and leadership, curriculum and staff participation, parents and students in the school, and It plays a major role in the process of evaluation of first grade secondary school performance and indicates that school management has a very important role in school performance. Therefore, school management and leadership as the main pillar of schools should play a scientific role and with proper human relations. This will play an important role in enhancing school performance. This includes sub-components of the school principal's ongoing evaluation of the school's performance and feedback to stakeholders, formulation of the school's annual operating plan by the principal in collaboration with assistants and teachers and other school personnel, accurate knowledge of the school's current status, and planning to achieve the desired, executive status. Becoming an annual program according to the predicted timetable is to have a clear vision of the school's desired task and to identify the strategic goals and short-term and long-term plans of the school. So in general, having a plan for running the school and taking into account the school's vision, goals and missions and continuous performance appraisal and providing timely and necessary feedback to supervised people is crucial to improving school performance.

The second area or dimension of education and human resources development is comprised of components of teaching-learning processes and effective educational programs, empowering teachers and staff, and interacting with the school environment and gaining experiences. This dimension encompasses sub-components of communicating with learning centers and environments including research centers,

camps, specialized cultural centers, exhibitions and museums to utilize their services and facilities, presenting the successes and capabilities of teachers and students to the community through the media, success in recruiting Voluntary partnerships and utilization of external organizational capacities such as municipal councils, governorates, mosques and other social institutions to meet the needs of education, training, development, physical education, health, etc., modeling of successful schools to improve methods And processes, the school-based recommendation system, and the implementation of constructive and practical suggestions and planning for the presence of school and business volunteers in order to familiarize students with the professions. Also, using new technologies in education such as how to use smart boards, teachers use daily and annual lesson plans, enable teachers and staff to grow professionally, develop research, conduct research and writing courses, and enhance individual and group professional abilities. Among teachers and the exchange of experiences and their achievements should be considered. So, in general, the school should not be regarded as a closed system and have no interaction with its environment, but rather with a rational environment. Principals, teachers, and the school board in general must provide the necessary context for the relationship between the school and the surrounding environment in order to make the best use of the teaching-learning opportunities and opportunities for both the principal and staff and students. Visiting successful schools and utilizing their successful experiences, utilizing and interacting with external organizational capacities and empowering teachers and staff can play an important role in improving educational processes and school performance.

The third axis is support, which includes administrative and financial components, information technology and intelligence, and the status of physical space and equipment. This dimension includes the sub-components of doing desirable administrative affairs and student records, presenting quantitative and qualitative reports on educational, educational, financial, administrative, etc. activities to the administration, preserving educational property, documents and equipment, documenting activities and meeting minutes, and having a regular archive. School, concluding evaluation contracts with teachers at the beginning of the school year, expressing expectations and standards, providing appropriate guidance to relevant teachers and students, having a proper disciplinary system, and keeping track of staff and students attendance, optimum use of modern equipment and facilities E) financial support for IT infrastructure, proper layout of office equipment, allocation of funds for achieving educational goals, budget management, information system for teachers and parents, development and equipping of computer workshops, laboratory and security of electrical, cooling and heating systems. , Existence of hygienic room and necessary medical and sanitary facilities, beautification of school environment, sports facilities, provision and installation of electronic boards, database optimization, electronic library development, use of new technologies in school affairs, internet access With Q. High visibility and the existence of a computer site.

The fourth axis is the dimension of health care, which includes components of complementary activities, extracurricular activities, organizational climate and organizational culture, and physical education, health and wellness. This dimension includes the components of designing and implementing happy and appropriate programs for different occasions, deepening divine reinforcement, training self-control skills, designing and presenting appropriate and varied clothing and clothing patterns, strengthening the Quran, holding community prayers, deepening education and Islamic rituals, strengthening beliefs and adherence to the values of the Islamic Revolution, holding camps, conducting family education classes, counseling services to enhance physical and mental health, familiarizing students with academic and occupational disciplines, providing training on unexpected events, Rich face, Purposeful and energetic, encouraging teachers, staff, and students to brainstorm and present creative ways of doing things, institutionalizing and internalizing the disciplinary system, creating a climate of encouragement and encouragement rather than threatening at school, fostering cooperative and teamwork, Bringing school together in education, fostering a lasting relationship based on mutual trust, encouraging staff and students

to have future competencies, performing school sports, promoting physical and mental health, developing health records, and Moore's information record Need, use of health educators, improvement of school hygiene facilities, referral of students to health or treatment centers, observance of school hygiene, participation in festivals and sports competitions, sale of healthy and healthy food, and availability of appropriate sports facilities At school.

According to the findings, it is recommended that the Secretariat for School Performance Management be used at the ministry, general offices and constituency areas and a team of educational and evaluation management and evaluation specialists who are both academically and experimentally acceptable. . Workshops and briefings will also be held for school performance appraisers at provincial and regional levels to properly explain the components presented. Since this model is almost comprehensive and includes evaluation of different educational, educational, administrative, financial areas, etc., it is necessary to coordinate meetings between officials and experts in different areas at ministerial, provincial and regional levels, Also since the purpose of this model is to improve and enhance the various educational activities of the schools and ultimately to increase the effectiveness of the schools, it is necessary to explain and explain this model to the school principals.

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