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Determining the Dimensions and Components of the Teachers Performance Evaluation Model

Fatemeh Jangholi[1], Jafar Rahmani[2*], Hossein Karimian[3]

1- PhD student in educational management, Qom branch, Islamic Azad University, Qom, Iran

2- Associate Professor, Department of Educational Sciences, Tolo Mehr Institute of Higher Education, Qom, Iran

3- Associate Professor, Department of Educational Sciences, Qom Branch, Islamic Azad University, Qom, Iran

* Corresponding author's Email: 0384459@gmail.com

Abstract: Teacher evaluation is the regular process of rating and evaluating the teaching effectiveness of educators. Teacher performance evaluations aim to help promote a better learning experience for students and foster professional growth for educators. The purpose of the current research was to determine the dimensions and components of the teacher performance evaluation model in Qom province. This research is applied in terms of purpose, which was conducted using exploratory-qualitative method and Grounded Theory (GT). The studied population includes specialists, experts, evaluators and primary teachers of Qom province in 2021. Participants were 21 people who were selected by purposeful sampling using the snowball technique. A semi-structured interview method was used to collect data. Data analysis was done using content analysis of interviews and open, axial and selective coding. The results of the research revealed that the teachers' performance evaluation model has six components, including: classroom management, innovation and creativity, ability development, communication, commitment and information technology. The findings were discussed according to the discovered components and practical implications were presented for planning and implementing policies to improve teachers' performance.

Keywords: Performance evaluation model, elementary teachers, performance evaluation components, grounded theory

Introduction

Every organization has an urgent need for evaluation in order to know the level of desirability and quality of its activities, especially in complex and dynamic environments (Amanchukwu et al., 2015). On the other hand, the absence of an evaluation and control system in a system is considered to mean the lack of communication with the internal and external environment of the organization, the consequences of which are old age and ultimately the death of the organization (Emmanuel et al., 1990). Evaluation is one of the basic needs of organizations to know the success rate of their activities, especially in complex and dynamic environments (Russ-Eft & Preskill, 2009). So that its absence in the organization can be considered as the lack of communication with the environment inside and outside the organization, which results in the failure and dissolution of the organization (Sheppard, 2013). Among various organizations, education is a special one that puts all aspects of education and training in all forms and at different stages at the forefront of its goals and in a broader sense is responsible for preserving the transfer and advancement of society's culture (Palumbo & Manna, 2019).

Teacher performance evaluation is a process during which data regarding the past and current work performance and behavior of teachers is collected and analyzed (Cai & Lin, 2006). The main reason for

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this dissatisfaction is the complexity of the evaluation process and, as a result, the inability to design a comprehensive evaluation system.

If school teachers, especially primary school teachers of the country, who are in charge of the most basic, fundamental and basic economic part of the society, lack the necessary qualifications, skills and professional competences, they cannot fulfill their professional roles, duties and responsibilities. Therefore, the successes and failures of the country's elementary school teachers are considered the failure or complete success of the educational system, and the role of school teachers, especially elementary schools, has a special place and importance (de Almeida, 2017). Schools that have teachers with high professional qualifications and competences will lead students to growth, development, advancement and all-round excellence and will make meritocracy prevalent in the social systems of the society (Yari et al., 2021).

One of the major issues in education, considering the extent of the human resources community, especially teachers, is to strengthen the human resources, and the purpose of strengthening the human resources is to increase the knowledge, skills, abilities, and motivations of the employees, especially the teachers working in this organization. and this progress is not possible except in the shadow of performance evaluation. The factors on which people are evaluated are very different and it depends on many factors, such as the type of job, the level of seniority, the design of the evaluation program. Some of these factors that exist in most evaluation plans are: job skills and knowledge, quality of work, interaction of colleagues, judgment and use of resources and management (Taormina & Gao, 2009), Lack of management support, inapplicability of evaluation systems, incapacity evaluators in correct and fair evaluation, the lack of appropriateness and adaptation of evaluation systems with the facts are among the problems that usually hinder the effectiveness of most evaluation systems (Xu, 2012).

Performance evaluation is one of the important issues in all organizations and no organization can be imagined without a performance evaluation system. Today, performance evaluation has been in the center of attention of various authors (Hallaji 2020). According to Bernardin and Russell (2006), the information obtained from performance measurement is widely used for Service compensation, performance improvement and documentation. It can also be used in decisions related to employees (such as promotion, transfer and dismissal), analysis of training needs, development of employees, research and evaluation of the program. Cooper (2022) listed the goals of employee evaluation as employee development, motivation, human resources planning and recruitment, and creating effective communication between employees and supervisors. In the performance evaluation, the key performance indicators are important factors in promoting, improving and realizing the organization's goals (Azer, 2005). Previous studies have confirmed that key performance indicators constitute most of the goals in all organizations and help managers achieve goals. According to Taormina and Gao (2009), research has shown that the selection of indicators has a direct relationship with the success of the performance evaluation system. They have also considered the selection of performance evaluation indicators as the most important stage of performance evaluation.

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Among the input factors of the educational system, three factors are among the most important factors: learner, teacher and curriculum (Ghaffarian Asl & Osam, 2021). The evaluation of each of these factors can have a significant effect on improving the quality of the educational system. One of the most important factors are teachers. Evaluating teachers' performance has two goals: a) formative assessment of teachers' performance by providing necessary data and judging their abilities and skills and suggesting improvements; b) The final evaluation of teachers' performance for employment decisions such as entering service, retention and promotion (Bazargan et al., 2014). From another point of view, the most important goals of teacher evaluation are: a) Helping teachers to improve their own performance and b) Determining the degree of their success in relation to the teacher's duty, that is, educational accountability. The goal of improving performance reflects the need for individual professional growth and development of teachers, and this is a form of formative evaluation (Stredwick, 2013).

The purpose of educational accountability includes the need to determine the competence of teachers in order to show that the services they perform are healthy and effective, and this type of evaluation is a type of cumulative or overall evaluation (Cochran-Smith et al., 2018). It is more correct that evaluation should be planned and implemented as a systematic activity for the purpose of determining and identifying the strengths and weaknesses of the activities of all the employees in the educational institution, because teacher training is always affected by the performance of other departments of the educational institution (Aslam, 2011). In various studies, the evaluation of teachers' performance has been studied with various evaluation approaches, and the findings have been widely varied (Aslam, 2011; Harris & Sass, 2014; Koçak, 2006; Taylor & Tyler, 2012).

Considering the variety of approaches to evaluating teachers' performance and also the importance of evaluating the performance of elementary school teachers, the present study aimed to extract indicators, items and components, according to the opinions of experts. Accordingly, in the current work, we first asked experts to provide us the key components of teacher performance evaluation and then by reviewing the research literature, we aimed to provide a model to evaluate the performance of primary school teachers.

Material and Methods

This study is applied exploratory-qualitative research. In this research, the studied population includes specialists, experts, evaluators and teachers of education in Qom province (Iran) at the primary schools in 2021. The participants (21 people) were selected from the target population. Purposive sampling using the snowball technique was done based on inclusion criteria (teachers with 5 years of teaching experience) and exclusion criteria (teachers who did not want to participate in the research). In this research, one of the experts who had sufficient expertise and experience in the field of the research subject was selected and interviewed. After conducting the interview, new people were introduced by him/her and were interviewed, and the interview process continued in the same way, and by conducting interviews with 21 people, the collected information reached the saturation point and there was no need to conduct further interviews.

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The data collection tool in the first stage was the study of research literature and background studies related to the research topic from 2000 to 2020. In this stage, the articles that were not related to the research topic were removed and the rest of the articles were examined in depth. In the second stage, a preliminary list of experts' views and performance evaluation criteria based on opinion and study background was provided. In the third stage, semi-structured interviews with teachers were done. In this stage, the most important verbal propositions in the answers of each of the interviewees and participants was recorded. In the present study, the following approaches were used to achieve validity and reliability. The interviews were cautiously recorded and transcribed in detail, member control was used and data analysis and its results were offered to a number of experts and their feedbacks were used for results validity and researcher self-review was performed recurrently during the data collection and analysis process. Also, the contents of the interviews were presented to two experts and an agreement was grasped regarding the coding. Three types of open, axial, and selective coding were used in MAXQDA software for data analysis.

Results

First, the concepts and categories obtained regarding the design and validation of the performance evaluation model by reviewing documents and studying theoretical literature, such as models, theories and the background of researches were extracted. Then, the contents of the interviews were integrated by performing open coding, detailed analysis and homogenization (choosing more correct words, removing common concepts). Accordingly, in the open coding stage, a total of 194 codes were identified. In the axial coding stage, the key points emphasized in the answers of the interviewees were compared with the concepts obtained from the review of the literature, and after each stage of classification and review data, duplicate concepts were removed and similar concepts were merged and those answers that referred to a common topic were grouped. In the selective coding stage, it was tried to classify the categories in the form of big conceptual categories. The categories were grouped in the form of a larger cluster. In total, 194 indicators were obtained in the open coding stage, which were identified in the axial coding stage in the form of 6 components as follows.

Table 1. The axial coding results of teachers' performance evaluation

Component	Indicators
Class management	Aligning with goals, Focusing on the customer, Identifying educational needs and deficiencies, Developing a teaching strategy and policy, Using surveys and other forms of feedback, Stress management, Time management, Encouraging teamwork, Identifying educational and communication needs, Increasing the level of awareness and Participation of students in the field of health, safety, environment and social responsibilities, setting goals and evaluating them, paying attention to continuous evaluation of students and providing feedback, participating students in class activities, creating added value in students, recognizing students and appreciating his progress, paying attention to the individual differences of the students, paying attention to the educational needs of the students, allocating resources and educational facilities necessary for teaching and learning, organizing and controlling the class, giving feedback according to the students' activities, implementing and evaluating success, Team building and student development, Determining the success or failure of teaching by processing descriptive evaluation information, Using class registers

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	and continuous reporting of the student's academic and disciplinary status to parents, Decision making and crisis management, Respecting order at the beginning and ending the class, Mastering the class management with the participation of the students, The extent of using the lesson plan and budgeting in the teaching process, Helping to solve the educational and educational problems of the students, Making the students interested in trying and learning, through creating reasonable incentive and punishment system
Creativity and annotation	Creativity - innovation - creativity and analytical power - participation in improvement teams and suggestion system - use of innovative methods to improve work methods - support for creative and innovative behavior - simplifying activities - forming a training team - analysis and simple creating processes in order to reduce time wastage - using innovative methods to improve work methods - providing opportunities for students to participate in educational programs - Creating an environment for creativity and innovation in students - Designing and increasing individual learning opportunities- Team and organizational work - change management - use of different teaching methods - making educational tools and teaching aids - using laboratory tools in teaching
Commitment	Feeling proud of the job - focusing on customer needs - well-being and satisfaction - having a strategy and vision - response rate and surveys - commitment to performing tasks and accepting responsibility - doing work with passion and enthusiasm - planning and setting goals - Customer orientation and attention to clients - having a plan - setting goals and student evaluation plan - responsibility - attending class on time - having a lesson plan - informing about the students' academic status - having systemic thinking and understanding the problem - specifying the goals of teaching and training - commitment to the performance of tasks - responsibility and stability in work - attention to the education of students - management of resources and facilities - detection of deficiencies, estimation of educational and academic needs - compliance with laws, regulations and administrative hierarchies - legality
Empowerment development	Self-development - Sharing skills and knowledge - Acquiring new teaching skills - Teamwork and problem solving - Ability to make decisions - Knowing key factors effective in achieving goals - Learning and developing capabilities - Determining the path to achieving goals - Acquiring necessary training - Updating individual and team goals - Developing and promoting training and updating it - Classification of tasks - Acquiring teaching skills - Updating one's knowledge and skills - Participating in internal conferences, ceremonies and social projects - Striving to develop capabilities and obtain necessary training- Participating in conventions, conferences, seminars in order to improve knowledge and skills- Continuous learning and welcoming opportunities to learn and fix weak points- Possessing job knowledge- Strategic thinking and planning- Self-management/leadership- Self-management and self-development - the amount of reading books and publications related to the job - conducting research (authoring, articles, books and scientific works)
Information technology	Learning and acquiring technology and communication skills - using new teaching methods in the classroom - using innovative and new technology - using new educational technologies - producing educational content - using up-to-date educational software
Communication	Flexibility - quick response to changes and needs - effective communication with students and work units - building trust - mutual respect - creating a supportive atmosphere - honesty and correctness of performance and behavior - participation - ability to work with formal and informal groups - alignment of individual goals and team with organizational goals - encouraging and supporting the participation of colleagues, students and parents - the ability to communicate and pay attention to the opinions of others during interaction and conversation - communication with colleagues - respect for fellow human beings - identifying communication needs - having good morals and leadership - Tolerating criticism and self-control and raising the threshold of tolerance - Giving appropriate feedback to students and parents - Cooperation with others to solve problems and the success of the organization - Ability and skill to work with others - Recognition of values, perfection, honesty and trustworthiness, credibility , Loyalty - Possession of interpersonal skills - Interpersonal conflict resolution - Relationship management and self-knowledge - Interpersonal effectiveness - Written and oral (verbal) communication - Adaptability and personal awareness - Good manners in dealing with parents, students and colleagues. Establishing emotional and emotional relationships with students - reducing dissatisfaction and complaints caused by discrimination and applying biased opinions

Finally, the result of the two processes of research background investigation and interviews with experts and specialists was the identification of indicators (using open coding) that were categorized in the form

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of dimensions and components (using axial coding). Finally, 6 components (with the help of selective coding) were obtained, which formed the dimensions and components of the performance evaluation model of education teachers in the qualitative stage. The output of the selective coding process is presented in the table 2.

Table 2. The results of selective coding to identify categories and subcategories of teachers' performance evaluation

Core category	Row	Components
Teacher performance evaluation model	1	Classroom management
	2	Creativity and innovation
	3	Empowerment development
	4	Information technology
	5	Commitment
	6	Communication

After coding, categorizing and naming the components of the performance evaluation model of teachers, during several stages, the results were presented to the experts to express their opinion about the obtained components. Therefore, at this stage, the initial conceptual model of the performance evaluation model of teachers is provided (fig. 1).

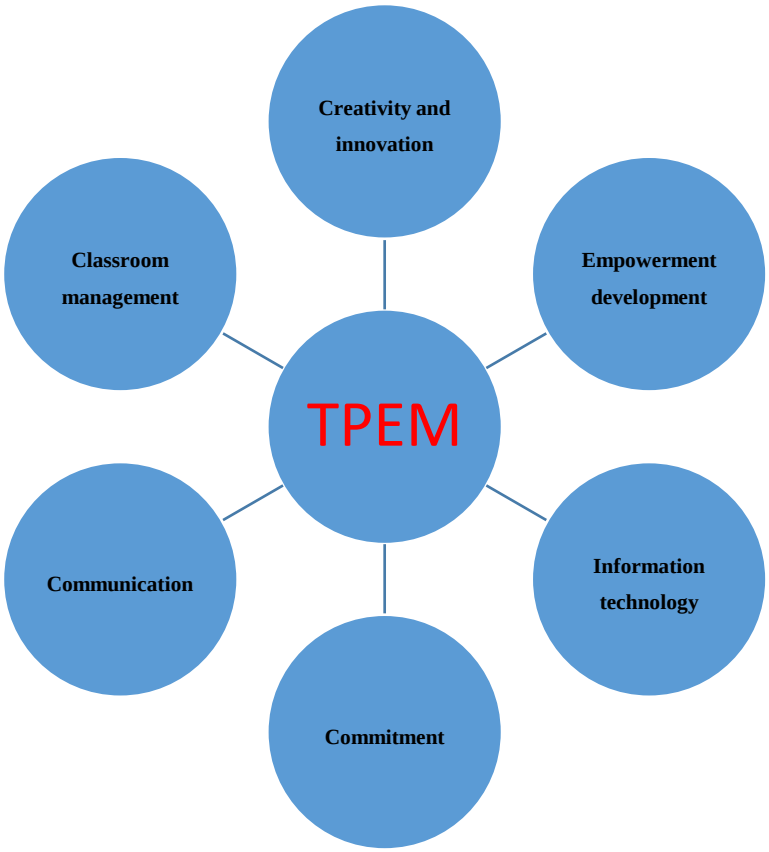

Fig 1. The initial conceptual model of the teacher's performance evaluation model (TPEM)

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Discussion

The main purpose of the current research was to identify the components of the teacher performance evaluation model. In order to identify the components, the concepts of performance evaluation based on document review was prepared and an interview was done with the experts. Accordingly, the result of the two processes of research background investigation and interviews with experts and specialists was the identification of indicators (using open coding) that were categorized in the form of dimensions and components (using axial coding). Finally, six components (with the help of selective coding) were obtained that formed the dimensions and components of the teacher performance evaluation model. The identified components in the model included class management, creativity and innovation, empowerment development, information technology and communication.

Some of our findings are consistent with the findings of past studies. For instance, Sobhani Nejad and Zamani Manesh (2012) confirmed the categories of personality, evaluation, teaching and classroom management. Sharifzadeh et al. (2020) investigated the psychological characteristics in choosing of the teachers of preliminary schools and indicated he psychological characteristics of teachers are the essential factors in promoting their professional proficiency that should be considered in their selection. Rezaa'ee (2020) referred to the category of specialized and professional qualifications of teachers according to the document of fundamental transformation and theoretical foundations. Salimi and Abdi (2018) summarized the teacher's characteristics as follows: good teachers, accurate, punctual, good-natured, polite, patient, tolerant, positive, understanding, encouraging, ready to work, helpful, energetic, interested, fair, knowledgeable and kind. Also, Ahadi et al. (2017) investigated the professional competence of Urmia physical education teachers based on current and desired condition. The results suggest some differences in current and desired condition of professional competence of Urmia physical education teachers. It is recommended that the authorities reduce these differences using effective methods of training such as in-service courses and workshops. In another study, Aminbeidokhti et al. (2022) examined the elementary teachers' professional competence. The results showed that the overall average of the 11 criteria was higher than the average and teachers had relatively good professional competence and all the criteria presented with scores higher than the overall average of 3 are the criteria of their professional competence. The two factors of activity for professional development and educational designing and planning are the most important and effective factors and 2 factors of measuring and communicating with learning outcomes and participation in administrative and managerial affairs have been the least important factors in the professional competence of teachers.

There is no doubt that many variables have an effect on performance evaluation, that the role of other factors in this field should not be ignored, that it is recommended that researchers and planners pay attention to other matters in the way of implementation. Therefore, the component of teachers' commitment and evaluation based on its indicators should be considered. The presented model should be implemented first as a test, and then its impact should be evaluated, and the necessary measures should be taken to convert the proposed model into executable programs. The use of the model should

be provided in all units, if it is effective, it should be implemented at the comprehensive level, and the fields and facilities needed for the implementation of the model should be reviewed and provided.

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