

Effectiveness of the Teacher Performance Evaluation Methods Practiced by Managers of Public Schools in the Directorate of Education in Southern Jordan Valley/Jordan from the Point of View of Teachers

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Abstract

This study identifies the efficiency of the teacher performance evaluation methods used by government school principals in South Ghour or the hollows educational department from the perspective of teachers. This study dealt with the approaches used by government school principals in the domains of planning assessment, working with the teacher, developing their capacities, writing work, and administrator work with student and with the local community.

The study answered the following questions:

- What are the evaluative methods that government school principals use in the South Ghour educational department in the Al-Karak government from the perspective of teachers?
- Do significant statistical differences exist in the evaluation method practiced by government school principals in the South Ghour Educational Department from the perspective of teachers attributed to the variables of sex (headmaster or headmistress), experience (less than five years or more than five years), and academic qualification.

To achieve the goals, this study developed an instrument of 50 variables distributed on six domains. The validity and reliability of the instrument were determined, and the instrument was applied on a random sample composed of 156 teachers from government schools in the South Ghour Educational Department. The collected data were analyzed. Statistical tools were used for analysis. The estimation of the administrative and written domains was high, whereas that of the remaining domains was moderate. The study showed no significant statistical differences at the $0.05_{>}$ a significant level in the efficacy of assessment methods used by school principals attributed to the experience variable in favor of those who are more than 10 years in service. No significant statistical differences were found at $0.05_{>}$ a significant level in the degree of assessment methods used by schools principals that are attributed to sex and academic variables. The researchers recommend further research on the subject and on other related variables.

Keywords: teacher performance, evaluation methods, managers, Jordan, valley

1. Introduction

The school administration is an important aspect in modern societies, and is considered an essential base of social systems that empowers the establishment of the base of these systems and the domination of security and creation. The power of the school administration is increased by its creative contribution when it adopts the concepts of equality and respect, which provide satisfaction and comfort and increased sense of belongingness and loyalty, which deepen the collaboration among humans (Al-Amart, 2010).

At its core, administration is a leadership process, which possesses ability to affect others and encourage them to achieve the goals and priorities of the educational institution. Development is continuously sought because the administrative process does not change or develop by itself. People who work, learn, and change facilitate its development. Thus, a central challenge is imposed in developing educational leadership within the framework of the open educational thought (Al-Qwasmeh, A., 2003).

Educational assessment is an important element in the educational system and educational policy. Educational assessment requires effective educational assessment methods that will allow it to develop and direct human and concrete potentials. These methods should be used and contribute to problem solving. Furthermore, educational assessment bears the burden of leading and supervising in-service knowledge, employing them to serve the educational process. School principals and teachers use various assessment methods to accomplish these goals (Hussein & Awadullah, 2006).

Education and its development face several challenges and requirements. The principal represents the modern school administration and is viewed as a representative of authority. His leadership represents a vital element in school and organizational performance. His sense of responsibility prepares him to be a significant member in education. Thus, he should be creative in his plans and work to promote the quality of school life to all members of the school (Al-Massa'eed, 2006).

The school director plays a role in the success of the educational process and cooperates with the administrative and teaching pavilion, who clearly affects all aspects of the educational process with their personal remarks regarding the quality of teaching and students. The success or failure of school management depends upon such remarks and the achievement of its educational objectives. A large part of such remarks come from the school department, which is led by the director (Al Ka'abi, K. A., 2008).

2. BACKGROUND OF THE STUDY

The school principal is responsible for leading the educational process in his school. He is the resident supervisor, who lives in the school and knows its problems and the needs of the students and the local environment. Hence, most of the successful programs achieved by schools are programs that emerge from the ability of the principal to lead human and concrete resources. The principal enriches them with information and evokes the spirit of discussion and research between individuals. The principal provides opportunities to assess the condition of the school through his interaction with given alternatives (Al-Taweel, 2006). The principal plays a leadership role in his school. He organizes, plans, coordinates, and authorizes, and remains open to deal consciously with information sources. He also encourages his staff and leads committees and agencies within the school.

The pioneer role that the school principal play requires the availability of a group of characteristics and trait that qualifies him to undertake the burdens of this role on scientific, cultural, practical experience levels, such as good health and intelligence (Ayesh, 2009). The school principal should start from cognitive knowledge to produce positive trends towards work. He should be able to execute systems and regulations, develop, and show a type of distinction to enhance his position in dealing with others, which convince them of his wisdom and the administrative methods he follow. He should also believe that any educational reform requires time for correction, implementation, and embodiment. Thus, reforms must not be accomplished through haste or sudden jumps but through a gradual, conscious, and perceived interim (Al-Taweil, 2005). The school principal should have adaptation practices and high continuous expectations. He should also have control over student performance and school performance assessment, proactive development of the educational body according to schools needs, and a joint vision. If the school principal embodies these characteristic, school performance will lead to promotion and change (Jejkrist et al., 1999).

The success of the school principal in his duty depends on the administrative pattern and the leadership style that the principal follows to administrate the school. It also depends on his continuous occupational development, consciousness of the risk of tasks, tendency towards renovation, and development creation in his work field (Al-Momani, 2008).

Teaching methods are a human social interaction process that aims to promote the occupational level of the teacher by initially increasing his educational competency in a democratic manner. In this process, the principal acts as a supervisor and evaluator of the teaching and learning process and between the teachers. This process aims to help uncover and grasp the educational goals and help the teacher accept these goals and work on achieving them. The achievement of these goals depends on the evaluation role of the educational process by the school principal. Furthermore, the evaluative approaches followed by the principal have a significant effect in developing the occupational abilities in teachers, which improve the teaching process while achieving the desired goals (Atawi, 2004).

The school principal usually tracks school tasks to promote the educational processes through various evaluation methods and selects among them. He determines the most suitable task for each case. Several evaluation methods represent a particular event (Al-Hareeri, 2008). Such methods function as a mode of communication between the educational zone in his district and the teachers and students (Al-Wraykat, J., 2006). Therefore, the educational approaches of school principals is one of the most significant topics for identifying the ability of the school principal to achieve the desired goals and purposes of their educational institution. Evaluation methods include the following school aspects: the administration, teachers, students, local community, society, and the school itself (Ahmed & Hafiz, 2003).

3. RESEARCH PROBLEM

The Educational Department of South Ghour is one of the most remote departments in the Ministry of Education. School administrations within this department face some difficulties, such as the administrative experience scores in most schools. The administrator is the supervisor of the school and the evaluator for the entire administrative and educational process. The assessment methods used by the principal in his school are significant in promoting the performance level of school workers in general. Hence, the role of the principal is to promote the educational teaching process and to increase the occupational and scientific level for all school employees.

The study problem involves the role of the school principal, which is not restricted in terms of decision-making and routine administrative duties. Such roles goes far beyond the assessment of the education process. Thus, school principals differ in applying assessment approaches. This difference generates different assessment

approaches for school administrations. No borders separate such approaches because restricting the principal is difficult as a result of limited assessment approaches. These approaches may interact or the school principal may include more than one approach. Nevertheless, the school principal is distinguished by a certain approach with which he is identified. This study identifies the assessment approach practiced by government school principals and their relation with the development of teacher performance from the perspective of teachers who work in the educational department at South Ghour in Al-Karak Governorate, Jordan.

The role of the school principal is to handle the school administration based on scientific foundations and theoretical models that contribute to the understanding and interpretation of administrative behavior. Hence, it is inevitable to identify the practices of the school principal and the extent to which he deviates from the traditional role towards modern assessment methods in terms of planning, written and administrative work, working students, and the local community.

The school administration system in Jordan, such as educational work, is developed, but the school principal must be provided with basic and secondary education with the best occupational criteria and assessment methods. The Ministry of Education has implemented laws and regulations that organize educational work in this aspect, but no occupational criteria for schools principals in Jordan have been implemented. Several studies regarding school administration in Jordan indicated the poor performance of school principals in terms of assessment methods because of the lack of clear occupational criteria that act as the foundation for school administration work, which has become a serious weakness in educational process outputs (Rabe'e, H., 2006, P.5, Al- Taweel, 2008, P.6, Karnter, J., 2001, P.30).

Al-Hadidi (2003; P.5), Al-Qawasmeh (2003), and Al-Momani (2009) stated that school education in organizational methods remains basic. Moreover, several schools still have weak relations with their local communities because of scarce direct communication channels. The problems of adequate methods for administrative development, occupational teachers, technical supervision, educational activities, student affairs, and curriculum development remain.

To prove the importance of modern assessment methods within specific occupational criteria that can be used by schools principals in quality management, this research viewed the importance of building assessment methods for government school principals in the Department of Education of South Ghour in Al-Karak Governorate for the promotion of these educational outputs.

In light of the discussion above, the present study problem is important in finding and providing better assessment methods. School principals are expected to possess these skills, especially those who deal with educational devices in their schools, to promote, develop, and enable school administrative work to cope with international innovation.

4. RESEARCH QUESTIONS

This study answers the following questions:

- What assessment methods do school principals carry out in the Department of Education at South Ghour in Al-Karak Governorate from the perspective of teachers?
- Are significant statistical differences present in the assessment methods used by schools principals in the Department of Education at South Ghour from the perspective of teachers related to qualification, the school level, and experience variables?

5. IMPORTANCE OF THE STUDY

The importance of investigating the role of male and female school principals in promoting the educational process can be found in the following aspects:

- To provide a framework that contributes to the enhancement of the practice of school principals and the promotion of the educational process.
- To assist school principals in administering public schools in the Department of Education of South Ghour in the Al-Karak Governorate and increase their administrative performance level.
- To improve and guide the stakeholders in public schools in improving school performance by organizing training programs in light of the assessment methods.

6. PROCEDURAL IDENTIFICATIONS (STUDY TERMS)

- **School principals:** Officials or employees in the Jordan Ministry of Education who conduct administrative work in schools under the Department of Education of South Ghour in the Al-Karak Governorate with the occupational title of school principal. The school principal is directly or immediately responsible for the administration of school affairs. He conducts the technical and administrative practices according to the instructions of the Ministry of Education.

- **Basic Education:** A unified educational system is offered to those who are of school age, and is extended to 10 years of school education and divided into two stages:
 - A. Lower basic education, which includes Grades 1 to 5
 - B. Higher basic education, which includes Grades 6 to 10

This education enhances the basic educational needs of information, knowledge, skills, values, and attitudes that enable students to continue learning and training to encounter present challenges and conditions as well as future desires (Ministry of Education, 2010).

- **Secondary Education (after the basic education):** This stage comes after the basic education. This stage is represented by two grades (11 and 12) in the educational ladder in Jordan, which takes two years two years to complete. In developing essential and work skills, occupational planning prepares students to be effective members in the society who can make use of the opportunities of education and training, and to work after the basic education (Ministry of Education, 2010,).
- **Assessment:** This continuous process aims to understand and improve student learning and teaching practices. This process is also used to determine the extent of student achievement with regard to the intended learning outcomes of the teaching process. This process clarifies our expectations through the development of appropriate and high-quality standards.
- **Assessment Methods:** These methods are focused on the tools, assessment process, and results in a manner that enhances management based on achieving the results.

The programming approach based on modern assessment methods focuses on the information needed for decision making.

7. LIMITATION OF THE STUDY

This study is limited to the following topics:

- **Spatial bounds:** This study is restricted to the Department of Education of South Ghour in the Al-Karak Governorate, Jordan.
- **Time limit:** This study was administrated in August 2010 of the school year 2010 to 2011.
- **Human limits:** Teachers of the government schools in the Department of Education of South Ghour in Al-Karak Governorate, Jordan.
- **Objective limits:** Identifying the assessment methods used by the school principal in the Department of Education of South Ghour in Al-Karak Governorate from the perspective of teachers.

8. LITERATURE REVIEW

Some studies confirm the importance of the school director and the premise that the success of schools depend on the ability of their school director. They determine desired goals according to possibilities and available resources, as well as skill attributes using standards. These studies also address the issue of evaluation methods for school principals. The role of school principals in the development of the educational process in all its aspects is important. Their leadership skills to improve these processes should be developed because they supervise residents in their schools (Al-Qawasmeh, 2003; Al-Hashmi, 2009). We discuss these studies as follows:

Al-Hashmi (2009) examined the role of school principals in improving the teaching process in the Al Ain educational district in United Arab Emirates from the perspective of 2000 teachers. Al-Hashmi adopted the analytical descriptive method, wherein a questionnaire covered five educational fields and included (43) items for the participating teachers. The means and standard deviations were calculated to determine the perception of these teachers toward the role of school principals in improving the teaching process in the Al Ain educational district. ANOVA was used for the data analysis to identify the effect of the study variables on the role of school principals in improving the teaching process. Al-Hashmi obtained the following results:

- i. The statistical differences showed that those school principals with five to nine and more than 10 years of experience in the infrastructure field could significantly improve the teaching process in the Al Ain educational district in all fields. Local community principals who obtained higher education and were holding masters degrees also play a significant role in improving the teaching process.
- ii. Al-Hashmi recommended the enhancement and the application of technology in the teaching process, which can be encouraged through trainings that could improve the competencies and the creative functions of principals in their duties.

Al-Ineezi (2009) described the role of the school principal as a resident educational supervisor and examined the role of principals in the professional development of teachers from the point of view of teachers. Al-Ineezi adopted a sample comprising 595 primary school teachers in Tabuk City, Saudi Arabia. Al-Ineezi

adopted two instruments to achieve the purposes of his study, and obtained the following results:

- The domains were ranked in descending order: administrative management, technical supervision, planning, and local community. The role of the school director as a resident educational supervisor was high in all domains.
- Statistically significant differences at a < 0.05 were found in the perceived role of the school principal as a resident educational supervisor, which was attributed to gender in all dimensions. These differences were in favor of female teachers, except in the administrative management domain. Differences were also found between the perceptions of teachers with less than five years of experience and those of teachers with more than 10 years of experience in all domains.
- No statistically significant differences were found at a < 0.05 among the perceptions of teachers with varying academic qualifications toward the role of school principals as resident educational supervisors.
- No statistical differences were found at $0.05 < \alpha < 0.1$ among the perceptions of teachers with varying years of experience toward the role of school principals.
- No statistically significant differences were found at a < 0.05 among the perceptions of teachers with varying qualifications toward the role of school principals.
- A strong positive correlation at a < 0.01 was found between the role of school principals as a resident educational supervisor and their role in improving the performance of teachers.

Abu Ziadeh (2010) investigated the organizational culture levels among school principals in Irbid and the effect of such levels on their job performance as perceived by teachers and educational supervisors in light of several variables. Abu Ziadeh also proposed a model for improving organizational culture among school principals.

Two instruments were developed to achieve these objectives. The first instrument comprised 35 items that measured the organizational culture levels among school principals in four domains, namely, administration style, task management, organizational climate management, and human relations management. The second instrument comprised 32 items that measured the job performance of school principals.

The sample comprised 420 primary and secondary public teachers from the Irbid First Educational Directorate who were selected via stratified random sampling. The sample of educational supervisors comprised 39 educational supervisors who were selected from the same educational directorate. The collected data were analyzed using appropriate statistical procedures.

On the one hand, the teachers obtained moderate mean scores on the total instrument, which indicated the moderate organizational culture levels of school principals. On the other hand, the educational supervisors obtained high mean scores on the total instrument, which indicated the high organizational culture levels of school principals. Both teachers and educational supervisors perceived that culture could significantly affect the job performance of school principals. A significant difference ($\alpha = 0.05$) was found between the perceptions of male and female teachers toward the effect of organizational culture on the job performance of school principals in human relations management and organizational climate management. This difference was in favor of male teachers. Significant differences ($\alpha = 0.05$) were also found among the perceptions of teachers with varying years of experience toward the effect of organizational culture levels on the job performance of school principals in their management style. The difference in organizational climate management was in favor of teachers with more than 10 years of experience than those with five to 10 years of experience, whereas the difference in the organizational culture level was in favor of teachers with less than five years of experience than those with five to 10 years of experience. Based on these findings, Abu Ziadeh proposed a model to activate the role of organizational climate in improving the job performance of school principals.

Clement (2000) conducted a two-part study to examine the professional relationship between school directors and teachers, and the effect of such relationship on the professional development of the latter. In the first part, Clement interviewed 39 teachers from 11 schools in the province of New Aorlaanez, with regard to their professional development and their professional relationship with their colleagues. In the second part, Clement visited two schools in Vielmnc to examine the relationship between the concepts that were explored in the previous part.

Clement found that the professional development of teachers depended on their working conditions and their perceptions toward the importance of school directors in their professional development. Clement recommended that teachers should establish a close relationship with their leaders, focus on the ideal interaction that could fulfill their aspirations, and set goals that would define their relationship with their directors.

In the study, "Perceptions of basic schools directors about the performance evaluation," Oguz (2006) examined the perceptions of school administrators, supervisors, and teachers toward the performance evaluation of school directors based on the following aspects: the participants in the evaluation process, the number of evaluations during the school year, the evaluation criteria, the factors that affect the performance of school

administrators, the evaluation methods, and the use of the results of the evaluation.

Oguz randomly selected 90 supervisors, 112 directors from a basic school, and 102 teachers from 42 primary schools in Ankara for her study. Questionnaires containing 76 items were developed to identify the perceptions of primary school directors toward the performance evaluation process. Oguz found significant differences in the perceptions of these directors toward the participants in the evaluation process, which were attributed to the differences in their gender and occupation. No statistically significant differences were found in the perceptions of these directors toward the number of evaluations and the use of the evaluation results, which could be attributed to the differences in their gender, occupation, and noted results. Oguz also found significant differences in the perceptions of basic school directors toward the evaluation criteria, the factors that affect the performance of school directors, and the evaluation methods, which could be attributed to gender differences. No significant differences attributable to occupation were found.

In their qualitative study, “A new conceptual model to explain the school director participation in teachers education programs and the degree of professional cooperation he has,” Varatei, Lavin, and Turner (2009) aimed to answer the following questions:

- What is the level and type of support that is contributed by school directors in the preparation of teachers?
- What are the main obstacles that hinder the participation of school directors in the preparation of new teachers?
- What are the main activities that can enable school directors to participate actively in the preparation of new teachers?
- What are the main recommendations that can be offered to improve the level of cooperation among schools, employees, and teachers in the preparation of new teachers?

Varatei, Lavin, and Turner addressed these questions by collecting self-reported data from their respondents via in-depth interviews. They identify the school director, the university supervisor, and the lecturer in the teacher preparation program as the most influential factors in promoting the participation of school directors in the preparation of new teachers.

9. THE STUDY SAMPLE

The study sample comprised 156 randomly selected subjects.

Table 1. The distribution of the subjects based on the following factors:

Variable	Variable categories	No
Gender	Male	66
	Female	90
Scientific qualification	Diploma	13
	Bachelor	135
	Postgraduate	8
Experience	5 or less	112
	More than 5	44

Table 1. shows the distribution of the subjects based on the following factors. The instrument was designed to identify the number of specialized arbitrators who were serving as faculty members in Jordanian universities, which could ascertain the extent to which the instrument items were paraphrased, the accuracy of modifications, and the balance among the items.

10. VALIDITY OF THE INSTRUMENT

The validity coefficients were extracted using Cronbach’s alpha.

Table 2. The Internal Consistency of each Domain.

The domain	Reliability coefficient
Planning	0.876
Evaluation	0.808
Working with teachers	0.823
Office and administrative work	0.865
Working with students	0.872
Work with the local community	0.851
The total	0.956

Table 2. shows that the validity coefficients were sufficiently high for the statistical and scientific analyses. Therefore, these values were used to deal with the following mathematical means:

- High (3.66 or higher)
- Moderate (2.34 to 3.66)
- Low (1 to 2.33)

Mathematical means higher than 3.66 reflect the high efficiency of the evaluation methods used by school principals, which in turn would agree with the subjects in the related items. Mathematical means ranging between 2.34 and 3.66) reflect the moderate efficiency of the employed evaluation methodologies, whereas mathematical means less than 2.33 reflect the low efficiency of such methodologies.

To answer the first question (What assessment methods do school principals carry out in the Department of Education at South Ghour in Al-Karak Governorate from the perspective of teachers?) The mathematical means and standard deviations for each domain were calculated. The results are shown in Table 3.

Table 3. Arithmetic Means and Standard Deviations for each and all Domains

The domain	Mean	Std. Deviation	Estimate
Writing and administrative works	3.81	0.76	High
Work with the local community	3.63	0.88	medium
Planning	3.56	0.79	medium
Working with students	3.42	0.80	medium
Working with teachers	3.39	0.87	medium
Evaluation	3.39	0.87	medium

Table 3 shows the moderate estimations from all domains. The written and administrative work domain obtained the highest mathematical mean of 3.81. The assessment domain obtained the lowest mathematical mean of 3.39.

The calculation and results of the mathematical means and standard deviations for each domain are shown in Tables 4 to 9.

Table 4. Arithmetic means and standard deviations for the planning domain

ITEM	Mean	Std. Deviation	Estimate
4	3.83	.9123	High
6	3.67	1.0594	High
9	3.64	1.0625	medium
1	3.62	.9313	medium
2	3.62	.9662	medium
7	3.51	.9998	medium
8	3.50	1.1216	medium
5	3.46	1.1094	medium
3	3.20	1.1400	medium

Table 4 shows moderate estimates for all items. Item 4 obtained the highest mathematical mean of 3.83 and item 3 obtained the lowest mathematical mean of 3.20.

Table 5. Arithmetic means and standard deviations for the estimate domain

ITEM	Mean	Std. Deviation	Estimate
11	3.57	.9511	medium
10	3.42	1.0843	medium
12	3.35	1.1069	medium
13	3.35	1.1525	medium
14	3.24	1.1660	medium

Table 5 shows moderate estimations for all items. Item 11 obtained the highest mathematical mean of

3.57, and item 14 obtained the lowest mathematical mean of 3.24.

Table 6. Arithmetic means and standard deviations for for working with teachers and their professional development domain

ITEM	Mean	Std. Deviation	Estimate
17	3.58	1.1633	medium
18	3.57	1.1586	medium
19	3.57	1.1811	medium
23	3.50	1.0565	medium
16	3.37	1.1817	medium
24	3.37	1.1026	medium
21	3.36	1.0478	medium
20	3.21	1.0854	medium
15	3.19	1.2204	medium
22	3.16	1.0706	medium

Table 6 shows the mathematical means for items 17 and 18. Item 17 obtained the highest mathematical mean of 3.58, whereas item 22 obtained the lowest mathematical mean of 3.16.

Table 7. Arithmetic means and standard deviation ns for the office and administrative work domain

ITEM	Mean	Std. Deviation	Estimate
27	4.08	.9295	High
30	4.03	.9496	High
31	3.97	1.0093	High
32	3.96	1.0404	High
28	3.96	.9698	High
29	3.87	.9348	High
33	3.86	.9510	High
34	3.82	1.0441	High
25	3.75	.9184	High
26	3.72	1.0322	High
36	3.72	1.1163	High
35	3.71	1.0704	High
37	3.48	1.1329	medium
38	3.42	1.1366	medium

Table 7 shows moderate estimations for items 37 and 38. Item 27 obtained the highest mathematical mean of 4.08, whereas item 38 obtained the lowest mathematical mean of 3.42.

Table . Arithmetic means and standard deviations for the work with students domain

ITEM	Mean	Std. Deviation	Estimate
39	3.5385	.9928	medium
42	3.5192	.9468	medium
45	3.4679	1.0861	medium
40	3.4679	.9532	medium
43	3.3654	1.0781	medium
44	3.3526	1.0337	medium
41	3.2500	1.0450	medium

Table 8 shows moderate estimations for all items. Item 39 obtained the highest mathematical estimation of 3.53, and item 41 obtained the lowest mathematical mean of 3.25.

Table 9. Arithmetic means and standard deviations for the work with the local community domain

ITEM	Mean	Std. Deviation	Estimate
48	3.7500	1.0325	High
50	3.7179	1.0273	High
46	3.6154	.9868	medium
49	3.6090	1.0870	medium
47	3.4808	1.0378	medium

Table 9 shows high estimations for items 48 and 50. Item 48 obtained the highest mathematical mean of 3.75, and item 47 obtained the lowest mathematical mean of 3.48.

To answer the second question (Are significant statistical differences present in the assessment methods used by schools principals in the Department of Education at South Ghour from the perspective of teachers related to Gender ,experience and academic qualifications variables?),We used one-way MANOVA to study the effect of each variable.

Gender

The mathematical means and standard deviations were calculated to measure the efficiency of the evaluation methods used by the schools principals in the department of South Ghour in Karak Governorate as perceived by male and female teachers. Table 10 shows the results of the estimations.

Table 10. Arithmetic means and standard deviations for the effectiveness of the adopted evaluation methods as perceived by male and female teachers

The domain	Gender	Mean	Std. Deviation	N
Planning	Male	3.6414	.7948	66
	Female	3.5160	.7889	90
	Total	3.5691	.7913	156
Evaluation	Male	3.4727	.8733	66
	Female	3.3333	.8741	90
	Total	3.3923	.8737	156
working with teachers and their professional development	Male	3.5015	.8834	66
	Female	3.3133	.8572	90
	Total	3.3929	.8706	156
Writing and administrative Works	Male	3.9123	.8205	66
	Female	3.7437	.7251	90
	Total	3.8150	.7689	156
Working with students	Male	3.5498	.8491	66
	Female	3.3302	.7664	90
	Total	3.4231	.8071	156
Working with local community	Male	3.7121	.8729	66
	Female	3.5778	.8886	90
	Total	3.6346	.8817	156
The total	Male	3.6667	.7472	66
	Female	3.5011	.7023	90
	Total	3.5712	.7239	156

Table 10 shows a significant difference in the mathematical means obtained by male and female teachers. One-way MANOVA was conducted to determine whether these differences were statistically significant. Table 11 shows the results of the analysis.

Table 11. One-way MANOVA results for the effect of gender on the perceived efficiency of the evaluation methodologies

Hurling Value	F Value	Significance level
0.240	0.592	0.736

Table 11 shows no statistically significant differences at $0.05 > \alpha$ evidence level in the perceptions of male and female teachers toward the efficiency of the evaluation methods used by school principals.

Experience

Means and standard deviations were computed to measure the efficiency of the evaluation methods used by school principals as perceived by teachers with different years of experience. Table 12 shows the results of the estimations.

Table 12. Arithmetic means and standard deviations for the efficiency of the evaluation methods as perceived by teachers with varying years of experience

The domain	Gender	Mean	Std. Deviation	N
Planning	5 or less	3.5188	.8072	112
	More than 5	3.6970	.7426	44
	All	3.5691	.7913	156
Evaluation	5 or less	3.3571	.8647	112
	More than 5	3.4818	.8999	44
	All	3.3923	.8737	156
working with teachers and their professional development	5 or less	3.3446	.8963	112
	More than 5	3.5159	.7979	44
	All	3.3929	.8706	156
Writing and administrative Works	5 or less	3.7117	.7675	112
	More than 5	4.0779	.7157	44
	All	3.8150	.7689	156
Working with students	5 or less	3.3431	.8114	112
	More than 5	3.6266	.7679	44
	All	3.4231	.8071	156
Working with local community	5 or less	3.5357	.8929	112
	More than 5	3.8864	.8086	44
	All	3.6346	.8817	156
The total	5 or less	3.4989	.7405	112
	More than 5	3.7550	.6521	44
	All	3.5712	.7239	156

Table 12 shows a significant difference in the mathematical means obtained by teachers with different years of experience.

One-way MANOVA was conducted to determine the statistical significance of these differences. The results are shown in Table 13.

Table 13. One-way MANOVA results for the effect of years of experience on the perceived efficiency of the evaluation methods

Hurling Value	F Value	Significance level
0.073	1.085	0.041

Table 13 shows statistically significant differences at $0.05 >$ a evidence level in the perceptions of teachers with varying years of experience toward the efficiency of the evaluation methods adopted by school principals. One-way ANOVA was also conducted to identify the domain where these statistically significant differences existed. The results are shown in Table 14.

Table 14. One-way ANOVA results for the effect of experience on the perceptions of teachers toward the efficiency of the evaluation methods

Source	Dependent Variable	Sum of Squares	d	Mean Square	F	Sig
EXPER	Planning	1.002	1	1.002	1.607	.207
	Evaluation	.491	1	.491	.642	.424
	working with teachers and their professional development	.927	1	.927	1.224	.270
	Writing and administrative Works	4.236	1	4.236	7.463	.007
	Working with students	2.539	1	2.539	3.972	.048
	Working with local community	3.884	1	3.884	5.130	.025
	The total	2.071	1	2.071	4.030	.046
Error	Planning	96.043	154	.624		
	Evaluation	117.820	154	.765		
	working with teachers	116.556	154	.757		
	Writing and administrative Works	87.406	154	.568		
	Working with students	98.436	154	.639		
	Working with local community	116.609	154	.757		
	The total	79.158	154	.514		
	Total	Planning	97.046	155		
	Evaluation	118.311	155			
	working with teachers	117.482	155			
	Writing and administrative Works	91.642	155			
	Working with students	100.975	155			
	Working with local community	120.493	155			
	The total	81.229	155			

Table 14 shows statistically significant differences at $0.05 >$ a evidence level in the domains of written and administrative work, work with students, and work with the local and entire community. These differences were in favor of teachers with more than five years of experience, which was reflected in their obtained mathematical means.

Academic qualification

Means and standard deviations were calculated to measure the efficiency of the evaluation methods adopted by school principals as perceived by teachers with different academic qualifications. Table 15 shows the results of the estimations.

Table 15. Arithmetic means and standard deviations for the efficiency of evaluation methods as perceived by teachers with different academic qualifications

The domain	academic qualifications	Mean	Std. Deviation	N
Planning	Diploma	3.6752	.7349	13
	Bachelor	3.5556	.7972	135
	Postgraduate	3.6250	.8626	8
	Total	3.5691	.7913	156
Evaluation	Diploma	3.5077	.8930	13
	Bachelor	3.3926	.8767	135
	Postgraduate	3.2000	.8685	8
	Total	3.3923	.8737	156
working with teachers and their professional development	Diploma	3.4692	1.0078	13
	Bachelor	3.3815	.8648	135
	Postgraduate	3.4625	.8400	8
	Total	3.3929	.8706	156
Writing and administrative Works	Diploma	3.6703	.6498	13
	Bachelor	3.8206	.7790	135
	Postgraduate	3.9554	.8294	8
	Total	3.8150	.7689	156
Working with students	Diploma	3.6923	.7304	13
	Bachelor	3.3905	.8149	135
	Postgraduate	3.5357	.7926	8
	Total	3.4231	.8071	156
Working with local community	Diploma	3.8154	.7459	13
	Bachelor	3.6252	.8989	135
	Postgraduate	3.5000	.8418	8
	Total	3.6346	.8817	156
The total	Diploma	3.6323	.6732	13
	Bachelor	3.5625	.7314	135
	Postgraduate	3.6175	.7591	8
	Total	3.5712	.7239	156

Table 15 shows a significant difference in the mathematical means obtained by teachers with varying academic qualifications. One-way MANOVA was conducted to determine whether these differences were statistically significant. Table 16 shows the results of the analysis.

Table 16. One-way MANOVA results for the effects of academic qualifications on the perceptions of teachers toward the efficiency of the evaluation methods

Wilkes' Lambda Value	F Value	Significance level
0.907	1.237	0.257

Table 16 shows no statistically significant differences at $0.05 > \alpha$ evidence level in the perceptions of teachers with varying academic qualifications toward the efficiency of the evaluation methods that are adopted by school principals.

11. RECOMMENDATIONS AND SUGGESTIONS

This research provides the following recommendations based on the abovementioned findings:

- School administrators must enroll in rehabilitation courses that suit their respective working conditions, whether they are working with teachers in their professional development, engaging in writing and administrative works, working with local communities, practicing private teaching methods, or using office or laboratory equipment. These courses can help these administrators guide their teachers and effectively contribute to their professional development.
- Further studies must be conducted to investigate the role of principals while considering other variables, such as the place of the school and the position of its permanent director. These studies may provide a clear picture of the actual development process of teachers.
- The trust between principals and teachers must be enhanced. An open-door policy must be adopted, and clear communication between school administrators and faculty members in a particular educational institution must be promoted to increase the confidence of teachers.
- A motivational academic environment must be provided for each director and teacher, which can

be achieved by improving their working conditions, which in turn contributes to the development of their teaching capabilities.

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