PRINCIPALS’ EVALUATION TASKS, TEACHERS’ PERCEPTION, AND DIFFERENCES

Željko Burcar
ES F.K. Frankopana, Zagreb, Croatia

Abstract

The aim of this research is to examine the teachers’ attitudes towards the principals’ evaluation tasks. The secondary aim is to examine the relations between the number of shifts, a number of students, teachers’ level of education, teachers’ daily and weekly workload, and teachers’ perception of the evaluation tasks that principals perform. The sample consists of school teachers from the Republic of Croatia (N=87), covering ISCED 2 and 3 educational levels. The sample is intentional and occasional and represents experienced teachers and expert associates suitable for this type of research. The scale constructed for this research has been extracted from the scale for the assessment of the principals’ role designed by Burcar (2010). The findings from our research lead us to the conclusion that gender differences in the perception of the principals’ evaluation tasks exist only on the control subscale. Our research confirms the teachers’ perception of the principals’ evaluation tasks: insight, analysis, control, and grading. Teachers have attitudes about them because they are visible, which means that principals actually perform them. Principals are evaluators. In the prognosis of the principals’ evaluation and grading tasks, the daily and weekly workload has a statistically significant predictive value.

Keywords: Education, analyses, control, grading, school management, leadership, principal’s role

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Address of the corresponding author:
Željko Burcar
zeljko.burcar@zg.t-com.hr

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