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The parameters influencing teachers' views on assessment

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Abstract

In recent years in Greece, the debate on the assessment of teachers and the educational work has started strongly. The term "assessment of the educational work" and accordingly the teachers' assessment were established in our country during the post-colonial period. The following questions particularly concerned both the educational community and the State in general: "How are the results of assessment used or how should they be used?", "Can all aspects of the work produced at school level and the effects of teachers on their students be objectively measured and evaluated?", "How can the subjective element be reduced during the teacher's assessment?", "Is it possible to apply uniform assessment criteria to schools that operate in heterogeneous socio-economic, cultural or geographical environments?", "What is the role of the teachers and the Head of each school and school counselor as well as other actors of the school community (students, parents, other staff)?" The attempt to answer the above questions highlights a number of individual issues with various philosophical, political and pedagogical dimensions, related to the purpose of the assessment, the bodies, the forms, the techniques and the assessment criteria (Kassotakis, 2017:5). The present research was based on primary data, which was collected using a questionnaire. For the purposes of the thesis, a structured questionnaire with a combination of closed and open questions was exclusively created through a literature review.

Keywords: parameters, educational assessment, teachers' views, evaluation

Introduction

In recent years in Greece, the debate on the assessment of teachers and the educational work has started strongly. The term "assessment of the educational work" and accordingly the teachers' assessment were established in our country during the post-colonial period. The following questions particularly concerned both the educational community and the State in general: "How are the

results of assessment used or how should they be used?", "Can all aspects of the work produced at school level and the effects of teachers on their students be objectively measured and evaluated?", "How can the subjective element be reduced during the teacher's assessment?", "Is it possible to apply uniform assessment criteria to schools that operate in heterogeneous socio-

economic, cultural or geographical environments?", "What is the role of the teachers and the Head of each school and school counselor as well as other actors of the school community (students, parents, other staff)?". The attempt to answer the above questions highlights a number of individual issues with various philosophical, political and pedagogical dimensions, related to the purpose of the assessment, the bodies, the forms, the techniques and the assessment criteria (Kassotakis, 2017:5). The present research was based on primary data, which was collected using a questionnaire. For the purposes of the thesis, a structured questionnaire with a combination of closed and open questions was exclusively created through a literature review.

Evaluation as a systematic administrative process (Koutouzis, 2008: 15) is included in the context of the activities of the administrative exercise with the aim of reviewing and reporting on what has been done. In this way, the process of identifying positive and negative issues, the achievement or not of initial goals and the identification of new practices to improve the education provided is strengthened. With this ideological basis, the assessment legitimizes its existence and strengthens its positive role, in order to contribute to the completion of the administrative process and the improvement of the work provided. Setting as its goal the continuous improvement of the education provided, the analysis of the results of the educational project and the identification of deviations from the objectives, it is sought to determine the causes that will lead to the fruitful search for corrective actions (presidential decree 320/93, article 1, par. 2). Therefore, a fair and effective assessment system is designed to encourage the improvement of both the teacher and the school unit (Stronge, 1997: 1). Possible aims of the assessment are hiring, salary decisions, assigning, reduction for performance evaluation, retirement, licensing-credentialing, tenure, awards-recognition, post tenure retention, self-assessment, promotion-career ladder, mentoring appointment (Wheeler & Scriven, 1997: 29). The aim of teachers' assessment is accountability, the improvement of both the teachers and of the school unit (Passias, Flouris, Foteinos, 2016: 444) but also for the professional development of both newly appointed as well as more experienced teachers (Duke & Stiggins, 1990: 116; Smylie, 2016).

The aim of teachers' assessment, as demonstrated by the above, differs depending on the assessment model chosen by the assessment body. More specifically, the assessment of teachers according to the humanitarian model (Wise et al. 1984) has as its aim the improvement of the teacher and his school environment, his professional development, the improvement of the school unit, the decision-making concerning teachers, as well as making decisions regarding the culture of the school unit. The effectiveness and abilities of the teacher as the aim of his assessment are intertwined with the humanistic model.

According to the humanitarian concept, the main objective of the assessment cannot be only the static, formal, administrative process of "measuring" the effectiveness of the educational act. It should seek the continuous improvement of quality and efficiency in the "provision of the educational good" (Karatzia-Stavlioti et al. 2006: 129). Philips & Weingarten (2013) are moving in this direction and believe that the purpose of assessment should be the improvement of the educational practice and not the classification or humiliation of teachers. In this case, the assessment can have the character of moral motivation and fulfillment of the need for assessment (Koutouzis, 1999: 176), since the effort made by the immediate

educational environment is recognized. This motivation, in the end, can prove to be a lever of self-improvement, strengthening of efforts and activation of possibilities that will clearly lead to the improvement of the work provided. In this way, deficiencies and weaknesses will be made concrete, there will be a need to identify their causes resulting in their targeted treatment (ibid.: 176).

In contrast, the technocratic model has a character of more accountability, control and supervision (Danielson & McGreal, 2000; Ellet & Teddlie 2003; Delvaux et al. 2013). The aim of the assessment is the evaluation of lower employees (e.g. teachers) by a superior (e.g. school principal, district principal, school counselor) (Casterter, 1971; Murphy et al., 2013) coming to conclusions about the performance of the inferior and its improvement, as well as in making decisions concerning the terms of employment. Teachers' assessment is therefore a dimension of the hierarchical architecture of the educational (school) system with the Principal having the role of "superior" and the teachers that of "inferior" (Stronge & Tucker 2003: 80; Murphy et al., 2013). Therefore, it does not include the identification of his weaknesses and the coverage of these with educational actions, but strengthens accountability, control by creating a phobic mood in the assessed.

Regarding the aim of the assessment in the Greek legislative texts from 1982 to 2017, it is focused on the teacher and the educational work, on the student results and on the school unit. The laws according to which the aim of the assessment concerns the teacher and the educational work are the P.D. of 1988 and the P.D. 152/2013. Through the PD/1988 the concept and aim of planning and assessment of the educational work is defined and more specifically in article 1 it is noted that "the term assessment of educational work means the consideration of the collective and participative work of teachers in specific school spaces". The same orientation towards the teacher and the improvement of his administrative work is observed in the P.D. 152/2013 (article 2) which defines as the aim of teachers' assessment "the improvement of the quality of teachers and their administrative work through its direct connection with training, for the benefit of themselves, the students and society. In particular, the teachers' assessment contributes to: a) the comprehensive recording of the data resulting from the evaluation of the school unit and the educational system as a whole with the aim of its improvement, b) the ascertainment of the quality of the structures and functions and the results of their educational and administrative work, c) the dissemination of good practices in schools throughout the country, as a key factor in supporting teachers in the training and feedback processes of their work and d) the provision of incentives for continuous scientific and professional development and development of executives and teachers, in the context of lifelong learning e) to the processing of the administrative-service procedures required by the functionality of the educational system".

With the recent P.D. (152/2013) the aim of teacher's evaluation focuses on the improvement of the quality of the teacher and his administrative work through its direct connection with training, for the benefit of themselves, students and society (Article 2). In other words, we observe a continuous "extension" of the improvement aim of the assessment, from the provided education, to the contributors of the educational process and finally to the entire society. The assessment of the teacher with P.D.152/2013 is the first comprehensive proposal, which focuses exclusively on the teacher and also on both his educational and administrative work. It

brings out the element of linking of the assessment with grade development, which was a field of confrontation between the educational world and politician, and at the same time links it to teacher training (teachers who would collect a low grade would remain stagnant in terms of grades and would attend training program).

Next, we notice that the aim of teacher's evaluation with a focus on student results is found in the P.D. 320/1993 (article 1), in L. 2525/97 (article 8) in M.D. D2/1938/1998, in L. 2986/2002 (article 4) and in L. 3966/2011. In particular, the objective refers to the improvement of the provided education that focuses exclusively on the final recipient, which is the student. We find this in P.D. 320/1993 "*the continuous improvement of the education provided is defined as the purpose of the assessment*" (article 1), in Law 2525/97 (article 8) "*assessment of the educational project of primary and secondary education means the process of assessing the quality of the education provided and the degree of implementation of its aims and objectives, as determined by the current legislation*" and in the Ministerial Decree D2/1938/1998 it is the "*improvement and quality upgrade of all the factors of the educational process, and the continuous improvement of pedagogical communication and relationship with students. The assessment of the educational work aims at the continuous improvement of the teaching practice in the classroom, the qualitative development of school life, the acceleration of the implementation of the educational program, the mitigation of operational inequalities between the various school units, the reduction of the bureaucratic process, the faster transmission of information, better management and operation of school units*". Subsequently, Law 2986/2002 (Article 4) is enacted, in which no differentiation is attempted, since it is defined as the improvement and qualitative upgrading of all factors of the educational process and the continuous improvement of pedagogical communication and relationship with students and even connects it with student results. A similar aim exists in Law 3966/2011 (article 50) in which is referred as "*assurance and continuous improvement of the quality of the offered educational work and educational results*".

The aim of the assessment is shifted to the school unit and its improvement with Law 3848/2010, where the aim of teachers' assessment is "*planning and assessment of the action of school units and teachers*". It seems that the teacher's work is not assessed autonomously and piecemeal, but is included in a framework, that of the school unit.

The aim of the assessment of the educational work in this case is to capture a) the performance of the school unit as a whole, b) the achievement of the educational goals that were set in the action plan and c) the successes, weaknesses and problems that were dealt with during the school year through an annual evaluation report drawn up under the responsibility of the School director.

A central question of the educational policy which also stems from the targeting of the legislative texts is how the professional development of the teacher and accountability which are not combined, can coexist harmoniously in the same teacher evaluation system. A key element of the assessment is the teacher's professional development. Teacher evaluation systems that do not aim at his professional development fail (Smylie, 2016: 97).

In addition to the professional development of the teacher, his evaluation is the basis for decision-making, determination of the

leadership of the school unit, school effectiveness, improvement of the school unit, creation of an organization and learning community. (Duke & Stiggins, 1990: 117; Tucker & Kindred, 1997: 61; Tucker & Stronge, 2003: 26; Paratiritirio S.A., 2014; Passias, Flouris, Foteinos, 2016: 444).

The modern targeting of teacher's assessment calls for the "*holistic approach to educational effectiveness*" (Kassotakis, 2013: 596-598) and the formation of an effective teacher, who will improve his educational actions, develop pedagogical and teaching practices and teaches as a member of high performance (Hargreaves & Fullan, 2012; Passias, Flouris, Foteinos, 2016: 431). If the result of the evaluation and the measures taken do not cause improvement of the evaluated teacher, the evaluation is then considered unnecessary, if not harmful (Stronge & Tucker, 2003: 80; Dimitropoulos, 2010: 129; Kassotakis, 2013: 15; Kassotakis, 2017: 43).

Nolan & Hoover (2008: 7) move in the philosophy of the holistic approach and consider that "*the aim of teacher's assessment is to form a judgment concerning the overall quality of the teacher's performance and his ability to carry out assigned tasks and to shape the image of the quality of his teaching among all other teachers*". That is, verification by the appropriate "expert-assessor" if all teachers meet a minimum number of specific professional performance criteria. In the same direction is Marzano (2012) who considers that the aim of assessment is twofold: Measuring the effectiveness of teachers and their professional development.

In this chapter, the research plan adopted in order to answer the research questions raised is presented. As Creswell (2011: 111) suggests, qualitative and quantitative research are the main epistemological paradigms. Researchers who choose quantitative research "*study phenomena with a scientifically neutral and distant approach*" (Newby, 2010: 95), while researchers who choose qualitative research "*engage in interpersonal interactions and roles and conduct their research from within*" (op.: 116; Cohen et al., 2008).

In any type of research, the main concern of the researcher is to determine the research strategy he will follow for the study of his subject (Paraskevopoulos, 1993a). The stages followed in the present research were the following:

The first stage consists of searching the relevant literature. Specifically, before the implementation of the research in the field, a systematic overview of the relevant scientific literature was preceded. In the present work, the corresponding theories concerning the subject were studied, in order to establish the theoretical framework which formed the basis of the research. Also, the bibliographic review was mainly based on research, printed and electronic, that has been conducted in the respective field. Bibliographic sources from the National Documentation Center archive and other electronic libraries such as Heal-Link and Scopus were also studied. The further investigation of the field led to the highlighting of the research gap in the literature, which by extension was transformed into the research questions of the present thesis.

In the second stage, the research method and tools were selected. In particular, for the needs of this thesis, the quantitative approach using a questionnaire was chosen as the most appropriate.

The third stage was the construction of the tool-questionnaire and its distribution to all teachers of all specialties working in the Model Experimental and High Schools and Senior High Schools of Greece. After collecting, recording and coding the data, the research continued with the statistical analysis of the data. As in any research project, conclusions were reached which may confirm or refute the conclusions of existing research or may cover research gaps, where there is no previous engagement.

Regarding the processing and presentation of the results, it is distinguished between descriptive and inductive statistics. In descriptive statistics, the results are presented in the form of graphs, frequency tables and appropriate indices, where required (mean value, standard deviation) and in inductive statistics, the necessary statistical tests were performed to investigate possible associations between variables.

In the present thesis, due to the large gathering of questionnaires, the descriptive approach acquires increased weight and constitutes another tool that strengthens both the quantitative and the qualitative direction of the research with useful conclusions.

During the conduct of the research, a series of factors were presented which were obstacles and contributed to the delay of its completion. The main problem we faced was trying to identify other empirical research, as the present research is characterized by a high degree of specialization and research originality. At the implementation level, the difficulty that arose was related to the lack of interest in participating in the research, due to the change in political status with the assumption of government duties by SIRIZA and the placement of NEADIMOKRATIA in the political opposition. In particular, the importance of the change does not lie primarily in the political change, but in the ideological view and differentiation of the two parties regarding the assessment in education.

Aim and objectives of the research

The aim of the research is to record, describe and analyze the perceptions of the teachers of all the specialties of the Model Experimental High Schools and Senior High Schools, regarding the assessment process, as it was implemented in accordance with Law 3966/11 and its written provisions. This recording aims to take advantage of the views of teachers to improve the institutional framework for the operation of the Model Experimental Schools. At this point, it should be pointed out that the research targets the personal and professional data of the teachers, which consist of the variables of gender, level of education, teacher's specialty, level of education, years of previous service in Model Experimental Schools, the period of assessment and the years of service in Secondary Education. In particular, the research aims to:

In the data investigation of individual and professional identity of teachers in Model Experimental Schools, which have an effect:

- I. on their views about assessment in general.
- II. on their views about the School Director as an evaluator
- III. on their views about the School Counselor as an evaluation body
- IV. on their views about the portfolio as an assessment tool
- V. on their views about the interview as an assessment tool.
- VI. on their views about the context of objections

In the investigation of the proposals of the teachers of the Model Experimental Schools regarding the improvement of the assessment process.

Research questions

The research questions formulated based on the theoretical framework and derived from the objectives of the thesis are:

1. There is a correlation between the individual and professional identity of the teachers of Model Experimental Schools
 - I. with their views about assessment in general.
 - II. with their views about the School Director as an evaluator
 - III. with their views about the School Counselor as an evaluation body
 - IV. with their views about the portfolio as an assessment tool
 - V. with their views about the interview as an assessment tool.
 - VI. with their views about the context of objections
2. What proposals do the teachers of Model Experimental Schools to improve assessment as a process?

The present research was based on primary data, which was collected using a questionnaire. For the purposes of the thesis, a structured questionnaire with a combination of closed and open questions was exclusively created through a literature review.

According to several researchers, the formulation of the aim of the research determines both the type of research and the tools to be used (McMillan & Schumacher, 2001). The choice of using a questionnaire as a means of collecting information was considered to be more effective for recording the views of the teachers of the Model Experimental Schools in relation to other data collection methods.

The questionnaire was mainly based on the literature review, since the researcher made the relevant necessary changes, so that it is suitable to respond to the purposes of the research. An attempt was made to design an increased number of closed questions, which meet the needs of the research and could be answered quickly and easily, without taking more than 15-20 minutes.

The answers to this type of questions are determined from the beginning and the respondent must necessarily choose one of them, while they are suitable for statistical analysis. This fact, of course, involves the risk of "dictation" the answer, since due to the limitation of personal expression, it is possible that the respondent will be led to an answer, which corresponds more to the expectations of the researcher (Javeau, 2000). The questionnaire, which is also presented in the Appendix, is divided into (5) sections, depending on the content.

Specifically, on the first page of the questionnaire, information is provided to the teacher who is asked to complete it and related to the necessity of the research, the type and number of questions, ensuring the confidentiality of the answers and other filling instructions. Apart from this introductory part of the questionnaire, the questionnaire consists of four parts:

Part I concerns data that form the individual/demographic profile of the respondent, such as gender, qualifications, specialization, school level, years of service in Secondary Education, years of service in Model Experimental Schools and the evaluation period (questions A1 to A7). Part II includes questions asking teachers to express their views on the aim and necessity of assessment and is entitled "Teachers' views on assessment" (questions B1 to B2).

In Part III of the questionnaire, the questions that detect the views of the teachers of Model Experimental Schools on the applied process of their assessment are identified (questions C1 to C14). Finally, Part IV includes the open-ended questions that examine the proposals of the teachers of Model Experimental Schools in order to improve the process (DA to DD questions). The questionnaire is fully structured, with open and closed questions using mainly the five-point Likert scale and the ranking scale, in order to express the extent of agreement or disagreement with a specific statement. For the recording of the questions, we tried to be as clearly worded as possible, to be free of difficulties and to be short.

Conclusions

At the same time, it appears that the teachers of Model Experimental Schools believe that the assessment should not be linked to the grade and salary development of the teachers, but instead, should be focused on their pedagogical and teaching work. Specifically, the male teachers of P.P.S. they attach more importance to their scientific and professional development and, secondarily, to their grade and salary development, compared to the female teachers of P.P.S. which emphasize the pedagogical-learning role. The same occurs with the teachers of Positive and Applied Sciences, who connect the assessment with their scientific and professional development more than the teachers of Model Experimental Schools who belong to the Social Sciences and Humanities.

Check of the Effect of Independent Variables on the Formation of the Views of Teachers in Model Experimental Schools.

The Effect of the "Gender" Factor on the Formation of Teachers' views on the Aspects of Assessment in accordance with current legislation

In order to investigate the effect of gender on the evaluation aspects according to the "existing legislation" the t-test statistical control was carried out with a significance level of 0.05. From the data in table 23, it is observed that gender is correlated with three of the seven aspects of the assessment.

In particular, gender affects the perception of importance of strengthening the administrative work of teachers for the processing of administrative-service procedures ($F=0.825$ with $p<0.01$). Therefore, it is established that female teachers perceive as more important the strengthening of their administrative work for the processing of administrative-service procedures, as the Mean Value they collect ($M.V.=3.67$) is higher compared to the corresponding Mean Value of men ($M.V.=2.91$). The second aspect of assessment that is affected by the gender factor, consists of the scientific and professional development of the teacher, since as the data in table 23 show, there is a statistically significant difference ($F=0.691$ with $p<0.05$). In particular, it is observed that men, compared to women teachers, consider their scientific and professional development more important, as the Mean Value of men ($M.V.=4.33$) is higher than the corresponding one of women ($M.V.=4.08$). Accordingly, the gender factor affects the perceptions of the participants, regarding the grading and salary development of teachers ($F=2.619$ with $p<0.01$). Likewise, male teachers consider this aspect of assessment more important ($M.V.=3.11$), compared to female teachers ($M.V.=2.64$).

From the above, it can be seen that female teachers focus more on the function of administrative work with assessment, because it is either directly or indirectly connected to their role as teachers. On the contrary, male teachers connect the assessment to a greater extent with the scientific and professional development of teachers, which is by extension connected with their grade and salary development. From the data in table 23, no other statistically significant correlation emerges.

Table 23: Effect of gender on the views of the teachers of Model Experimental Schools for the Aspects of the Assessment according to the Current Legislation.

Aspects of assessment according to the legal framework	Gender	Assumption of Equal Variance (Levene)		Assumption of Equal Mean Value		Value (p)	Statistics t	B.E.	Value p
		N	M.V.	standard deviation	Statistics (F)				
The development and application of good practices with the aim of improving and disseminating them	Male	177	3,91	1,130	3,425	0,065	1,860	388	0,064
	Female	213	3,69	1,228			1,875	384,016	0,062
The strengthening of participation in the processes of planning, organization and operation of the school in order to form conditions of a learning community	Male	175	3,77	1,153	0,755	0,385	1,309	387	0,191
	Female	214	3,61	1,212			1,316	378,245	0,189
Strengthening of their administrative work for handling administrative-service procedures	Male	173	2,91	1,254	0,825	0,364	-6,211	380	0,000
	Female	209	3,67	1,128			-6,149	349,749	0,000
The relationships that develop between teachers and students at school	Male	173	2,54	1,113	0,609	0,436	1,697	382	0,091
	Female	211	2,36	1,052			1,687	358,684	0,092
The relationships that develop between teachers and parents at school	Male	175	2,91	1,403	0,447	0,504	1,438	381	0,151
	Female	208	2,71	1,339			1,432	363,440	0,153

The scientific and professional development of the teacher	Male	174	4,33	0,939	0,691	0,406	2,496	387	0,013
	Female	215	4,08	1,045			2,524	382,710	0,012
The grade and salary development of the teacher	Male	168	3,11	1,538	2,619	0,106	3,090	372	0,002
	Female	206	2,64	1,413			3,064	343,530	0,002

7.2.2 Effect of the "Study Titles" Factor on the Formation of Teachers' Views on the Aspects of Assessment in accordance with current legislation

The examination of the effect of teachers' formal qualifications (study titles) on their views on aspects of assessment by the State was carried out through the implementation of the analysis of variance. The results of the analysis showed that the degree to which they consider important the various aspects of the teacher's assessment differs in terms of the variables "enhancement of participation in the processes of planning, organization and operation of the school in order to create conditions of a learning community" ($F=27.245$ with $p<0.01$), "relationships developed between teachers and students" ($F=23.775$ with $p<0.01$) and "relationships developed between teachers and parents" ($F=133.339$ with $p<0,01$). In order to determine the statistically significant differences, the Scheffe test was performed.

The results of the check (table 24) demonstrate that concerning the variable "enhancement of participation in the processes of planning, organization and operation of the school with the aim of forming conditions of a learning community", a statistically significant difference in means value exists between the holders of a master's degree ($M.V.=4.15$) and teachers with a second degree ($M.V.=3.23$), indicating the greater degree of agreement of the former. Furthermore, a statistically significant difference is found between masters degree holders ($M.V.=4.15$) and doctoral degree holders ($M.V.=3.29$), as a result of which this specific aspect of assessment is more important. Therefore, holders of a master's degree in specialization consider a more important aspect of the assessment to be the enhancement of the planning, organization and operation processes of the school in order to create learning community conditions.

Accordingly, a statistically significant difference in the responses was identified regarding the relationships that teachers develop with students at school, with holders of a second degree agreeing to a greater extent ($M.V.=3.62$), compared to holders of master's degree ($M.V.=2.24$) and the holders of a doctoral degree ($M.V.=2.27$). Finally, a statistically significant difference was found regarding the relationships that teachers develop with the students' parents at school, with holders of a second degree agreeing to a greater extent ($M.V.=3.88$), compared to holders of a master's degree ($M.V.=1.70$) and the holders of a doctoral degree ($M.V.=3.46$). In conclusion, holders of a second degree seem to place more emphasis on the relationships between teachers and students in the school unit, as well as on their relationships with parents.

Table 24: Effect of study titles on the views of teachers of Model Experimental Schools about the Aspects of the assessment according to the Current Legislation.

ANOVA

Aspects of assessment according to the legal framework	Education level	N	M.V.	Standard deviation	F	B.E.	p
The development and application of good practices with the aim of improving and disseminating them	second degree	26	3,31	1,436	2,492	(2,355)	0,084
	master's degree	153	3,87	1,174			
	doctoral degree	179	3,78	1,158			
The enhancement of participation in the processes of planning, organization and operation of the school in order to form conditions of a learning community	second degree	26	3,23	1,070	27,245	(2,354)	0,000
	master's degree	154	4,15	0,975			
	doctoral degree	177	3,29	1,194			
The enhancement of their administrative work for the processing of administrative-service procedures	second degree	26	3,35	1,325	0,262	(2,348)	0,770
	master's degree	151	3,26	1,273			
	doctoral degree	174	3,36	1,202			
The relationships that develop between teachers and students at school	second degree	26	3,62	0,898	23,775	(2,349)	0,000
	master's degree	150	2,24	0,981			
	doctoral degree	176	2,27	0,965			
The relationships that develop between teachers and parents at school	second degree	26	3,88	1,033	133,339	(2,348)	0,000
	master's degree	152	1,70	0,788			
	doctoral degree	173	3,46	1,213			
The scientific and professional development of the teacher	second degree	25	4,12	0,881	1,069	(2,354)	0,344
	master's degree	153	4,11	0,997			
	doctoral degree	179	4,27	1,031			

The grade and salary development of the teacher	second degree	26	2,81	1,550	2,375	(2,340)	0,095
	master's degree	146	2,64	1,428			
	doctoral degree	171	3,01	1,505			

7.2.8 Effect of the "Gender" Factor on the Formation of Teachers' views on the Prioritization of Teacher Assessment Goals

Concerning the effect of gender on the views on the targeting of the assessment, as can be seen from the data in table 30, two of the six dimensions have a statistically significant difference.

The first concerns the enhancement of the administrative work for the processing of administrative-service procedures ($F=3.215$ with $p<0.01$). Specifically, women, after prioritizing the assessment target from the most important to the least important, have a lower mean value ($M.V.=3.86$) than the male teachers of the sample ($M.V.=4.64$). This fact indicates the greater weight that women place on the administrative work of teachers, a data which is in agreement with the previous results.

The second dimension of the targeting of the assessment that has a statistically significant correlation with the gender factor is the connection of the assessment with the rating and salary development of the teachers ($F=13.508$ with $p<0.01$). In this particular case, it can be seen that the mean value of women's answers ($M.V.=2.82$) is lower than the corresponding one for men ($M.V.=3.60$), and as a result women connect to a greater extent the assessment with their rating and salary development. The present result differs from the corresponding one described above, in which men consider more important the function of the assessment with the rating and salary development of the teachers. At this point the error of considering the questions as identical should be avoided, as the previous table shows the extent of agreement of the teachers with the aspects of the assessment in accordance with the current legislation, while the present table (table 30) shows the correlation of gender with the prioritization of importance of these criteria, according to the existing views. In conclusion, despite the fact that female teachers consider their rating and salary development to be less important, however, they connect it to a greater extent with the targeting of the assessment.

From the data in table 30, no other statistically significant correlation emerges.

Table 30: Effect of gender on the views of the teachers of Model Experimental Schools for the Prioritization of the Assessment goals

Prioritization of the teacher's Assessment goals	Gender	Assumption of Equal Variance (Levene)		Assumption of Equal Mean Value		Statistics (F)	Value (p)	Statistics t	B.E.	Value p
		N	M.V.	standard deviation	Statistics (F)					
The assessment of the teacher must aim at the development and improvement of good practices and their diffusion	Male	174	2,21	1,563	0,219	0,640	-0,488	386	0,626	
	Female	214	2,29	1,574			-0,488	371,033	0,626	
The teacher's assessment must be aimed at the improvement of the organization and operation of the school	Male	175	3,42	1,525	0,154	0,695	1,565	387	0,118	
	Female	214	3,18	1,495			1,562	368,819	0,119	
Enhancement of their administrative work for handling administrative-service procedures	Male	176	4,64	1,554	3,215	0,074	5,182	385	0,000	
	Female	211	3,86	1,382			5,127	353,716	0,000	
Teacher assessment should aim to improve relationships with colleagues, students and parents at school	Male	176	3,56	1,566	0,221	0,639	0,054	387	0,957	
	Female	213	3,55	1,521			0,054	369,052	0,957	
The assessment must aim at strengthening the scientific and professional development of the teacher	Male	176	2,76	1,697	0,707	0,401	-0,467	387	0,641	
	Female	213	2,84	1,632			-0,465	367,493	0,642	
The teacher's assessment must be connected with the rating and salary development of the teacher.	Male	169	3,60	1,840	13,508	0,000	4,460	369	0,000	
	Female	202	2,82	1,533			4,388	327,471	0,000	

7.2.9 Effect of the "Study Titles" Factor on the Formation of Teachers' Views on the Prioritization of Teacher Assessment Goals

Then (table 31) the effect of teachers' formal qualifications in terms of study titles was examined on how they prioritize the goals of the assessment of the educational work according to their importance. The results of the analysis showed that the extent to which they consider the goals of the assessment to be important is influenced by the educational level in the statements "the teacher's assessment should aim at the development and improvement of good practices and their diffusion" ($F=11.665$ with $p<0.001$) and "the assessment should aim at the enhancement of the scientific and professional development of the teacher" ($F=9.190$ with $p<0.01$). In order to determine between which variables there is a statistically significant difference in mean values, the Scheffe multiple comparison test was carried out.

Regarding the assessment's targeting, which is oriented towards the development, improvement and diffusion of good practices, it appears that it is a more important data for holders of a master's degree (M.V.=2.02) than for teachers who hold a second degree (M.V.=3.54).Correspondingly, the same happens among the teachers with master's and doctoral degrees (M.V.=2.21), with the former considering the specific goal of the assessment more important.

Nevertheless, in the statement that the assessment should aim at the enhancement of the scientific and professional development of the teacher, the holders of a master's degree agree to a greater extent (M.V.= 2.85), than the teachers with a second degree (M.V.= 4.00).A statistically significant difference was found between holders of a doctorate (M.V.=2.59) and master's degree (M.V.=2.85), with the former giving more weight to this statement.Therefore, as the educational qualifications of the teachers increase, their extent of agreement with the goal of the assessment oriented towards the enhancement of their scientific and professional development increases.

Table 31: Effect of study titles on the views of teachers of Model Experimental Schools for the Prioritization of the assessment's goals

ANOVA

Prioritization of the teacher's Assessment goals	Study titles	N	M.V.	Standard deviation	F	B.E.	p
The assessment of the teacher must aim at the development and improvement of good practices and their diffusion	second degree	26	3,54	1,529	11,655	(2,353)	0,000
	master's degree	153	2,02	1,416			
	doctoral degree	177	2,21	1,533			
The assessment of the teacher must aim at the improvement of the organization and operation of the school	second degree	26	3,42	1,419	0,643	(2,354)	0,526
	master's degree	154	3,22	1,456			
	doctoral degree	177	3,40	1,575			
The enhancement of their administrative work for handling administrative-service procedures	second degree	26	3,92	1,719	0,905	(2,352)	0,406
	master's degree	153	4,23	1,440			
	doctoral degree	176	4,33	1,471			
Teacher's assessment should aim at the improvement of the relationships with colleagues, students and parents at school	second degree	26	3,81	1,980	0,470	(2,354)	0,625
	master's degree	154	3,57	1,494			
	doctoral degree	177	3,50	1,549			
The assessment must aim at the enhancement of the scientific and professional development of the teacher	second degree	26	4,00	1,720	9,190	(2,354)	0,000
	master's degree	154	2,85	1,644			
	doctoral degree	177	2,59	1,498			
The assessment of the teacher must be connected with the rating and salary development of the teacher	second degree	25	2,96	1,306	0,849	(2,338)	0,429
	master's degree	147	3,33	1,748			
	doctoral degree	169	3,12	1,711			

7.2.22 Effect of the "Gender" Factor on the Formation of Teachers' Views on the Teacher's Assessment Criteria by the School Director

While the examination of the effect of gender on teachers' views about the teacher's assessment criteria by the School Director, statistically significant differences were observed in two of the six criteria (table 44).

In particular, gender affects the perception of participants regarding participation in innovative teaching practices (F=14.538 with p<0.01). From the mean values of the responses, it appears that male teachers consider this criterion more important, as their mean value (M.V.=2.21) is lower than the corresponding one for women (M.V.=3.44). Furthermore, a statistically significant difference is found between the gender of teachers and their perceptions of participation in innovative and creative actions (F=0.535 with p<0.01). We notice that for male teachers the criterion referring to the participation of teachers in creative and innovative actions is perceived as more important compared to women, as the mean values are 2.25 and 2.90 respectively. In conclusion, male teachers consider participation in innovative teaching practices as more important assessment criteria, as well as participation in creative and innovative actions, compared to women. Nevertheless, it should be made clear that the above data do not indicate the practical participation of men in them, but only the teachers' perception of their importance in the assessment process.

From the data in table 44, no other statistically significant difference emerges between the criteria and the gender variable.

Table 44: Effect of gender on the views of the teachers of Model Experimental Schools for their Assessment criteria by the School Director.

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Variance (Levene) of Mean Value

School Director's Assessment Criteria	Gender	N	M.V.	standard deviation	Statistics (F)	Value (p)	Statistics t	B.E.	Value p
Participation in innovative teaching practices	Male	102	2,21	1,720	14,538	0,000	-4,877	224	0,000
	Female	124	3,44	2,033			-4,957	223,818	0,000
Participation in innovative creative actions	Male	102	2,25	1,697	0,535	0,465	-2,941	224	0,004
	Female	124	2,90	1,617			-2,927	211,385	0,004
Participation or organization of field research at the school unit level	Male	101	3,93	1,781	0,412	0,522	-1,512	225	0,132
	Female	125	4,27	1,608			-1,497	205,859	0,136
Participation or support of in-school training activities	Male	101	3,20	1,503	0,330	0,566	-0,834	223	0,405
	Female	124	3,36	1,450			-0,831	210,642	0,407
Organization, support, coordination or participation in student internship programs	Male	100	3,51	1,789	0,152	0,697	-1,233	222	0,219
	Female	124	3,81	1,788			-1,233	212,005	0,219
Organization or participation in self-evaluation programs of the school unit	Male	96	4,21	2,057	6,685	0,010	-1,711	215	0,089
	Female	121	4,65	1,769			-1,681	187,966	0,094

7.2.23 Effect of the "Study Titles" Factor on the Formation of Teachers' Views on the Teacher's Assessment Criteria by the School Director

The views of the teachers on the importance of the assessment criteria of the Management Committee of Model and Experimental Schools used by their school directors were observed to get influenced by the studies they have carried out (table 45). More specifically, it was found that the variables of the assessment criteria that are affected are the participation or support of in-school training activities ($F=8.547$ with $p<0.01$) and the organization or participation in self-assessment programs of the school unit ($F=15.273$ with $p<0, 01$). The multiple comparison test shows that regarding the first criterion, teachers with a doctorate degree perceive this criterion as more important ($M.V.=2.88$) than those with a second degree ($M.V.=3.86$). Similarly, holders of a doctorate degree consider it more important and compared to holders of a master's degree ($M.V.=3.65$). It is observed, therefore, that as the qualifications of teachers increase, the degree of importance for the participation and support of in-school training actions increases.

Regarding the second criterion, the holders of a master's degree of specialization agree to a greater extent ($M.V.=3.53$) with the organization and participation in self-assessment programs of the school unit compared to the teachers who hold a second degree ($M.V.= 5.53$). Accordingly, holders of a master's degree consider this criterion more important than holders of a doctoral degree ($M.O.=4.87$). Therefore, the criterion of participation and organization of self-assessment programs of the school unit is considered more important by the holders of a master's degree. The remaining variables of the assessment criteria by the school directors are not affected at a statistically significant level by the formal qualifications of the teachers regarding their study titles.

Table 45: Effect of study titles on the views of teachers of Model Experimental Schools about their Assessment criteria by the School Director.

ANOVA

Director's Assessment Criteria	Study titles	N	M.V.	Standard deviation	F	B.E.	p
Participation in innovative teaching practices	second degree	14	2,57	1,555	2,627	(2,203)	0,075
	master's degree	78	3,27	2,220			
	doctoral degree	114	2,62	1,850			
Participation in innovative creative actions	second degree	15	2,73	1,981	0,299	(2,203)	0,742
	master's degree	76	2,50	1,528			
	doctoral degree	115	2,68	1,725			
Participation or organization of field research at the school unit level	second degree	15	4,20	1,821	0,340	(2,204)	0,712
	master's degree	76	4,25	1,737			
	doctoral degree	116	4,05	1,587			

Participation or support of in-school training activities	second degree	14	3,86	1,099	8,547	(2,204)	0,000
	master's degree	77	3,65	1,476			
	doctoral degree	116	2,88	1,371			
Organization, support, coordination or participation in student internship programs	second degree	15	4,07	1,668	0,290	(2,202)	0,748
	master's degree	76	3,71	1,903			
	doctoral degree	114	3,69	1,745			
Organization or participation in self-evaluation programs of the school unit	second degree	15	5,53	1685	15,273	(2,195)	0,000

Conclusions

The importance of the assessment criteria seems to be confirmed by the results of Passiardi (1996), Andreadaki (2008), OECD (2013a), Danielson (2013), Pasia (2014), Flores (2018) and Reddy and his colleagues (2018).), who conclude that teachers tend to prefer formative assessment, their pedagogic and teaching role, and reject the idea of assessment being used for accountability and administrative action.

In terms of gender, it is perceived that female teachers of Model Experimental Schools focus more on the function of administrative work with assessment, because it is either directly or indirectly linked to their role as teachers and secondarily to their rating and salary development. On the contrary, the male teachers of Model Experimental Schools connect the assessment to a greater extent with their scientific and professional development, which is inextricably linked to their rating and salary development on a second level. In conclusion, despite the fact that female teachers consider their rating and salary development to be less important, however, they link it to a greater extent with the targeting of the assessment. In addition, for female teachers, the scientific work is perceived as a more important assessment criterion, in contrast to male teachers who give more weight to the assessment of scientific and didactic competence by the School Counselor, the assessment of response to tasks by the School Director and the assessment of the teacher through interview. In contrast to the above, the research of Kasimati & Gialamas (2003), showed that the gender of the teachers is not connected with their attitude towards the assessment.

The educational qualifications of the teachers constitute an additional factor that differentiates the views of the teachers regarding the assessment, as the higher their educational level, the more it is sought to strengthen their scientific and professional development and their positive attitude towards innovations. Therefore, teachers with a doctorate degree place more emphasis on the doctorate and scholarly work, compared to those with a master's degree, who focus more on teacher assessment by committee interview. The present finding contrasts with that of Kasimati & Gialamas (2003), who found that the level of study does not differentiate teachers' attitudes towards assessment.

Specifically, it was found that gender differentiated the views of teachers in Model Experimental Schools on the role of the school director and their assessment criteria. Male teachers consider participation in innovative teaching practices as more important criteria, as well as participation in creative and innovative actions, compared to women. Nevertheless, it should be made clear that the above data do not indicate the practical participation of men in them, but only the teachers' perception of their importance in the assessment process. Study titles are an equally important

differentiating factor, since as their formal qualifications increase, so does their extent of agreement for participation and support in in-school training actions.

At the same time, it was found that the greater the extent of agreement of the teachers of the Model Experimental Schools with the evaluation process by the School Director, the greater is their satisfaction with it. In particular, holders of a doctorate degree as well as teachers of Positive and Applied specializations are the "categories" of teachers who agree more with the process and therefore remained more satisfied with it.

In addition, the results of this research demonstrate that male teachers agree to a greater extent with the existence of the personal file as part of the assessment process, in contrast to women who consider the teachers' assessment by the school director to be more important. The teachers of Positive and Applied Sciences show exactly the same assessment as the teachers of Social Sciences and Humanities respectively. Regarding the level of education of the teachers, it was observed that holders of a doctorate degree consider formal qualifications to be a more important assessment criterion, in contrast to holders of a second degree who emphasize on pedagogical and teaching competence.

The present research shows that the female teachers of Model Experimental Schools agree to a greater extent with the content of the questions and perceive as a more important criterion the investigation of their teaching and pedagogical training in contrast to male teachers who focus on administrative work. At the same time, holders of a doctorate degree consider teaching and pedagogical training, as well as their participation in innovative actions, to be the most important criteria for their assessment.

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