ATTITUDES AND PERCEPTIONS OF TEACHERS IN THE ARAB SCHOOL SYSTEM IN ISRAEL REGARDING PRINCIPALS' ROLE AS EVALUATORS OF THEIR PERFORMANCE

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ABSTRACT

This study aims to examine Arab teachers' attitudes and perceptions regarding principals' role as evaluators of their work, and to find out whether differences exist in teachers' attitudes toward their work being evaluated by principals. Findings may contribute to existing research knowledge on teachers, who exert the most influence on student achievement.

This study is particularly significant because it is the first to examine Arab teachers' attitudes and perceptions of the role of principals as evaluators of their work. Research findings can contribute to the improvement and internalization of the evaluation process. They can also lead to a more well-informed use of teacher evaluation.

Recently the Ministry of Education led a process of decentralization by investing school principals with the authority to evaluate teacher work. In light of this new approach, the question arises about teachers' attitudes and perceptions toward principals' role as evaluators of their work. These perceptions and attitudes have an impact on teachers' overall behaviors at school and the contribution of the evaluation process to improving their work.

Teachers answered a questionnaire examining the attitudes and perceptions of teachers regarding school principals' role as evaluators of their work.

Data were collected from a random sample consisting of 478 teachers in the Arab school system.

The results show that most of the teachers who were evaluated by the principal had positive perceptions and attitudes, and perceived the principal's evaluation of their work as contributing and improving rather than judgmental, aiming to help teachers improve their work while emphasizing the importance of the compensation effect. Conversely, the attitudes and perceptions of most teachers who were not evaluated were less positive, viewing evaluation as a means of control, compensation, and a demonstration of the principal's authority.

INTRODUCTION

The purpose of the present study is to examine attitudes and perceptions of Arab teachers in Israel toward school principals as evaluators of their work and to discover whether differences in the attitudes and perceptions of teachers on this issue exist and can be correlated to certain background variables (gender, education, tenure in teaching and school type). The study's findings may contribute to existing research knowledge on teachers, who are the academic factor that have the greatest influence on student achievement.

The study is important because it is, to the best of my knowledge, the first to examine attitudes and perceptions of Arab teachers toward the principal's role as evaluator of their work. Previous studies have focused on the work of school principals and do not pay enough attention to the important role that teachers play in the evaluation process and to how it affects their personal success. The study's findings will, it is hoped, contribute to improving the evaluation process, assimilating it among principals and teachers, and bringing about a more rational use of teacher evaluations.

Until 2010, teachers' evaluation was made by the Supervisors of the schools. Recently the Ministry of Education has begun implementing an index-based process of teacher evaluation by school principals. During the 2011-2012 school year, principals in Israel began to be trained in using the teacher evaluation instrument developed by the Israeli National Authority for Measurement and Evaluation in Education (Beller et al., 2011).

Proper use of this instrument should help advance the primary objective of teacher evaluation – improving how teachers teach in order to promote student learning and student achievements.

The Arab education system in Israel is part of the country's general educational system. It is to a large extent run by Jewish functionaries and is defined as an education system for Arabs rather than an Arab education system. Decisions made at the
local level by low-level Arab officials are mostly of a technical nature; all significant decisions are made by non-Arab officials, despite the fact that the Arab citizens of Israel possess unique national and cultural characteristics. This systemic control has made it impossible for the Arabs in Israel to define educational objectives or to shape and direct the Arab education system in accordance with the collective interests of the Arab public, and has prevented any significant involvement of Arab officials (superintendents, principals and teachers) in the decision-making process within the system (Jabarini & Agbariyya, 2010).

Recently the Ministry of Education has begun implementing an index-based process of teacher evaluation by school principals, the basic assumption being that such an evaluation process, involving the active participation of teachers and principals, would help to improve the quality of teaching, promote students' learning, education and welfare, and enhance teachers' professional identity. When such evaluation processes are grounded in an organizational culture based on mandatory professional norms and ethical codes of respect, trust, fairness, reflective dialogue and partnership, they constitute an important means for structuring a professional school community that focuses on improving and promoting the educational system (Beller et al., 2011).

A school's culture greatly influences the processes that occur within it. This culture is based on the values, norms, attitudes, beliefs, behaviors and myths that lie at the school's core; a healthy culture serves as a constant source of inspiration to learning and development (Barth, 2002; Abu-Hussain, 2014). The principal of an Arab school is thus expected to manage a process of objective professional evaluation in a very complex environment. On the one hand he is supposed to promote an organizational culture characterized by transparency and objective standards, as demanded by the Ministry, within the traditional clan culture of a minority which is largely characterized by a desire for appeasement and minimal levels of exposure. But on the other hand he cannot make significant decisions with respect to the school that he runs, because of the Ministry of Education's systemic control of the Arab education system (Arar, 2010; Abu Hussain & Essawi, 2014).

"Teacher evaluation" is a complex term whose use involves a combination of dimensions related to teachers and teaching. In the present study teacher evaluation refers to an assessment with feedback on a teacher's abilities, the implementation of his abilities in teaching activities at school, and their effectiveness (Darling-Hammond et al., 1983). Teacher evaluation thus consists of an attempt to assess three main components: teacher competence, which refers to the teacher's repertory of skills and qualifications; teacher performance, which refers to the activities that the teacher does in fact carry out at work, which depend on his skills (in the context in which he operates) and his ability to make use of his various skills at any given moment; and teacher effectiveness, which refers to the effect of the teacher's performance on his students. These components (together and separately) can be said to constitute the basis for the theoretical frameworks of teacher evaluation proposed in the professional literature.

Our basic premise is that learning by students cannot be improved efficiently and on a long-term basis without an improvement in teaching (McKinsey & Company, 2007). From the perspective of a principal who acts as a pedagogical leader this premise is crucial. The principal must thus, first of all, invest considerable time in providing guidance and counseling to his teachers; secondly, he must be present at significant pedagogical junctions; lastly, he must also enter classrooms, observe lessons and give feedback to teachers. At the same time, the principal's focus on teaching is not only direct, but indirect as well (Coldren & Spillane, 2007). Studies have shown that teachers are the in-school element that more than any other affects students' achievements. Therefore, in order to improve teachers' quality of teaching it is important to evaluate their in-class performance carefully and systematically. However, such an evaluation is almost never carried out. Usually it is the school principal who is responsible for teacher evaluation. In the usual case he visits each teacher in the classroom for evaluation purposes at most once or twice every school year, and gives the teacher a good grade unless the latter has committed a grave teaching error. Needless to say, such an evaluation does little to improve teaching (Daley & Kim, 2010). It is therefore necessary to improve teacher evaluation, not in order to maintain a bureaucratic supervision over them, but in order to improve their work, wherein lies the key to their students' success.

Teachers' attitudes and perceptions concerning the evaluation of their work, the way in which teacher evaluation is performed, and the criteria which it uses, affect teacher performance. As a result, I argue that evaluation activities have a potentially crucial effect on teachers' work and performance, and are therefore fraught with numerous risks and opportunities.

An attitude is an individual's general, relatively stable assessment of people, objects and topics of discussion. An attitude expresses a positive or a negative relation towards its object and consists of three main components: cognitive, affective and behavioral. The cognitive component represents knowledge, thoughts, perception and belief; the affective component refers to feelings and sensations which the individual reflects toward the attitude's object; and the behavioral component expresses the way the individual tends to behave towards the object (Baron & Byrne, 2000).

Perception is a general term used in psychology and sociology to denote processes of mental consciousness through which an individual understands the social situation in which he finds himself, interprets it and behaves accordingly. It is the way in which individuals actively receive what is happening in their (immediate and adjacent) environment through the senses, and organize and interpret it. People's perceptions are not exact copies of reality, but an interpretation which is usually culture-dependent (Abu Hussein & Gonen, 2013).

In other words, the way in which a person perceives reality affects his behavior. Perception is a major component in the study of organizational behavior, that is, in the analysis of how
people and groups behave within organizations. Many organizational processes are influenced by the way in which people perceive their surroundings (Robbins, 2001).

The findings of a study by Kurland (2010) of Jewish school principals in Israel reveal a gap between the principals’ perception of evaluation and the evaluation actions they report on taking. The principals see the role of evaluation as important and contributing to teachers' professional development, the quality of teaching and the students’ achievements. Yet the findings also show that for the most part the evaluation is not professional. It is one-directional, and the only evidence of teacher performance is usually collected by the principals. Principals tend to use more latent and manipulative forms of evaluation and fewer cooperative, consistent and systematic processes. An analysis of principals’ reported evaluations shows that their leadership is mainly bureaucratic and hierarchical in that it makes use of evaluation as a means of control and compensation and as a show of authority.

Studies among school principals in the Arab education system of Israel (Arar, 2010; Abu Hussain & Essawi, 2014) have pointed to the existence of organizational obstacles due to the institutions of the state as well as social and cultural obstacles due to Arab society, which restrict principals' ability to evaluate teachers and make it difficult to put in place a methodical and thorough system of school evaluation.

The professional literature shows that change involves the exposure of mixed feelings, consisting of anxiety, lack of understanding and insecurity on the one hand, and of satisfaction, excitement and enthusiasm on the other (Fullan, 1993). Change has an empirical effect on all participants in the process; this effect can be diagnosed through the way participants respond to the process of change and in the attitudes they take. Change involves significant personal experience and depends on the individual's ability to understand it and how he contributes to it (Fullan, 2007).

The professional literature points to a number of factors that affect teachers' attitudes and perceptions, including teachers' actions and thinking, teachers' understanding of themselves, the system's attitude toward the teachers' world, and their sensations and feelings towards the introduction of the change (Helsing, 2007; Reio, 2005; Fullan, 2007; Maskit, 2011). Since those who bear the burden of bringing the change about are also those who bear responsibility for teaching and education, namely the teachers, the latter's ability to play an active role in the change process is a prime precondition for any real change to take place. Studies (Pajares, 1992) dealing with teacher efficiency have indicated that teachers' attitudes, perceptions and beliefs directly affect their decision making, and so also on their actual behavior.

As a result, before actual processes of change can be experienced, it is recommended that the attitudes and perceptions of the teachers who will bear the burden of implementing the necessary change be examined. After all, teachers may prove to possess negative attitudes toward the changes, which they may express through overt opposition to their implementation, or through the adoption of a passive stance and merely technical participation. Positive attitudes towards change, on the other hand, are expressed by demonstrations of willingness and motivation to experience the change processes.

Various studies have examined teachers' attitudes and perceptions on a wide range of issues with which they cope in their work. While some of these (Vavrus, Walton, Kido, Diffendal, & King, 1999) indicate that teachers' attitudes and perceptions influence their decisions on how to cope with pedagogical and organizational problems, others (Novak, 1994; Shechtman, 2002) have shown that teachers' attitudes and perceptions correlate with class climate, students' satisfaction with the school, introduction of pedagogical changes, and interpersonal relations among teachers, principals and students.

Teachers' attitudes and perceptions concerning their ability to introduce effective change have an effect on their decisions, their behaviors, their responses to students' problems (Rich, Lev & Fischer, 1996) and the strategies they adopt in response to behavior problems (Jordan, Kircaalli-Iftar & Diamet, 1993).

In light of the importance of teacher participation for the success of implementing change in the entire school system, the role of teachers in the success of principals' evaluation of their work, and the absence so far of studies on teachers' attitudes and perceptions toward the principal's role as an evaluator of their work, it is clearly important to discover these attitudes and perceptions among teachers in the Arab education system.

Information about teachers’ attitudes and perceptions toward the principal's role as an evaluator of their work, may help in the decision on what would be the best steps and methods to ensure the success of the evaluation process. Positive teachers' attitudes and perceptions may contribute to furthering the main aim of teacher evaluation, namely to improve teaching and promote students' learning and achievements.

In view of the preceding, it is important to find out more about teachers' attitudes and perceptions toward the new task given to principals, of evaluating the work of their teachers. Furthermore, in order to ensure the relevance of the evaluation process and to encourage its use, the needs and interests of the teachers have to be taken into account. Therefore, this study's underlying assumption was that there is a need to examine teachers' attitudes and perceptions toward principals' evaluation of their work as well as to examine these attitudes and perceptions in light of changes in teachers' perceptions of their work.

To sum up, teachers' perceptions and attitudes toward the principal's role as evaluator of their work can influence their overall behaviors at school and the contribution of the evaluation process on improving their work, under the assumption that such perceptions and attitudes affect the way in which teachers perceive the principal's role and teachers' willingness to help and contribute towards realizing the aim of the evaluation. As a result, I chose in the present study to
examine and describe teachers' attitudes and perceptions toward the principal's role as evaluator of their work.

**METHODOLOGY**

**Research questions**

A. Is there a variance in teachers' attitudes and perceptions toward principals' evaluation of their work in the Arab education system?

B. Are there correlations between teachers' attitudes and perceptions toward principals' evaluation of their work and background variables (gender, tenure in teaching, education)?

C. Is there a variance in teachers' attitudes and perceptions toward principals' evaluation of their work between teachers who have been evaluated and teachers who have not yet been evaluated?

**Research hypotheses**

A. Teachers' attitudes and perceptions toward principals' evaluation of their work will be found to be positive.

B. Statistically significant differences will be found in teachers' attitudes and perceptions toward principals' evaluation of their work: teachers who have undergone an evaluation process will prove to possess more positive attitudes and perceptions than teachers who have not undergone such a process.

C. No statistically significant correlations will be found in teachers' attitudes and perceptions toward principals' evaluation of their work with respect to background variables (gender, tenure in teaching, education).

**Research population**

The research population consists of primary and secondary school teachers in the Israel Ministry of Education's Arab education system.

The data were collected from 480 school teachers, a random layered sample from 666 primary and secondary schools in the Arab education system. 360 teachers were randomly selected from primary schools and 120 teachers from secondary schools. Of these, 478 teachers filled the questionnaires.

**Table no. 1** Averages and percentages for the sample, according to gender, tenure in teaching and education, by school type

<table>
<thead>
<tr>
<th>Background variables</th>
<th>Primary schools</th>
<th>Secondary schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>83</td>
<td>23.7</td>
</tr>
<tr>
<td>Female</td>
<td>267</td>
<td>76.3</td>
</tr>
<tr>
<td>Seminary</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA</td>
<td>287</td>
<td>83.3</td>
</tr>
<tr>
<td>MA</td>
<td>51</td>
<td>14.6</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>4</td>
<td>0.1</td>
</tr>
<tr>
<td>Tenure in teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-20 years</td>
<td>268</td>
<td>76.1</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>84</td>
<td>23.9</td>
</tr>
</tbody>
</table>

**Research tools**

For the purpose of this study a questionnaire was composed to check teachers' attitudes and perceptions toward principals' evaluation of their work in the Arab education system in Israel. The questionnaire consisted of two parts: Part A contained background variables on the teacher and the school; Part B contained twenty-seven items that addressed teachers' attitudes and perceptions toward principals' evaluation of their work. The items were sorted into three categories according to the results of an exploratory test and with the help of Cronbach alpha coefficients. The following categories were found:

A. Teachers' attitudes and perceptions toward the contribution which evaluation of their work made to their professional development.

B. Teachers' attitudes and perceptions toward the contribution which evaluation of their work made to their students' achievements.

C. Teachers' attitudes and perceptions toward the contribution which evaluation of their work made to the interaction between the teacher (evaluatee) and the principal (evaluator).

In this part of the questionnaire teachers were asked to evaluate their attitudes on a four-level Likert scale (1 = Do not agree at all, to 4 = Completely agree). The questionnaire was ordered so that a higher average (closer to 4) meant more positive teachers' attitudes and perceptions toward principals' evaluation of their work, and a lower average (closer to 1) meant more negative teachers' attitudes and perceptions toward principals' evaluation of their work. The questionnaire was validated by two experts in the field, who were given it after it had been examined by thirty teachers (twenty teachers from three primary schools and ten teachers from three secondary schools) and ensured that the questionnaire covers all the relevant topics.

The value of the Cronbach alpha reliability coefficient for the present study was calculated at $\alpha = .93$; the reliability for the first dimension, "teachers' attitudes and perceptions toward the contribution which evaluation of their work made to their professional development" was $\alpha = .62$; the reliability for the second dimension, "attitudes and perceptions toward the contribution which evaluation of their work made to students' achievements" was $\alpha = .91$; the reliability for the third dimension, "attitudes and perceptions toward the contribution which evaluation of their work made to the interaction between teacher (evaluatee) and principal (evaluator)" was $\alpha = .75$. The overall reported reliability was high.

**Research process**

The questionnaire was written and distributed in Hebrew. The teachers were asked to fill it freely and accurately. In addition, all participants were assured that the questionnaire would
remain anonymous and the information it contained would be used solely for research purposes. The questionnaires were distributed by the researcher himself to 480 teachers, of whom 478 filled it. Note that the researcher is currently leading a process of training Arab school principals and teachers in teacher evaluation in the Israel Ministry of Education’s Haifa and North districts. As a result, most of the research population is accessible to the researcher, which has made it easier to carry out the study.

Data processing

The hypotheses were tested by analyzing the data with SPSS. In order to determine the differences in teachers’ attitudes and perceptions towards principals’ role as evaluators of their work a t-test was made on independent samples, means and standard deviations were calculated, and a Pearson Test was made in order to calculate correlations between variables.

Findings

For the first hypothesis, "teachers’ attitudes and perceptions toward principals’ evaluation of their work will be found to be positive", means and average deviations were calculated for teachers’ attitudes and perceptions in the various dimensions (see Table no. 2).

Table no. 2 Means and standard deviations for teachers’ attitudes and perceptions toward principals’ evaluation of their work; N = 478

<table>
<thead>
<tr>
<th>Teachers’ attitudes and perceptions toward principals’ evaluation of their work, by dimension</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers’ professional development</td>
<td>3.26</td>
<td>0.57</td>
</tr>
<tr>
<td>Student achievements</td>
<td>3.20</td>
<td>0.52</td>
</tr>
<tr>
<td>Teacher (evaluee) – principal (evaluator) interaction</td>
<td>3.15</td>
<td>0.53</td>
</tr>
<tr>
<td>Overall dimension</td>
<td>3.20</td>
<td>0.50</td>
</tr>
</tbody>
</table>

As Table 1 shows, teachers’ attitudes and perceptions toward principals’ evaluation of their work is quite positive (M = 3.20, SD = .50). Their attitudes and perceptions toward the contribution of principals’ evaluation of their work to their own professional development are very positive (M = 3.26, SD = .57); their attitudes and perceptions toward the contribution of principals’ evaluation of their work to students’ achievements are also very positive (M = 3.20, SD = .52); and so are their attitudes and perceptions toward the contribution of principals’ evaluation of their work to teacher (evaluee) – principal (evaluator) interaction (M = 3.15, SD = .53). These results confirm the hypothesis, namely that teachers’ attitudes and perceptions toward the contribution of principals’ evaluation of their work are positive.

Table no. 3 Means, standard deviations, t-values and significance levels for attitudes and perceptions toward principals’ evaluation of their work among teachers who have and who have not undergone an evaluation process. N = 478.

<table>
<thead>
<tr>
<th>Teachers’ attitudes and perceptions toward principals’ evaluation of their work, by dimension</th>
<th>Undergone evaluation process N = 352</th>
<th>Did not undergo evaluation process N = 124</th>
<th>T value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>Teachers’ professional development</td>
<td>3.30</td>
<td>0.56</td>
<td>3.19</td>
</tr>
<tr>
<td>Students’ achievements</td>
<td>3.24</td>
<td>0.52</td>
<td>3.09</td>
</tr>
<tr>
<td>Teacher (evaluee) – principal (evaluator) interaction</td>
<td>3.19</td>
<td>0.53</td>
<td>3.03</td>
</tr>
<tr>
<td>Overall dimension</td>
<td>3.24</td>
<td>0.49</td>
<td>3.09</td>
</tr>
</tbody>
</table>

* p < .05

For the second hypothesis, "statistically significant differences will be found in teachers’ attitudes and perceptions toward principals’ evaluation of their work: teachers who have undergone an evaluation process will prove to possess more positive attitudes and perceptions than teachers who have not undergone such a process", a t-test was done on independent samples (see Table no. 3).

Table no. 4 Pearson Test values between teachers’ attitudes and perceptions toward principals’ evaluation of their work and gender, tenure in teaching, and education. N = 478.

<table>
<thead>
<tr>
<th>Teachers’ attitudes and perceptions toward principals’ evaluation of their work, by dimension</th>
<th>Gender</th>
<th>Education</th>
<th>Tenure in teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers’ professional development</td>
<td>0.05</td>
<td>0.01</td>
<td>-0.05</td>
</tr>
<tr>
<td>Students’ achievements</td>
<td>0.01</td>
<td>0.04</td>
<td>-0.05</td>
</tr>
<tr>
<td>Teacher (evaluee) – principal (evaluator) interaction</td>
<td>0.02</td>
<td>0.07</td>
<td>-0.02</td>
</tr>
<tr>
<td>Overall dimension</td>
<td>0.02</td>
<td>0.05</td>
<td>-0.05</td>
</tr>
</tbody>
</table>

As Table 3 shows, in the overall dimension there are significant differences in teachers’ attitudes and perceptions toward principals’ evaluation of their work: teachers who have undergone evaluation expressed more positive attitudes and perceptions than their colleagues who had not undergone an evaluation process, t(423) = 2.23, P < .05.

In the dimension of teachers’ attitudes and perceptions toward the contribution of principals’ evaluation of their work to their own professional development, no significant differences were found between teachers who had undergone evaluations and those who had not: t(423) = 1.47, p > .05.

In the dimension of teachers’ attitudes and perceptions toward the contribution of principals’ evaluation of their work to students’ achievements, significant differences were found between teachers who had undergone evaluations and those who had not: t(423) = 2.20, P < .05. Teachers who had undergone an evaluation process expressed more positive attitudes and perceptions than those who had not undergone such a process.

In the dimension of teachers’ attitudes and perceptions toward the contribution of principals’ evaluation of their work to teacher (evaluee) – principal (evaluator) interaction, significant differences were found between teachers who had undergone evaluations and those who had not: t(423) = 2.21, P < .05. Teachers who had undergone an evaluation process expressed more positive attitudes and perceptions than those who had not undergone such a process.

For the third hypothesis, "no statistically significant correlations will be found in teachers’ attitudes and perceptions...
toward principals' evaluation of their work with respect to background variables of gender, tenure in teaching, education", a Pearson Test was done in order to examine correlations among the variables. See Table no. 4.

As Table 4 shows, there are no significant correlations between teachers' attitudes and perceptions toward principals' evaluation of their work and the variables of gender, tenure in teaching and education. These findings confirm the hypothesis.

No statistically significant correlations was found between teachers' attitudes and perceptions toward principals' evaluation of their work and the variable of gender in the overall dimension, \( r = .02, P < .05 \), and in the various dimensions.

No statistically significant correlations was found between teachers' attitudes and perceptions toward principals' evaluation of their work and the variable of education in the overall dimension, \( r = .05, P < .05 \), and in the various dimensions.

No statistically significant correlations was found between teachers' attitudes and perceptions toward principals' evaluation of their work and the variable of tenure in teaching in the overall dimension, \( r = -.05, P < .05 \), and in the various dimensions.

**DISCUSSION**

The first hypothesis predicts that teachers' attitudes and perceptions toward principals' role as evaluators of their work will prove to be positive. The study's findings support this. One possible explanation for this may be that most teachers perceived the evaluation as supportive and non-judgmental, as capable of improving the quality of their teaching and their students' learning, and as contributing to their own professional development. The finding indicates that teachers have a positive perception of their principal's role as evaluator of their work; it therefore would seem to be the case that the training which principals were given in how to perform evaluations in the course of two years contributed to changing their views on evaluation from Summative and judgmental to formative, empowering and sharing (Abu Hussain & Essawi, 2014). This positive perception of teachers can become a catalyst to make the process a success and to turn teacher evaluations into a part of an empowering and sharing school culture.

Will evaluation of teachers by principals bring about a profound change in a school's organizational culture and also change the academic atmosphere at school? According to (Barth 2002) a school's culture has a great effect on the various processes that take place in it. A healthy culture serves as a source of continuous inspiration for learning and development. A mismatch between needed change, teachers' perceptions and existing school culture can enable changes at the technical level (Sarason, 1982). A state of affairs dominated by lack of assertiveness, fatalism, an organizational culture at school that does not adopt values of transparency and the standards demanded by objective evaluation processes, a traditional clan-dominated social and cultural environment of a minority characterized largely by norms of appeasement and a low level of exposure (Abu Hussain & Essawi, 2014; Arar, 2010), and the systemic control of the Arab education system by the Ministry of Education, may give rise to an evaluation process that is merely technical and formal, so that the effect of evaluation at the systemic level will lose its effectiveness to a great extent, since it will not distinguish between high and low levels of performance among teachers.

The second hypothesis predicts that teachers will have different attitudes and perceptions toward principals' role as evaluators of their work depending on whether or not they had themselves undergone a process of evaluation, the prediction being that teachers who had not undergone a process of evaluation will express less positive attitudes and perceptions than teachers who had undergone such a process. A possible explanation would be that teachers who had undergone the evaluation process viewed the principal's input as contributory, helpful and non-judgmental, its purpose being to help teachers improve their work while stressing the importance of the compensation effect, while teachers who had not undergone evaluation by their principal perceived the latter's role of evaluator of their work as a means of control and demonstration of authority. Such a finding may point to the existence of an enumerative and non-systemic evaluation process that may lead to a profound change in the school's organizational culture.

The third hypothesis predicts that no correlation will be found between teachers' attitudes and perceptions toward principals' role as evaluators of their work and the background variables of gender, tenure in teaching and education. The findings did indeed point to the absence of such a correlation. A possible explanation may be found in the small variance in the levels of education and in tenure among the teachers in the Arab education system.

Principals should be made aware of teachers' attitudes and perceptions toward their role as evaluators of their work. Such awareness may contribute to understanding the difficulties and obstacles that principals face when implementing the evaluation process.

**Recommendations**

If a school principal's main task in the role of evaluator of his teachers' work has to do with improving the processes of teaching and learning, the teachers, who are those who perform the task on the ground, must be major partners in the process of their own evaluation by the principal.

The success of the evaluation process depends to a great extent on teachers' attitudes and perceptions toward the principal's role as evaluators of their work. In order to make it possible to implement an empowering process supported by positive teachers' attitudes and perceptions toward the principal's role as evaluator of their work, it is necessary to establish an appropriate systemic evaluation support and training system for teachers and principals, in order to assist in the construction of a supportive and non-judgmental evaluation process that will in time become part of the school culture and its work norms.
Furthermore, if principals and teachers maintain regular professional contact, formal and informal, if they plan the evaluation process together and hold professional talks about what is happening in the classrooms, then there are improved chances for attaining the goals of the evaluation process (namely, improvement of teaching and learning by teachers, and better achievements on the part of the students).

We recommend that researchers working on the Arab education system examine specific correlations between components of attitude (cognitive, affective and behavioral) and teacher evaluation indices (role perception index, teaching and learning processes index, disciplinary index, and more). The subject should also be examined using qualitative research tools, such as interviews, observation and the like.

References


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