

Research Article

The extent to which teachers at the Qamines Educational Services Office perceive the criteria for their evaluation by the educational supervisor

Salim Ali Salim Maetouq ^{1*} 

¹ Faculty of Arts and Sciences Qamines / Department of Administration and Educational Planning, University of Benghazi, Libya

* Correspondence: Salim.maetouq@uob.edu.ly

<https://doi.org/eiki/10.59652/jetm.v2i2.183>

Abstract: The objective of the study was to ascertain the extent to which teachers perceive the performance evaluation criteria issued by the Office of Guidance and Inspection and to identify statistically significant differences in the level of teachers' perception of these criteria according to gender and specialization variables. In order to achieve the objectives of the study, the author employed the descriptive method and utilized the questionnaire as an instrument, comprising 29 paragraphs distributed across three areas. The author employed the questionnaire, which represents the criteria for evaluating the performance of teachers as issued by the Office of Guidance and Inspection, to the random sample of the study, which consisted of 70 male and female teachers of primary and secondary school teachers in schools belonging to the Educational Services Office. In the 2021-2022 academic year, 14% of the original study population of 517 teachers with a school schedule distributed over 14 schools participated in the study. The results indicated the following: The degree of teachers' perception of their evaluation criteria was high, and there were statistically significant differences at the 0.05 level between the mean of teachers' estimates of the degree of their perception of their performance evaluation criteria at the Qamines Educational Services Office, attributable to the two gender variables. These differences were in favor of males, and there were no differences attributable to the scientific specialization variable.

Keywords: teacher evaluation criteria; performance evaluation; educational supervisor; Qamines Educational Services Office; Libya

Received: April 24, 2024

Accepted: May 09, 2024

Published: May 15, 2024



Copyright: © 2022 by the authors.
Submitted for open access publication
under the terms and conditions of the
Creative Commons Attribution (CC BY)
license
(<https://creativecommons.org/licenses/by/4.0/>).

1. Introduction

The evaluation of teachers in the educational process by educational supervisors has become a more pressing issue in recent times. The evaluation of the activity is inextricably linked to the motivation to improve it and the clear improvement of the quality of education. It is therefore evident that increasing awareness of the evaluation criteria is a crucial step in achieving this goal. The term 'evaluation criteria' refers to the specific criteria that are used to assess teachers. A clear understanding of the assessment criteria among teachers facilitates the clarification of assessment requirements and the definition of expectations for teachers. It can be reasonably asserted that teachers' awareness of evaluation criteria has a significant impact on their teaching performance. When teachers are aware of the criteria by which they are evaluated, they are able to identify their strengths and weaknesses and develop their own approaches to teaching. Furthermore, an awareness of the evaluation criteria serves to enhance teachers' sense of responsibility and to improve their teaching skills through diligence and continuous development.

It is evident that no country can develop without the quality of its teachers. Consequently, it is of paramount importance that teachers are provided with the necessary support in order to fulfil their responsibilities. Teacher evaluation represents a valuable tool, given the importance of teacher evaluation for both teachers and stakeholders (Yusoff & Kayode 2020).

One of the primary factors contributing to the unfavorable evaluation of teachers by

educational supervisors, and thus the deterioration of the relationship between the two parties, is the educators' lack of understanding of the specific objectives of their performance evaluation. In the absence of a clear understanding of these objectives, teachers may experience confusion and fear of evaluation, which ultimately leads to a lack of trust. It is therefore of the utmost importance to provide educators with a clear definition of the evaluation objectives, with particular emphasis on the pivotal role of evaluation in fostering professional growth and improving teacher performance.

The findings of Taylor and Tyler (2012) indicate that teachers are more productive during the school year when they are evaluated, but are more productive in the years following the evaluation. The evaluation of teaching performance is a crucial aspect in enhancing the quality of both teaching and school management (Yasa et al., 2019). In order to optimally evaluate and empower teachers, educational supervisors must master supervisory competencies. This is because of the implementation of a teacher supervision program and the improvement of teacher professionalism depend on it. The purpose of this study was to determine the extent to which teachers perceive the criteria for their evaluation by the educational supervisor at the Qamines Education Services Office, Libya.

Problem Statement

A significant proportion of the evaluation process conducted by the educational supervisor is dedicated to identifying strategies to enhance teacher performance. This is regarded as a pivotal aspect of educational policy, particularly in light of the evolving roles of teachers. Consequently, it is crucial to assess teacher performance in accordance with transparent criteria, as the lack of knowledge and awareness among some teachers regarding the objectives of their evaluation by the educational supervisor can erode their confidence in the educational supervisors during classroom visits. The implementation of standards-based teacher evaluation in numerous countries has served to enhance the quality of teaching practices, as evidenced by the development of skills and behavioral change that is sustainable and attributable to the performance evaluation process (Tuytens & Devos, 2014). It has been demonstrated that teachers are more effective in raising student achievement during the school year when they are evaluated, and more effective in the years following evaluation (Goe, 2013). It is therefore evident that clear articulation of teacher evaluation criteria and requirements is essential. Concurrently, there has been a paucity of explicit discourse and communication with educators about these criteria at the Ministry of Education in Libya and at the level of the Qamines Education Supervisor and its service offices. Consequently, the primary objective of this study is to ascertain the extent to which teachers are cognizant of the evaluation criteria established by educational supervisors from their own perspective. From this primary objective, the following sub-objectives will be addressed: Are there statistically significant differences in the level of teachers' perception of the performance evaluation criteria issued by the Guidance and Inspection Office from their own point of view according to the gender variable? Are there statistically significant differences in the level of teachers' perception of the performance evaluation criteria issued by the Guidance and Inspection Office from their own point of view according to the two variables of specialization?

2. Literature Review

It is of paramount importance to provide effective teaching supervision, as it will empower educators to be dynamic, informed, and up-to-date in their profession (Adeoye, 2023). As instructional leaders, educational supervisors collaborate closely with teachers to enhance classroom instruction and foster advancements in student and pupil learning. They employ objective data to gauge performance against explicit and rigorous benchmarks while furnishing feedback to the teacher on their evaluation process. This is to encourage teachers to pursue professional growth.

The evaluation of teachers by educational supervisors represents a fundamental aspect of the educational system. The objective of this process is to evaluate the performance of teachers and assess the quality of their teaching, as well as their impact on student learning. As stated by Sebti (2010). A standard is a specific pedagogical expression or statement that specifies the cognitive requirements or skills that an individual is expected to possess or perform. Standards serve as a foundation for comparison in both educational and professional contexts.

It has been demonstrated that teachers are more effective in raising student achievement during the school year when they are evaluated, and more effective in the years following

evaluation (Goe, 2013). It is therefore evident that clear articulation of teacher evaluation criteria and requirements is essential (Yusoff & Kayode 2020).

The process of teacher evaluation allows educators to identify effective pedagogical practices, identify areas that require improvement, and provide professional development opportunities for teachers to support their continued growth and development.

The objective of teacher evaluation is to provide a more valid measure of teacher quality by differentiating between teachers at different levels of performance. This will enable the identification of those teachers who are performing at a high level and who should therefore be retained in the classroom. Conversely, it will also allow the identification of those teachers who are performing less effectively and who should therefore be encouraged to leave the classroom. Teacher evaluation will also help all teachers to improve their performance. Furthermore, it will assist in the recruitment of new teachers who are more effective than those currently in post. Finally, it will enable the achievement of gains in student learning and other positive student outcomes (Putnam et al. 2018).

Al-Bahoshi (2004) provided a concise summary of the objectives of teacher performance evaluation. These are: using evaluation in order to develop relationships and achieve good practices; using evaluation to recognize strengths and weaknesses; and using evaluation to improve the course. It is important to note that the goal of evaluation is future-oriented; it aims to identify ways in which the course can be improved, regardless of the teacher's subjective experience.

The objective of evaluation is to instill in the individual the capacity to assume responsibility for their work. The task of evaluation is to determine the extent to which the needs of teachers and learners are being met. The aim is to use evaluation as a means of identifying future professional development needs for teachers.

Table 1 presents the criteria for evaluating teachers as defined by the Department of Educational Guidance and Inspection in Libya. These criteria are divided into three main categories: personal criteria, teaching performance criteria, and the integration and diversity of evaluation methods.

Table 1. The criteria for teacher evaluation in Libya.

First: Personal Criteria			
1	The general appearance of the teacher	3	Responding to and implementing directives
2	Speech skills, clarity and integrity of language	4	Good behavior in the face of problems
Second: Teaching Performance Standards			
5	Preparing lessons in writing	15	Variety of appropriate illustrations for the lesson
6	Clarity of lesson objectives	16	Logical sequence of lesson ideas (organization of ideas)
7	Selecting the appropriate medium for the lesson	17	Using the appropriate medium for the lesson
8	Preparing learners for the lesson	18	Familiarity with the subject matter
9	Effective use of the blackboard	19	The teaching strategy used and its appropriateness to the topic of the lesson
10	Skills of using the textbook and workbook	20	Teacher activities related to the subject
11	Teacher movement and learner interaction	21	Matching what is taught from the study plan
12	Class time management	22	Keeping up to date with new developments in the field of specialization
13	Class management and leadership	23	Commitment to the study plan
14	Taking into account the diversity of learner levels		
Third: Integrity and Diversity of Evaluation Methods			
24	Learner follow-up record	27	Monitoring the evaluation scores on a regular basis
25	Use of evaluation types	28	Level of learner achievement
26	Teacher's follow-up of learners' notebooks	29	Efforts made to raise the level of learners

Source: Ministry of Education, Department of Educational Inspection and Guidance, Libya

The previous table shows 29 criteria for evaluating the performance of teachers by educational supervisors. These criteria relate to three different axes: Personal criteria, which form part of the total criteria for evaluating teaching performance, fairness criteria, and diversity of evaluation methods. In light of the researcher's experience and his teaching of the subject of educational supervision and guidance at the Department of Educational Administration and Planning at Benghazi University, as well as his communication with the Office of Educational Supervision and Guidance in Qamines, it can be assumed that these criteria may be applied flexibly or rigidly within public schools. This is because these standards are not applied to private schools. Moreover, the Educational Inspection and Guidance Office is no longer affiliated with municipal education and has become an independent body known as the Educational Inspection and Guidance Department. When scrutinizing the above-mentioned teacher evaluation criteria, it is clear that the first axis, the personal criteria, constitutes 14% of the total teacher evaluation criteria. This axis includes the personal traits that a teacher should possess.

One of the key attributes of an effective teacher is their general appearance. They should be neat and demonstrate an interest in personal hygiene and appropriate clothing choices. Additionally, effective teachers possess excellent speaking skills, clarity, and soundness of language. They must be able to communicate effectively and use correct and proper language. Another crucial aspect of performance is the ability to respond to and carry out directions. Effective teachers must be able to understand and follow instructions and execute them to the best of their ability. Finally, performance is concerned with the ability to handle issues. The teacher must demonstrate understanding and patience and be able to deal with issues in an appropriate manner.

The second axis of the teacher performance evaluation criteria pertains to teaching performance. This axis constituted the largest proportion of the criteria for evaluating teachers' teaching performance, accounting for approximately 66 percent. It is a significant basis for evaluating teachers' teaching performance.

With regard to the third axis, which concerns the criteria of safety and the diversity of evaluation methods, accounts for 21% of all teacher evaluation criteria it should be noted that there are a number of different evaluation methods used in education. These are employed in a variety of ways in order to obtain a comprehensive and accurate picture of students' performance and to assess their achievement and skills in different fields of study.

One of the key factors fueling this idea is the ever-expanding and ever-growing understanding of learning and what makes for good teaching. Movements to develop content standards for student learning are also having an impact on teacher evaluation (Morris, 2023).

2.1. Search terms

2.1.1. Procedural definitions

Educational Supervisor. A teaching practitioner must possess a Bachelor's degree or equivalent qualification in the field of education, as well as an exemplary rating in the preceding three reviews. Their role involves supervising colleagues with similar qualifications and specializations within the scope of one of the branches of the Educational Inspection and Guidance Department, with the primary responsibility being the facilitation of the continuous professional development of teaching colleagues, ensuring their ongoing professional growth and providing guidance and assistance to enhance their performance and professional conduct.

Teacher evaluation is the process by which a judgement is made about a teacher's performance and behavior in professional terms, and their knowledge and skills are compared to a set of defined criteria. This process is carried out by educational supervisors to ensure continuous professional growth.

Teacher evaluation criteria. A set of specific statements issued by the Department of Educational Guidance and Supervision in Libya that describe the cognitive requirements or skills that teachers are expected to possess and perform in the classroom. These statements serve as a basis for judging the performance of teachers by educational supervisors.

2.2. Commentary

Previous studies have concentrated on local teacher evaluation standards, including Alissa (2012), Al-Saghir (2008) and Ghazian (2017), while others have focused on global teacher evaluation standards, including Al-Yafei (2016), Yusoff, & Kayode (2020) and Morris, (2023). Al-Balawi's (2011) study focused on the role of the educational supervisor in general in relation to teachers' attitudes. Tuytens and Devos (2014), Donahue and Vogel. (2018)

addressed the teacher evaluation system, including ways of operationalizing it and its impact on teachers.

The current study is comparable to those conducted by Al-Balawi (2011), Alissa (2012), Ghazian (2017), Al-Saghir (2008) and Al-Yafei (2016) in terms of the study tool and the questionnaire. The current study is comparable to that of Al-Balawi (2011) in its utilization of the simple random sampling method. However, it differs from that of Donahue and Vogel (2018) in using of qualitative research and interview methodology. The current study benefited from previous studies in shaping and formulating the theoretical literature. This was achieved by utilizing what they contained in terms of arrangement and formulation, in line with the study objectives, procedures, methodology and design of the studies.

The study is distinguished from previous studies in its study population and sample, which consisted of new and experienced teachers in the Qamines Educational Services Office. Additionally, it is one of the few studies conducted in Libya. The study is also distinguished in its geographical and educational environment, as it is, to the researcher's knowledge, the first study conducted in the Qamines Educational Services Office and deals with the teachers' viewpoint on the criteria for their evaluation by the educational supervisor, as well as the study initiative, which included criteria issued by the Libyan State Department of Educational Inspection. The present study differs from that of Al-Eisi (2012) in that it evaluates teachers' performance according to the criteria used by school principals. In contrast, Al-Yafei's (2015) study differs in that it expands the study population to include teachers, educational supervisors, and employees.

Objectives

The current study aims to identify the level of perception of public school teachers in the Qamines Educational Services Office of their evaluation criteria from the teachers' point of view. Additionally, the study seeks to identify statistically significant differences in the level of perception of teachers in the Qamines Educational Services Office of their evaluation criteria attributed to the gender variable, and to identify statistically significant differences in the level of perception of teachers in the Qamines Educational Services Office of their evaluation criteria attributed to the specialization variable.

Significance

The significance of this study can be summarized as follows: Teacher evaluation is of paramount importance as a key strategy in overall school improvement. The lack of clarity of teacher evaluation criteria can lead to a number of negative outcomes during the educational supervisor's classroom visit, which in turn can affect the teacher evaluation process and the relationship between the educational supervisor and the teacher. This study contributes to the objectivity of the educational supervisor's visit in making decisions related to teacher evaluation. Furthermore, it offers recommendations for policymakers to assist educational supervisors in ensuring effective, fair, and efficient teacher evaluation. The significance of teacher evaluation has been elevated to a new level of importance and meaning due to the emergence of key terms such as teacher quality, value added by teachers, and the diversity of learner levels.

Limitations

The study was delimited to the public primary and intermediate schools in the Qamines Educational Services Office. The study included male and female teachers of basic and intermediate education in the aforementioned office. The data was collected during the academic year (2021-2022).

3. Materials and Methods

3.1. Community of interest

The study population comprised the 14 public education schools located within the Qamines Educational Services Office. The total number of teachers with a study schedule was 517, comprising 264 male and 253 female teachers distributed among the primary and secondary levels.

3.2. Study sample

The study sample comprised 70 teachers, 41 of whom were female and 29 males. The female teachers constituted 59% of the total sample, while the male teachers made up 41%. The distribution of the study sample according to specialization was as follows: 23 teachers specialized in art and human sciences representing 33% of the total sample, and 47 teachers specialized in field of applied sciences representing 47% of the total sample.



3.3. Methodology

The objective of this study is to ascertain the extent to which teachers perceive the evaluation criteria set by educational supervisors. To this end, the author employed a descriptive research methodology, which proved to be the most suitable approach for this type of study.

The instrument used in this study was a questionnaire, which was developed by the author based on the teacher evaluation criteria in Libya, as set out by the Department of Educational Guidance and Inspection. The questionnaire comprised 29 paragraphs, each of which was distributed according to the five-point likert scale to assess the degree of agreement. The scale ranged from strongly agree, agree, neutral, disagree, to strongly disagree.

The stability coefficient was calculated using Cronbach's alpha, with a value of 0.92, which is a high stability coefficient and is considered sufficient to achieve the objectives of the study. The questionnaire was then prepared in its final form, containing 29 items distributed over three main criteria. Once the questionnaire had been linguistically validated and checked for stability, it was distributed to the study sample of 70 male and female teachers employed by the Qamines Educational Services Office. The questionnaires were distributed to the sample members between 5 May and 20 July 2022.

3.4. Data analysis

To analyze the data collected from the study sample, the researcher employed the Statistical Package for the Social Sciences (SPSS) and utilized the following statistical methods to analyze the data: macrobach's t-test, arithmetic means and standard deviations

4. Results

4.1. First question

What is the level of awareness of public school teachers in Qamines Educational Services Office about the criteria for their evaluation from the perspective of male and female teachers? The Teacher Evaluation Criteria Perception Scale consists of 29 items, each of which is rated on a five-point Likert scale. A total score is calculated by summing an individual's responses to each item, resulting in a range of perception of the evaluation criteria from 29 to 145. The highest score represents the highest level of perception. Scale scores are broken down as follows (Table 2):

Table 2. The domain and levels.

107-145	68-106	29-67	Domain
High	Medium	Low	Level

In order to address this question, the author calculated the arithmetic mean and standard deviation of the responses of the study sample to the paragraphs included in the study tool, as shown in Table 3.

Table 3. The arithmetic average of the total score.

Standard deviation	mean
11.95007	125.4857

The preceding tables (2) and (3) demonstrate that the level of perception of teachers in government schools in the Qamines Educational Services Office was high, as measured. The arithmetic mean was 125.4857, while the standard deviation was found to be 11.95007. The mean score of the respondents fell within the range of 107 to 145, which lends support to the conclusion that the level of teachers' perception is high.

4.2. Second question

Are there statistical significant differences in teachers' perception of their evaluation criteria that can be attributed to the gender variable?

In order to answer this question, the author used (T-test) to test the statistical differences between the responses of the members of the study sample regarding the level of teachers' perception of their evaluation criteria in government schools in the Education Services Office in Gamines according to the gender variable (male and female). The results of this analysis are presented in the table below:

Table 4. Arithmetic means, standard deviations and t-test to test the differences between the responses of the study sample according to the gender variable.

T	df	Female		Male		Significant level
		Standard deviation	mean	Standard deviation	mean	
2.368	68	11.38425	122.7317	11.83039	129.3793	.021

Table 4 demonstrates that there were statistical significant differences at the 0.05 level of significance in the level of perception of teachers in public schools in the Qamines Education District according to their evaluation criteria, since males were exhibiting a more favorable evaluation.

4.3. Third question

Are there statistically significant differences in teachers' perception of their evaluation criteria due to the variable of specialization?

In order to answer this question, the researcher used the t-test to determine whether there was a statistical difference between the responses of the sample members regarding the level of teachers' perception of the criteria for their evaluation by the educational supervisor in the public schools of the Qamines Educational Services Office. This was done on the basis of the scientific specialization variable, as shown in the following table:

Table 5. Arithmetic means, standard deviations and t-test to test the differences between the answers of the study sample according to the variable of specialization.

T	df	Scientific		Art and Human Sciences		Significant level
		Standard deviation	mean	Standard deviation	mean	
102.	68	11.89365	125.3830	12.33043	125.6957	.919

From Table 5, it is clear that there are no statistical significant differences at the significance level (0.05) in the level of perception of teachers in public schools in Qamines Education District according to their evaluation criteria due to the scientific specialization variable.

5. Discussion

The results of analyzing the responses of the study sample of male and female teachers showed that the level of perception of male and female teachers in public schools in the Educational Services Office in Qamines according to their evaluation criteria was high. The results showed that there is a significant relationship at the level of significance (0.05) between the level of perception of teachers in public schools (primary and intermediate) according to their evaluation criteria due to the gender variable, and these differences were in favor of males. Testing the differences between the level of perception of teachers in public education schools (basic and intermediate) in the Educational Services Office in Qamines according to their evaluation criteria revealed that there are no statistically significant differences.

The current study concurs with the findings of Alissa (2012) in the absence of discernible differences attributable to the educational qualification variable. However, it differs from the aforementioned study in the presence of differences attributable to the gender variable, which favours females. Additionally, the current study differs from the results of Al-Balawi (2011) and Al-Saghir (2008).

Recommendations

In light of the findings of the study, the author recommends the next:

- Teachers are one of the most important elements of the educational process. Therefore, it is crucial to identify the gap between teachers' high perception of their evaluation criteria and their ability to apply these criteria in the classroom.

- In order to obtain more generalizable results, it would be advisable to conduct further studies using a larger sample size.

- The present study only explored teachers' perceptions. Conducting the same study with a sample of administrators rather than teachers would provide a more comprehensive and contextualized picture of awareness of these standards at the school level.

- A qualitative study is recommended because the process of explaining and perceiving each criterion is complex and may not be adequately captured in a survey. Therefore, conducting cognitive interviews to explore the perceptions of teachers and administrators may be a valuable approach.

- A study should be conducted to evaluate the effectiveness of teacher evaluation in enhancing the professional development of teachers at the Education Monitoring Centre in Gamines.

- A study should be conducted to determine the suitability of teacher evaluation criteria according to the level of the school stage (primary, preparatory and secondary).

Furthermore, the researcher proposes a quantitative and qualitative study to identify the training needs of teachers in Gamines Educational Control, with the objective of matching the training needs with the results of the teachers' evaluation by the educational supervisor.

A comprehensive study should be conducted to ascertain the extent of teachers' satisfaction with the results of their evaluation by the educational supervisor. It is recommended that a scientific symposium be implemented to design a comprehensive framework for collaborative dialogue between teachers, educational supervisors, university professors and researchers. This would facilitate the establishment of a common understanding of the development of evaluation standards. Furthermore, it is proposed that a comprehensive evaluation tool be designed for teachers in line with international best practices in educational evaluation.

6. Conclusions

The objective of the study was to ascertain the extent to which teachers perceive the performance evaluation criteria issued by the Office of Guidance and Inspection and to identify statistically significant differences in the level of teachers' perception of these criteria according to gender and specialization variables. The results indicated the following: The degree of teachers' perception of their evaluation criteria was high, and there were statistically significant differences at the 0.05 level between the mean of teachers' estimates of the degree of their perception of their performance evaluation criteria at the Qamines Educational Services Office. These differences were in favor of males, and there were no differences attributable to the scientific specialization variable. It is of paramount importance that teachers are aware of the criteria by which they are evaluated by their educational supervisors. This awareness is of significant benefit in the development of the educational process and improvement of teachers' performance. Awareness of the evaluation criteria by which they are evaluated is an important tool for enhancing teachers' awareness of what is expected of them and for identifying areas in which they need to improve. Furthermore, teachers' awareness of the evaluation criteria facilitates the delivery of superior education, prompting them to enhance their performance and cultivate their pedagogical abilities.

References

- Adeoye, M. A. (2023). Effective School Supervision: Challenges and Prospects for Educational Supervision in Secondary Schools. *Pakistan Journal of Educational Research and Evaluation*, 11(1), 110-117. <http://111.68.103.26/journals/index.php/PJERE/article/view-File/7322/3845>
- Al-Bahoshi, A. (2004). A proposed conceptualisation of professional development in the light of future changes in teacher roles and the experiences of some countries. Sixteenth Conference of the Egyptian Society for Curriculum and Instruction (Teacher Training), Ain Shams University Guest House, 21-22 July 2004.
- Al-Balawi M. (2011). The role of the educational supervisor in the professional development of new teachers in Tabuk Educational Zone, as perceived by those involved. Unpublished Master's thesis in Educational Administration / Department of Assets and Educational Administration, Mu'tah University.
- Alissa, I. A. A. (2012). Evaluation criteria used by public school principals in Jerusalem to evaluate teachers from the perspective of teachers and principals (Doctoral dissertation, Birzeit University).
- Al-Saghir, H. (2008). Teacher Performance Evaluation Criteria: A Proposed Model and a Field Study in the UAE. *Sarjah University Journal of Humanities and Social Sciences*, 5(2 (31) 79-115.
- Al-Yafei, S. (2015). A Proposed Model for Evaluating Teachers' Job Performance in Oman in Light of Some International Models. *Arab Foundation for Scientific Consultancy and Human Resource Development*, 2(9).
- Donahue, E., & Vogel, L. R. (2018). Teacher perceptions of the impact of an evaluation system on classroom instructional practices. *Journal of School Leadership*, 28(1), 31-55.
- Ghazian, S. (2017). An Evaluation of Middle School Teachers' Performance in the Context of International Standards of Education in the State of Kuwait. Unpublished Master's Thesis, Alulbays University. Faculty of Educational Sciences, Jordan.
- Goe, L. (2013). Can teacher evaluation improve teaching? *Principal Leadership*, 13(7), 24-29.
- Ministry of Education, Department of Educational Inspection and Guidance, Libya. <https://csc.gov.ly/en/portfolio/ministry-of-education/>
- Morris, R. (2023). Matching Performance Assessment to Teacher Capabilities: The Bridge Between Teacher Performance/Evaluation and Student Learning. In Oxford Research Encyclopedia of Education.
- Putnam, H., Ross, E., & Walsh, K. (2018). *Making a Difference: Six Places Where Teacher Evaluation Systems Are Getting Results*. National council on teacher quality. <https://files.eric.ed.gov/fulltext/ED590763.pdf>
- Sebti, A. (2010). Teacher evaluation criteria and mechanism. In Thirty-ninth Educational Conference: Optimal Preparation of the Future Teacher. 21-23 March 2010. Kuwait Teachers Association.
- Taylor, E. S., & Tyler, J. H. (2012). The effect of evaluation on teacher performance. *American Economic Review*, 102(7), 3628-3651.
- Tuytens, M., & Devos, G. (2014). How to activate teachers through teacher evaluation? *School effectiveness and school improvement*, 25(4), 509-530.
- Yasa, A. D., Chrisyarani, D. D., Utama, D. M., & Werdiningtyas, R. K. (2019, December). Evaluating teaching performance in elementary schools based on multi-criterion decision making. *Journal of Physics: Conference Series*, 1402(7), 077109.
- Yusoff, N. M., & Kayode, D. J. (2020). Teacher Evaluation. In *Oxford Research Encyclopedia of Education*.