

# SCHOOL PERFORMANCE MANAGEMENT EVALUATION

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**Abstract:** This article deals with the evaluation of performance and school results. In this process, the teacher's role is explained by the term "manager". The teacher acts like a manager because he sets some goals that he / she has to fulfill, has control and continuously monitors the activity of the students. Evaluating school results means determining the extent to which the objectives of the training program have been achieved and the effectiveness of the teaching-learning methods used. The evaluation is intended to provide the information needed to "regulate" and "improve" activity from one stage to the next by adopting appropriate measures to increase the efficiency of the activity. School assessment is a feedback for both the student and the teacher.

**JEL classification: I20, M10**

Key words: evaluation, manager, performance, teacher

## 1. INTRODUCTION

We live in a society where quality education has become a priority to provide a guarantee for a better future for the entire community. All we need to do about this is to ensure a sufficient and complex preparation for the young. The notion of quality in education is most often defined in terms of school performance, which emphasizes the appreciation of students' efforts to achieve performance in a particular field of activity.

The theme of school performance management has a strong influence on the teaching-learning process involving both teachers and students. We can say that the teacher in a class of students has the status of manager because he is always in the position to propose goals to achieve, always makes decisions about adapting the lessons to the reception abilities of the pupils, has certain responsibilities and rules for his classes. The manager can be either a leader or an administrator. Both "faces" of the manager are required for performance. (Candea, 2005).

The teacher needs to assess the "team" very well from the beginning, so as to know their level of knowledge. In the opinion of D. Ausubel, the most influential factor for learning is the initial level of knowledge the student possesses, so the teacher must adjust his activity accordingly. (John, 2003)

School performance management evaluation is an essential tool for future teachers who need to use the right methods in teaching and training students. We want

to highlight the fact that the school output shows the result of the teachers' work, how good they have been, how much they have been involved and reached their proposed goals.

In a broad sense, school performance evaluation is a means of communicating pupils' learning outcomes. The appreciation of their work by the teachers', expressed by words or marks is a specific way of communicating, transmitting a message to the student, and depending on its meaning, it can help adjust its activity. However, a manager has several roles, but first and foremost the one who defines it best is the leader role. Mintzberg believes that leadership plays a very important role in management because it involves interacting with others, causing the manager to instill the energy and force needed by people. (Marian and Neagu, 2009).

## 2. OBJECTIVES

The research objectives are as follows:

- Identify and analyze the factors that influence the evaluation of the school results;
- Analyzing the teacher's attributions in the position of "manager" of the class;
- Underline the importance of the teacher in achieving performance by his students.

In the educational field, the evaluation strategy is a prior and indicative approach designed to provide the perspective from which the evaluation will be conceived. This will therefore play an essential role in issuing value judgments about the process and learning outcomes.

## 3. METHODOLOGY

This article is based on the meta-analytical method. We conducted this research from the perspective of some important authors in the educational and managerial field. Thus, according to D. Ausubel, in order to go through the training and education stages, it is essential to assess the level at which the student is at a given point in time, which in fact was the starting point of the work. We believe that the teacher, to be a true manager, needs to know his team very well from the start.

## 4. ANALYSES

Self-knowledge is the first tool we use when we step into a new environment, in other words we are at the beginning of the road. How can we discover the many possible roles of each of us and what can we do to better understand our own person and others? is another question that gives us food for thought and brings ambiguity. This is just one of the potential questions that a future teacher addresses. However, in order to provide an edifying response, we call for the personality appropriate to the new profession. Personality can be defined as a relatively stable set of thoughts, behaviors, emotions that characterize the individual and his ability to relate with others. It thus expresses a relative permanence of the way the individual operates, regardless of the situations in which he is exposed. (Amar, 2009).

In order to get feedback, the teacher has to carry out more responsibilities. Assessing school performance is most visible in order to create a picture of it. Relatively recent definitions of school assessment are very diverse. However, they have several common notes. From the multitude of variants, the most representative is the

following definition: "to evaluate means passing value judgement on learning... based on adequate criteria to the fixed objectives, in order to make decisions ..." (Manolescu, 2010).

Assessment is one of the main components of the teaching-learning process. It fulfills a number of functions that distinguish the following:

- The function of finding and diagnosing the performance of students, refers to the final outcome of the learning process. It is the moment when school success or failure is noticed by explaining the factors that influenced it.

- The function of continuously adjusting and refining the training methodology based on the information obtained from the application of the factors that conditioned the learning outcomes.

- The predictive and decision function, which is intended to carry out educational instructional activities in the future in order to improve it.

- The function of selecting and classifying students in comparison with the school results and the acquired knowledge.

- Formative-educational function of optimizing the learning methods used by pupils, encouraging and stimulating learning.

It is the teacher who evaluates the pupil, determines the level of knowledge gained during a semester or throughout the school year. The goals he sets at the beginning of the year will help him keep an order for the lessons and student assessment. "Objectives are not fateful; they set the direction. There are no orders, but commitments. They do not decide the future, they represent only means of immobilization ... of resources and energies." (Epler, 2007)

In order to determine students' performance, teachers often use classic knowledge tests or intelligence tests. The results of the tests help to set a statistical distribution, the pupil's performance being appreciated in relation to that of the collective group. This test category is used to evaluate the results on a particular chapter or all the curricula taught during the school year.

Teaching and learning are two different functions - two distinct and separate processes. An important difference is that the process of teaching is supported by a person, while the learning process takes place within a person. If the teaching-learning processes work effectively, there must be a unique relationship between the two sides, a kind of connection or link between the teacher and the student. (Gordon and Burch, 2011)

There are not two teachers alike, using the same techniques and methods of teaching, assessment, appreciation of the work done by students. Each teacher has their own style and their own criteria of evaluation. Some teachers are more demanding, ready to sanction any failure, others are generous. There are also teachers who prefer middle note for encouragement, and others use it for coercion. Within the group, teachers often tend to operate with all kinds of students, this representing the contrast or order effect.

The teacher's ability to get to know the pupil and to find himself in his / her point of view, to "see" the subject matter and the eyes of the pupil is a quality that is necessary for any teacher, as opposed to egocentrism. The quality of translating into the student's situation, understanding, approving or rejecting his / her point of view implies a certain emotional stability, a certain psychological and moral balance, especially information and professional training of the examiner and evaluator. (Cucos, 1998)

There are several criteria for classifying assessment types / types (Radu, 2000):

a) After the realization:

- The initial evaluation is done at the beginning of the training program
- Continuous evaluation is done throughout the program, on small sequences
- The final evaluation is done at the end of a longer training period

b) According to the objectives:

- The initial evaluation aims at establishing the level of training
- Continuous evaluation aims to compare results with concrete, operational objectives and progress
- The final evaluation aims to compare the results with the general aims of the discipline

c) According to the functions performed:

- The initial evaluation fulfills prognostic function
- Continuous assessment fulfills diagnostic, ameliorative, motivational functions
- The final evaluation fulfills the diagnostic, classification / hierarchical functions

d) After the determined effects:

- The initial evaluation determines the anticipation of future results
- Continuous evaluation determines cooperative relationships, develops self-evaluation capacity
- The final evaluation determines relationships of adversity, generates anxiety

e) Depending on the time allocated:

- Continuous evaluation requires minimal time
- Final evaluation involves one-third of total time.

In addition to the classic methods of evaluation, we can identify a number of new methods, called either complementary or alternative.

The complementary character implies that they complement the traditional instrumental arsenal (oral, written, practical) and that they can be used simultaneously in the evaluation process.

The alternative character implies a quasi-total replacement of classical and modern methods, which, for the time being, can not be implemented at all levels. The docimological practice demonstrates that current evaluation practices can not be abandoned.

It seems that complementary evaluation methods are more flexible and allow the teacher to set milestones and to gather information on the conduct of its activity, using tools that are more adequate to the specifics of educational situations. A certain difficulty comes because these assessment methods are not standardized, the design and application varying in each case, from teacher to teacher (what attracts undoubtedly different valuations).

The essence of the changes in the last decade of the last century, which continues today, stems from the fact that "school assessment is increasingly conceived as an integral part of its learning process and its milestone" (Abernot, 1996). The concept that has modified the entire pedagogy of the last decades and has not yet exhausted its resources is the "formative assessment".

The concept establishes assessment as a means of training and allows observation of the evolution of its competences. Consideration of modern assessment as

an integral part of the learning process, intimately associated with it, has led to its distancing from the traditional "verification" of knowledge and even the traditional school appreciation (Cerghit, 2002).

The modern assessment, which promotes the transition from the notion of control of knowledge acquisition to the concept of evaluating both the learning outcomes and especially the processes involved, means the transition from a pedagogy related to the transfer of knowledge to a competence development pedagogy.

As regards the psychological aspects, the school evaluation is influenced by a number of subjective factors, of which the following (Sălăvastru, 2004):

- The "Halo" effect consists of the teacher's tendency to make judgments about results or attributes based on the general impression of the rated

- The Contrast effect occurs due to the inevitable comparisons and hierarchies the evaluator makes between the written works or the successive oral answers of the students. An example in this case can happen with a work that can get a higher grade if it is evaluated after a weaker work or it can get a lower grade if it is evaluated after a very good work.

- The effect of orders is due to the position or the place occupied by a work in a set of works that are subject to evaluation.

- The Evaluator's Personal Equation is a factor that makes evaluation vary from one teacher to another according to the level of exigency and a set of own criteria of appreciation. An example can be considered in essays when each teacher interprets it subjectively, giving some a higher mark, others one smaller.

- The effect of similarity is when the teacher evaluates students by referring either to their own school experience or parental experience.

- The effect of the Central Trend is manifested by the fact that teachers seek to avoid the extremes of the scoring scale, in the desire not to mistaken and not to deprecate the students.

- Logical error, for example, is manifested in the following situation: you can not give an eight to a student who knew only about five just because he is not disrupting the class.

## 5. CONCLUSIONS

În concluzie, profesorul care predă într-o clasă de elevi îndeplinește automat și statutul de manager proactiv de curriculum, deoarece este pus în situația de a lua permanent decizii privind adecvarea programului de învățământ la posibilitățile de receptare concrete ale elevului. Evaluarea școlară reprezintă un mijloc de comunicare a rezultatelor obținute de elev în munca de învățare și reprezintă un feedback atât pentru profesor, cât și pentru elevi. Evaluarea îndeplinește o serie de funcții: funcția de constatare și diagnosticare, funcția de reglare și perfecționare, funcția de predicție și decizie, funcția de selecționare și clarificare, funcția formativ- educativă.

Rezultatele școlare reprezintă o realitate complexă, un produs cu multiple aspecte. Ele reprezintă indicatorul cel mai concludent pentru aprecierea eficacității procesului de învățământ.

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