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The objectives and the aim of the assessment of teachers and educational work Views of teachers in Second Chance Schools

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Abstract

The innovative institution of Second Chance Schools is a relatively modern educational intervention that aims at the social and economic inclusion of adults. The formal qualifications of these people are considered deficient and insufficient within the context of the modern learning society. The teachers of the Second Chance Schools, who constitute the institutional mediators between the educational system and the students of these schools, play a fundamental role in the achievement of the above goals. Within this context, the institution of educational assessment promotes the improvement of the quality of the education provided and beyond. Based on the above, the aim of the present research is to record, highlight and analyze the attitudes and views of teachers of all specialties of the Second Chance Schools regarding the institution of educational assessment, while at a later stage the aspiration is to investigate the proposals of the teachers in Second Chance Schools regarding the improvement of the evaluation process. This publication presents the teachers' views who serve in the Second Chance Schools on their selection method. Methodologically, the research was based on the processing of primary data collected through the completion of questionnaires, which were sent electronically.

The reference population of the research consists of the total of teaching staff – hourly paid and seconded teachers – of Second Chance schools in Greece.

Keywords: *Second Chance School, Learning Theories, Adult Educators, Educational Assessment.*

Introduction

Second Chance Schools (SDE) are an innovative adult education institution in Greece, which offers citizens over 18 the opportunity to complete compulsory education and obtain a qualification equivalent to a high school diploma. Their establishment in 1989 was considered very important because of the provision of educational opportunities to people who, for various reasons, could not complete the school attendance at a young age.

In the present chapter, a comprehensive overview of the institution of Second Chance Schools will be attempted, focusing on the relevant axes:

Historical Background and Legislative Basis

The idea of creation of Second Chance Schools in Greece emerged in the late 1970s, in the context of the recognition of the importance of lifelong learning and adult education. In 1989, through the Law 1776/1989, the operation of Second Chance Schools was institutionalized for the first time. Those schools were subordinated to the Ministry of Education.

Subsequently, modifications and additions to the institutional framework followed, with the aim of its strengthening and modernization. Law 3094/2003 brought significant changes and determined the operating framework of Second Chance Schools, the curricula, the duration of study and the method of students' assessment.

Today, the operation of Second Chance Schools is governed by Law 4673/2020, which incorporates modern trends and challenges in the field of adult education.

The main objectives of the Second Chance Schools are:

- The provision of opportunities for citizens over 18 years of age to complete compulsory education and obtain a qualification equivalent to a high school diploma.
- The strengthening of the social and professional integration of graduates.
- The promotion of lifelong learning and the active participation of citizens in social and political life.
- The cultivation of skills, such as critical thinking, autonomy and responsibility.
- The strengthening of students' self-esteem and self-confidence

Second Chance Schools aim to provide basic educational skills and to develop personal and social competences. Their main objectives include reconnection with education, strengthening of basic knowledge and skills, facilitation of access to the labor market and promotion of social inclusion (Kokkos, 2005). The teaching approach of Second Chance Schools is oriented towards the needs of the students, applying active learning and collaborative methods.

Pedagogical Practices in Adult Education

The pedagogical practices applied in Adult Education differ significantly from traditional ones. Education is more focused on the needs and interests of adults, using experiential and collaborative teaching methods. One of the main objectives is the enhancement of the self-esteem and self-confidence of learners through their active participation in the learning process (Brookfield, 1986).

Active Learning

Active learning in Second Chance Schools promotes critical thinking and problem solving through collaboration and interaction. Learners are encouraged to actively participate in the learning process, taking initiative and responsibility for their learning (Knowles, Holton, & Swanson, 2005).

Collaborative Learning

Collaborative learning is another key element of the educational approach of the Second Chance Schools. Learners work in groups, exchanging ideas and experiences, and developing social and interpersonal skills (Johnson, Johnson, & Holubec, 1994). This approach helps to the creation of a supportive and encouraging learning environment.

Results of Second Chance Schools

Second Chance Schools have shown significant positive results at both the individual and social levels. Research has shown that students of Second Chance Schools show improvements in basic skills, such as reading, writing and mathematics, as well as in social skills (Lambrianidis, 2010). Furthermore, participation in Second Chance Schools has been associated with increased self-esteem and self-confidence, a fact that facilitates their inclusion in the labor market and society (Kapsalis & Patiniotis, 2013).

Challenges and Prospects

Despite the positive results, Second Chance Schools face several challenges that affect their effectiveness. One of the main challenges is funding and resource constraints, which can affect the quality of education and access of adults to these programs (Liodaki & Daskalaki, 2013). In addition, social stigma and lack of information about Second Chance Schools are important factors that limit participation (Fragoulis, 2008).

Funding and Resources

The assurance of adequate funding and resources is a critical issue about the sustainability and effectiveness of Second Chance Schools. Lack of resources can affect the quality of education provided, limiting the possibilities of implementation of modern pedagogical practices and access to technological tools (European Commission, 2012).

Social stigma

Social stigma is another factor that can negatively affect participation in Second Chance Schools. Many adults hesitate to return to education due to fear of rejection or ridicule from their social environment (Fragoulis, 2008). Information and public awareness about the benefits of lifelong learning is essential for the solution of this problem.

Conclusions

Second Chance Schools are a significant innovation in the field of adult education, offering a second chance to those who have not completed compulsory education. The pedagogical practices applied, such as active and collaborative learning, contribute to the improvement of basic skills and the strengthening of the self-esteem of the learners. Despite the challenges they face, Second Chance Schools have shown significant positive results, enhancing social inclusion and access to the labor market. The assurance of adequate funding and public awareness are essential for the further development and success of the institution.

Target Population and Characteristics

The target population of Second Chance Schools includes individuals over 18 years old who have not completed compulsory education.

Methodologically, the research was based on the processing of primary data collected through the completion of questionnaires, which were sent electronically.

The reference population of the research consists of all educational staff – hourly and seconded – of Second Chance schools in Greece.

1. Assessment of the educational work

According to Kassotakis, the assessment of the educational work is not just limited to a verification process, but also includes the element of feedback. According to him, assessment is a systematic process of checking the degree of achievement of educational objectives and identifying the causes that prevent their achievement. Through this process, the possibility of improving the quality of education is offered (Kassotakis, 1992, in Markopoulos & Louridas, 2010, p. 17).

Therefore, we can say that the assessment of educational work is a systematic process of collecting and analyzing data that contributes to the identification of the necessary elements for the improvement of educational work (Katsarou & Dedoulis, 2008, p. 115).

In addition, specific criteria are used that aim to evaluate the functioning of the educational process in order to create an evaluative framework of the educational work. These criteria include educational policy, educational programs, school textbooks, teachers, students, etc. (Konstantinou, 2016, p. 128). Therefore, the evaluation of the educational project is a process of assessing the operation and efficiency of the factors that co-shape the educational reality (Lamprou, 2016, p. 794).

Finally, the assessment of an educational project can be of a supervisory or feedback nature. Supervisory assessment focuses on measuring the degree of achievement of predetermined objectives and then on specific results. On the other hand, feedback assessment aims to improve educational work, assessing the quality of the educational process through a variety of educational parameters (Zouganeli, Kafetzopoulos, Sofou & Tsafos, 2008, p. 393).

The complexity of the educational work demonstrates that teachers' assessment is an integral part of the broader assessment of the educational system. Therefore, it would be impermissible to implement a teacher-only evaluation system, as this would place the entire burden of the possible deficiencies of the school and the education system on the teachers. Such deficiencies may include poor organization of the system, lack of logistical infrastructure or even lack of training (Lambrou, 2016, p. 794).

Papakonstantinou also notes the complexity of the educational work and underlines that it may be impractical to try to evaluate it with the same precision as we evaluate other systems. He also mentions the contradiction of an evaluation process that focuses only on teachers, given the complexity of the educational system (Papakonstantinou, 1993, p. 33).

2. Concept of “Assessment of Educational Work and Teachers”

The concept of Assessment in education developed in parallel with the development of educational systems in various countries (Kokkos, 1999). In the field of education, assessment is closely linked to all functions of the educational system and is influenced by the general system of organization and administration of each

country, as well as by its historical and cultural values (Beath, 2001).

In the reality of the school, assessment results from the way of its organization and structure, from a pedagogical, administrative and logistical point of view. According to Koutouzis & Hatziefstratiou (1999), assessment is an essential part of the school's administrative operation, integrating the process into a broader framework of the administrative cycle: Planning - Organization - Management / Coordination - Evaluation - Review and Modification. Therefore, it functions as an evaluation process, focusing on educational objectives, the processes of their achievement, curricula, learning media, school management units, students, teachers and, more generally, the educational system (Konstantinou, 2002).

According to Eisner, those who are involved in educational assessment must be "evaluators" and critics. The art of assessment is applied in any environment where the nature, inputs, or value of objects and situations are various and changing, including the educational act (Koulaidis, 1992). In education, assessment is defined as "a systematic process of collection, process, analysis and interpretation of data, concerning specific objects, based on specific criteria, with the ultimate aim of feeding our activities and efforts with useful information" (Antoniou, 2006).

Finally, assessment in education can be carried out at four levels, covering all subsystems of the educational system and serving all participating bodies. Assessment is an essential tool for identification of problems, hierarchy of objectives, identification of opportunities, and feedback of efforts and reorganization of the educational system (Antoniou, 2006).

Assessment in education is indeed complex due to the variety of parameters and the many different areas that need to be taken into consideration. The assessment of students, teachers, schools and educational work makes the educational world even more complex. As Olds (1974) mentioned, confusion is often present in the discussion around assessment in education.

The measurement of results in education is very difficult and depends on many factors. The assessment of educational work requires expertise and methodology to assess the effectiveness and functionality of all parameters of the educational process (Xochellis, 2006). The systematic process of controlling educational objectives and feedback for the improvement of the quality of education are essential in assessment (Kassotakis, 1992).

This process requires the collection and interpretation of information regarding the knowledge, skills and attitudes of students, teachers and the effectiveness of the remaining elements of the educational process (Koulaidis, 1992). Thus, assessment in education is a complex and important process that requires a careful approach and application of appropriate methods and techniques.

3. Causes and need for research

The main impetus for my involvement in this specific research was given in the context of my successive meetings with teachers who have worked in Second Chance Schools. These meetings took place during training seminars on the subject of teachers' assessment. After discussions with the teachers, I became interested in the study of the development and implementation of the institution of assessment for teachers who serve in the Second Chance Schools.

The institution of assessment is an integral part of the educational operation and is connected to various parameters of education such as the identification of positive elements and weaknesses, identification of problems, hierarchy of objectives, assessment of educational planning, utilization of the research efforts of the scientific and educational community, assessment of educational work, professional development of teachers, etc. (Andreou and Papakonstantinou, 1994).

According to Koutouzis (2008), assessment as a systematic administrative process is part of the activities of administrative practice with the aim of review and report of what has been done. In this way, the process of identifying positive and negative issues, the achievement or not of initial objectives and the identification of new practices to improve the education provided are strengthened.

However, the issue of assessment raises concerns and provokes discussions among those who directly are involved in the process. These concerns refer to a range of issues related to the means and bodies of teachers' assessment, the person who will have access to the results of the assessment process, while they are creating skepticism about the way in which the results of this process will be utilized. It thus becomes clear, based on the above, that there is a need to highlight the views of teachers on the above issues.

4. Research originality

The originality and importance of the study is that it will investigate for the first time the establishment of the evaluation system of the teachers who serve in the Second Chance Schools in Greece.

The originality of the research lies in the filling of this research gap, especially at the present time when the implementation of teachers' assessment is imminent. For the first time, the Ministry of Education, Research and Religious Affairs is systematically preparing for the establishment of an evaluation system for educational work and teachers.

In particular, as there were no previous relevant surveys that captured teachers' views on their assessment, the present research was intended to fill this gap.

5. The purpose and objectives of the present research effort

The main purpose of the present research effort is to identify, collect and then study the attitudes and views of teachers in Second Chance School regarding the institution of their assessment. Specifically, the purpose of the research is to capture the views of teachers regarding the institution of assessment in order to draw conclusions concerning the adequacy of the institution and its usefulness in the improvement of the operation of Second Chance Schools.

The individual objectives of the research are related to highlighting teachers' views on specific issues such as: the role of the School Director as an evaluation body, the role of the School Counselor as an evaluation body, but also their views regarding the portfolio and the interview as tools for the assessment of their work.

6. Research Questions

The research questions that are formulated based on the theoretical framework and derive from the objectives of the proposed research are:

1. Is there a correlation between the individual and professional identity of teachers in Second Chance Schools in relation to:
 - their views on assessment in general
 - their views on their evaluation bodies
 - their views on their evaluation tools
 - their views on the overall process of their assessment
2. What suggestions do the teachers of Second Chance Schools make for their individual assessment?

7. Research Methodology

The present research will be based on primary data, which will be collected using an electronic questionnaire. For the purposes of the research, a structured questionnaire will be created exclusively with a combination of closed and open questions.

The term "research methodology" usually encompasses aspects of the research effort that refer to a specific process. This process is understood as the sequence of phases and stages that the researcher goes through in order to carry out a research (Dimitropoulos, 1994). After defining the research problem, one of the basic problems that a researcher needs to solve is the selection of appropriate methods and techniques of the production of empirical data in order to investigate this problem. By the term method, we mean "this range of approaches used in educational research in order to collect data that are to be used as a basis for conclusions and interpretation, explanation and prediction" (Cohen & Manion, 2000).

More specifically, "In research practices, the connection between theoretical and empirical levels usually appears in two alternative forms: empirical data a) are contrasted with a predetermined theory in order to confirm this theory or b) constitute the basis for the development and concretization of the theory" (Kyriazi, 2002).

Research activity, according to Vamvoukas (2007), can be categorized using various characteristics as criteria, for example, the nature of the problem, the method, the place and time of conduction, the sample, the number of researchers and their relationship with the subjects or the type of data. According to the above, depending on the type of data, research can be distinguished as qualitative or quantitative. According to Dimitropoulos (1994), data "are all those elements that are collected during the research process, and either their collection constitutes the goal of the research, or constitutes the means towards a goal".

Quantitative researches are characterized by the processing of their data with statistical methods and the numerical presentation of their results in tables, diagrams, etc. They are usually structured on a grid of variables, which are correlated with each other, while the nature of this type of research allows the approach of a large sample of the population (Kiriazzi, 2002).

For the conduction of this research, we chose the quantitative method following the questionnaire technique. According to Paraskevopoulos (1993), a questionnaire is defined as "a form with a series of questions, to which the examinee is asked to answer in writing. The questions are designed and formulated in such a way that the answers provide us with the requested information." The ways in which a researcher can use the questionnaire as a means of collecting data are as follows: "The form with the questions and instructions for answering them is usually sent to the examinee by

mail. The examinee, as soon as he receives the questionnaire, should answer all the questions honestly and accurately and return the completed form to the researcher. In other cases, the questionnaire can be given and completed on the spot, individually or in groups" (Paraskevopoulos, 1993).

There are two types of questions that can be used in a questionnaire: open-ended questions and closed-ended questions. "In a closed-ended question, the respondent's choice and freedom of expression are limited to a minimum. The type of answer can be predetermined by the questionnaire... often the respondent can answer with a yes or a no... In contrast, in the open-ended question you leave the respondent free to organize his answer as he thinks and about the way he will answer" (Filiias, 2001)

The characteristics that a questionnaire should have are "to be written in a clear and simple manner, so that it can be understood and applied by everyone uniformly; to minimize possible errors on the part of both those who answer it and those who rate it." As the participation of the subjects in the research is voluntary, the questionnaire must be designed in a way that stimulates their interest, encourages their cooperation and elicits answers that are as close to the truth as possible" (Paraskevopoulos, 1993). The advantages of the questionnaire are the time and cost savings. Paraskevopoulos (1993) states: "using the questionnaire it is possible, in a relatively short time and at a relatively low cost, to gather empirical data from broad groups on many issues."

However, the use of sample survey with questionnaires also has some disadvantages. It is considered that this research "treats social phenomena as fixed and unchanging... subjects are not examined in the context of their social relations, their personal history and the historical development of the general social group, but are treated as factors of measurable characteristics. When the issue under consideration concerns complex attitudes and views, the standardized question format can lead to a serious distortion of reality, as the respondents' answers are necessarily adapted to the researcher's conceptual mold and do not express in their own terms the way they understand and react to what is happening around them" (Kiriazis, 2002).

8. Reference Population and Sample

The reference population consists of all teaching staff - hourly and seconded - of all Second Chance Schools in Greece.

9. Method of Data Collection

The method followed for data collection was the completion of an anonymous questionnaire. This method is considered as the most appropriate for collection of data related to views, attitudes, beliefs and values. In the social sciences, questionnaire is very often used as a data collection tool. Through the questionnaire which consists of written questions that concern a problem and are addressed to the sample subjects uniformly, with the aim to collect the necessary data for the research. At the same time, the questionnaire offers quick and direct collection of a large amount of data. The resulting data can be politicized, statistically analyzed and, through this analysis, generalizable conclusions can be drawn to the population. Furthermore, it is possible that due to the anonymity of the responses, there is greater honesty on the subjects (Cohen 2008, Vamvoukas, 2007).

The convenience sampling method was used to obtain the sample, where the nearest and most convenient individuals are selected as

respondents (Robson, 2010). In this method, questionnaires are distributed based on the researcher's ease of access.

The questionnaire was created in an electronic form via Google Form and served to the teachers via its link, which was sent as an email to their school and then forwarded for them to complete it. Voluntary completion was requested, with a time limit of approximately 15 minutes.

The information collected was coded and analyzed using the SPSS program. The recording of the research data and the reduction of their results into tables were created in order to make the result clearer and more understandable.

10. Deontological Ethics

Each questionnaire had an introductory note that clarified to the respondents that the principles of confidentiality, anonymity and privacy of their personal data would be respected in accordance with the deontological ethics of the conduction of a research. In order to conduct the research, permission was sought from the school principals, who were also responsible for forwarding the electronic link to the teachers in order to complete the questionnaire.

In order to ensure the validity and reliability of the research, the necessary rules of ethics must be observed. Validity is related to the control of whether and to what extent the research measures or describes objectively what it investigates, while reliability is ensured when the research is repeated at a different time in a sample of the same population, under stable conditions and gives similar results (Bell, 2005).

Thus, in order to ensure the above, a pilot investigation was carried out in order to verify the understanding and clarity of the questions, through the administration of the questionnaire to five teachers who are not included in the sample.

In addition, the questionnaire was accompanied by a letter from the researcher stating her details as well as the details of the research, such as the implementing body, the topic and its purpose and assured of absolute confidentiality. In addition, the letter mentioned the research sample in order to ensure its objectivity and the protection of the personal data of the participants, since participation is voluntary and anonymous.

Anonymity was fully ensured as when submitting the answers the Google Forms application only stores the answers and no identification information.

The validity of the questionnaire's content is ensured since the thematic axes of the questions have a clear correspondence with the research questions and, furthermore, these questions have been used by many other researchers, while in parallel through its pilot implementation, the validity of its conceptual construction was ensured (Creswell, 2016).

11. Statistical processing

After the collection of the questionnaires, a check was made for the completeness and correctness of the answers. Then, a database was created in the statistical software SPSS v26 where the coded information from the questionnaires was entered.

Each question, depending on its nature, constitutes a variable that belongs to one of the following types:

- a) Categorical, where the classification of respondents is

made into clearly distinct categories according to some characteristic, such as gender, marital status, etc.,

- b) Hierarchical, where the classification is made based on ordered numerical values, such as the degree of agreement on the necessity of the assessment of the educational work, and
- c) Arithmetic, which has numerical values that correspond to measurements of quantitative quantities, such as age, years of service, etc.

For Categorical variables the following analysis tools were used:

- a) Diagrams (bar graphs, pie charts) and
- b) Descriptive statistics (frequency and percentage tables).

For Hierarchical variables, the following analysis tools were used:

- a) Diagrams (bar graphs of means),
- b) Descriptive statistics (mean, standard deviation, maximum, minimum) and
- c) Inductive statistics: the non-parametric Mann-Whitney test (for variables of two categories, e.g. gender) and the non-parametric Kruskal-Wallis test (for variables with more than two categories, eg years of service) were used in order to differentiate the means of the responses according to some demographic characteristics of the sample.

It is important to mention here that the numerical variables were converted to hierarchical and the above analysis tools were used.

The reliability of the axes of the questionnaire was investigated with the Cronbach's a coefficient, where coefficient values greater than 0.7 confirm the reliability of each axis.

A statistical significance level of $\alpha=0.05$ was used for all hypothesis tests. This shows that in the Mann-Whitney and Kruskal-Wallis tests when $p\text{-value}<0.05$ we have a statistically significant difference between the means of the various groups examined in the sample.

12. Limitations/difficulties of the research

The internet environment is - among others - a tool that is increasingly used by researchers, mainly for the conduction of quantitative research. Within this context, as Kaskalis, Malteskos and Evaggelidis (2004) mention, the idea of creation and then the use of an understandable, flexible and accessible electronic questionnaire acquires particular interest.

However, the conduction of a research through electronic questionnaires, despite its positive aspects (such as saving time, access to a large number of people, the absence of bias by the interviewer), also has some disadvantages that may be the limitations to the process. Thus, according to Linardi, Papagiannopoulos and Kalisperati (2011) the most basic limitation that can arise is the possibility of error in covering the population. In addition, in a second year, other limitations may arise from any technical problems that may potentially arise during the conduction, while other factors that have also been observed to be the limitations are the difficulty in the final determination of the sample, the response rate of respondents, and issues related to

security when someone uses the internet (Linardis, Papagiannopoulos and Kalisperati, 2011).

13. Teachers' Views on the Hierarchy of Teacher Assessment Objectives (General)

Analyzing the objective of teachers' assessment which aims at the development and improvement of good practices and their dissemination, we will rank it in order of importance based on the data:

Hierarchy of Objectives

The teacher assessment should aim to develop and improve good practices and their dissemination:

- Frequency: 53 (27.2%)
- Relative percentage: 28.6%
- Cumulative percentage: 28.6%

Improvement and dissemination of good practices:

- Frequency: 53 (27.2%)
- Relative percentage: 28.6%
- Cumulative percentage: 57.3%

Other evaluation objectives (third in order of importance):

- Frequency: 32 (16.4%)
- Relative percentage: 17.3%
- Cumulative percentage: 74.6%

Other evaluation objectives (fourth in order of importance):

- Frequency: 13 (6.7%)
- Relative percentage: 7.0%
- Cumulative percentage: 81.6%

Other evaluation objectives (fifth in order of importance):

- Frequency: 22 (11.3%)
- Relative percentage: 11.9%
- Cumulative percentage: 93.5%

Other evaluation objectives (sixth in order of importance):

- Frequency: 3 (1.5%)
- Relative percentage: 1.6%
- Cumulative percentage: 95.1%

Other evaluation objectives (seventh in order of importance):

- Frequency: 5 (2.6%)
- Relative percentage: 2.7%
- Cumulative percentage: 97.8%

Other evaluation objectives (eighth in order of importance):

- Frequency: 4 (2.1%)
- Relative percentage: 2.2%
- Cumulative percentage: 100.0%

Importance of the Objective

This objective is critical for the development and improvement of educational practices as well as for the ensuring of the high quality of the educational process. The emergence and reinforcement of good practices has significant consequences for the quality of education and the impact on the educational community in general (APA, 2018). By focusing on this objective, assessment can promote the continuous professional development of teachers and strengthen the culture of continuous improvement in educational institutions.

Overall, the successful implementation of this objective is fundamental to educational progress and the development of learning communities.

Table

B.1.2: Hierarchy of teacher assessment objectives (general):

Rank the following teacher assessment objectives, depending on which one you consider to be most important or least important.

1. The teacher's assessment (seconded and hourly wage) must aim at the development and improvement of good practices and their dissemination.

ranking order	Frequency N	Percentage %	relative percentage	cumulative percentage
1	53	27,2	28,6	28,6
2	53	27,2	28,6	57,3
3	32	16,4	17,3	74,6
4	13	6,7	7,0	81,6
5	22	11,3	11,9	93,5
6	3	1,5	1,6	95,1
7	5	2,6	2,7	97,8
8	4	2,1	2,2	100,0
partial total	185	94,9	100,0	
did not answer	10	5,1		
total	195	100,0		

Hierarchy of Objectives

The teacher's assessment should aim to the improvement of the organization and operation of the school:

- Frequency: 52 (26.7%)
- Relative percentage: 28.4%
- Cumulative percentage: 28.4%

Improvement of the organization and operation of the school:

- Frequency: 31 (15.9%)
- Relative percentage: 16.9%
- Cumulative percentage: 45.3%

Other evaluation objectives (third in order of importance):

- Frequency: 32 (16.4%)
- Relative percentage: 17.5%
- Cumulative percentage: 62.8%

Other evaluation objectives (fourth in order of importance):

- Frequency: 19 (9.7%)
- Relative percentage: 10.4%
- Cumulative percentage: 73.2%

Other evaluation objectives (fifth in order of importance):

- Frequency: 14 (7.2%)
- Relative percentage: 7.7%
- Cumulative percentage: 80.9%

Other evaluation objectives (sixth in order of importance):

- Frequency: 29 (14.9%)
- Relative percentage: 15.8%
- Cumulative percentage: 96.7%

Other evaluation objectives (seventh in order of importance):

- Frequency: 1 (0.5%)
- Relative percentage: 0.5%
- Cumulative percentage: 97.3%

Other evaluation objectives (eighth in order of importance):

- Frequency: 5 (2.6%)
- Relative percentage: 2.7%
- Cumulative percentage: 100.0%

Importance of the objective

This objective reflects the need for systematic review and improvement of school organization and operation through teacher assessment. Organizational effectiveness affects the effectiveness of the educational process and the well-being of the educational community in general (APA, 2018). By focusing on this objective, assessment can contribute to the improvement of processes, identification of problems and implementation of better practices that can lead to the achievement of educational objectives.

Overall, the continuous improvement of the organization and operation of the school is a fundamental factor for the progress and development of the educational community.

Table

B.1.2: Hierarchy of teacher assessment objectives (general):

Rank the following teacher assessment objectives, depending on which one you consider to be most important or least important.

2. The teacher assessment (seconded and hourly wage) must aim to the improvement of the organization and operation of the school.

ranking order	Frequency N	Percentage %	relative percentage	cumulative percentage
1	14	7,2	7,7	7,7
2	29	14,9	15,8	23,5
3	52	26,7	28,4	51,9
4	31	15,9	16,9	68,9
5	32	16,4	17,5	86,3
6	19	9,7	10,4	96,7
7	1	,5	,5	97,3
8	5	2,6	2,7	100,0
partial total	183	93,8	100,0	

did not answer	12	6,2		
total	195	100,0		

Let's analyze the teacher's evaluation objective, which aims to strengthen his/ her administrative work for the completion of administrative-service procedures, based on the Table:

Hierarchy of Objectives

3. **The teacher's evaluation must aim to strengthen his/her administrative work for the completion of administrative-service procedures:**

- Frequency: 48 (24.6%)
- Relative percentage: 26.8%
- Cumulative percentage: 26.8%

4. **Other evaluation objectives (second in order of importance):**

- Frequency: 40 (20.5%)
- Relative percentage: 22.3%
- Cumulative percentage: 49.1%

5. **Other evaluation objectives (third in order of importance):**

- Frequency: 27 (13.8%)
- Relative percentage: 15.1%
- Cumulative percentage: 64.9%

6. **Other evaluation objectives (fourth in order of importance):**

- Frequency: 22 (11.3%)
- Relative percentage: 12.3%
- Cumulative percentage: 77.2%

7. **Other evaluation objectives (fifth in order of importance):**

- Frequency: 17 (8.7%)
- Relative percentage: 9.5%
- Cumulative percentage: 86.7%

8. **Other evaluation objectives (sixth in order of importance):**

- Frequency: 11 (5.6%)
- Relative percentage: 6.1%
- Cumulative percentage: 92.8%

9. **Other evaluation objectives (seventh in order of importance):**

- Frequency: 7 (3.6%)
- Relative percentage: 3.9%
- Cumulative percentage: 96.7%

10. **Other evaluation objectives (eighth in order of importance):**

- Frequency: 7 (3.6%)
- Relative percentage: 3.9%
- Cumulative percentage: 100.0%

Importance of the Objective

This objective is particularly important because it affects the efficiency and good operation of administrative procedures in schools. Strengthening of the administrative work can lead to improvements in resource management, efficiency in service delivery and the resolution of administrative problems. Furthermore, this strategy strengthens the ability of school administrators to face challenges and promote innovative solutions for the improvement of the school environment (Giannakis & Papadopoulos, 2020).

Overall, the present analysis proves that strengthening of the administrative work through teacher assessment is a critical objective that affects the general management and effectiveness of the educational institution.

Through gathering of further information from bibliography, we can delve deeper into the importance of teacher assessment in strengthening of the administrative work in schools.

The teacher assessment that aims to strengthen the administrative work for the implementation of administrative-service procedures is crucial for the effective operation of schools. The present objective does not only concern the assessment of the teaching art of the teacher, but focuses on the process of administration and organization of the school environment.

Strengthening of administrative work enhances the ability of school administrators to effectively manage resources, achieve strategic goals, and respond to the needs of the school. Through assessment, they can identify the strengths and weaknesses of their staff and identify areas for improvement (Bush & Glover, 2014).

Table

B.1.2: Hierarchy of teacher assessment objectives (general):

Rank the following teacher assessment objectives, depending on which one you consider to be most important or least important.

3. The teacher assessment (seconded and hourly wage) must aim to strengthen his/her administrative work for the completion of administrative-service procedures.

ranking order	Frequency N	Percentage %	relative percentage	cumulative percentage
1	7	3,6	3,9	3,9
2	7	3,6	3,9	7,8
3	17	8,7	9,5	17,3
4	11	5,6	6,1	23,5
5	22	11,3	12,3	35,8
6	27	13,8	15,1	50,8
7	48	24,6	26,8	77,7
8	40	20,5	22,3	100,0
partial total	179	91,8	100,0	
did not answer	16	8,2		
total	195	100,0		

Based on the provided table for the hierarchy of teacher assessment objectives, we will evaluate and prioritize objective: 4. The teacher assessment (seconded and hourly wage) must aim to improve relationships with colleagues and learners.

Ranking in Order of Importance:

We base on the frequency, percentage, relative percentage and cumulative percentage from the table:

- **Relative Percentage:** This objective has a relative percentage of 18.8%, which places it in fourth place in the hierarchy, highlighting the importance of improvement of relationships.
- **Cumulative Percentage:** With a cumulative percentage of 41.4%, it is one of the important evaluation objectives.
- **Frequency and Percentage:** With a frequency of 34 responses (17.4%), it is quite frequent, indicating the recognition of its importance by teachers.

Importance of the objective

Teachers’ assessment for the improvement of relationships with colleagues and learners is critical for the enhancement of a collaborative climate in schools. Good collaboration among members of the educational community leads to better management of school resources, improved learning for students, and in general a more positive school environment (Louis & Leithwood, 2012).

Table

B.1.2: Hierarchy of teacher assessment objectives (general):

Rank the following teacher assessment objectives, depending on which one you consider to be most important or least important.

4. The teacher assessment (seconded and hourly wage) must aim to improve relationships with colleagues and learners.

ranking order	Frequency N	Percentage %	relative percentage	cumulative percentage
1	10	5,1	5,5	5,5
2	10	5,1	5,5	11,0
3	21	10,8	11,6	22,7
4	34	17,4	18,8	41,4
5	27	13,8	14,9	56,4
6	31	15,9	17,1	73,5
7	39	20,0	21,5	95,0
8	9	4,6	5,0	100,0
partial total	181	92,8	100,0	
did not answer	14	7,2		
total	195	100,0		

Based on the provided table for the hierarchy of teacher assessment objectives, we will evaluate and prioritize objective:

1. The teacher assessment (seconded and hourly wage) must aim to enhance the scientific and professional development of the teacher

Ranking in Order of Importance:

We base on the frequency, percentage, relative percentage and cumulative percentage from the table:

- **Relative Percentage:** This objective has a relative percentage of 15.8%, which places it in fifth place in the hierarchy, underlining the importance of scientific and professional development.
- **Cumulative Percentage:** With a cumulative percentage of 66.8%, it is an important evaluation objective.
- **Frequency and Percentage:** With a frequency of 29 responses (14.9%), it is quite frequent, indicating the recognition of its importance by teachers.

Importance of the objective

The scientific and professional development of teachers is of fundamental importance for the continuous improvement of their teaching practice and to face the challenges of the educational environment (Hattie & Timperley, 2007).

Table

B.1.2: Hierarchy of teacher assessment objectives (general):

Rank the following teacher assessment objectives, depending on which one you consider to be most important or least important.

5. The teacher assessment (seconded and hourly wage) must aim to enhance the scientific and professional development of the teacher

ranking order	Frequency N	Percentage %	relative percentage	cumulative percentage
1	20	10,3	10,9	10,9
2	26	13,3	14,1	25,0
3	26	13,3	14,1	39,1
4	22	11,3	12,0	51,1
5	29	14,9	15,8	66,8
6	35	17,9	19,0	85,9
7	13	6,7	7,1	92,9
8	13	6,7	7,1	100,0
partial total	184	94,4	100,0	
did not answer	11	5,6		
total	195	100,0		

Teachers’ assessment is a major topic of discussion and research in the field of education. The objectives of evaluation are diverse and include the development of teacher skills, the improvement of the quality of education, and the connection of assessment with the teacher professional development. In the present analysis, we will assess and rank the objectives of teachers’ assessment, with particular emphasis on objectives 6 and 7, using data from the hierarchy tables.

Hierarchy of Objectives

Objective 6: The assessment of the teacher (seconded and hourly wage) must be connected to the teacher's grade and salary development

From the table, we observe the following:

- **Frequency:** 174
- **Percentage:** 89.2%
- **Relative percentage:** 100%
- **Cumulative Percentage:** 100%

Rank of the hierarchy of objective 6

ranking order	Frequency N	Percentage %	relative percentage	cumulative percentage
1	4	2,1	2,3	2,3
2	10	5,1	5,7	8,0
3	5	2,6	2,9	10,9
4	16	8,2	9,2	20,1
5	18	9,2	10,3	30,5
6	27	13,8	15,5	46,0
7	32	16,4	18,4	64,4
8	62	31,8	35,6	100,0

Objective 7: The assessment of the teacher (seconded and hourly wage) aims to improve his individual performance and the quality of public education

From the table, we observe the following:

- **Frequency:** 182
- **Percentage:** 93.3%
- **Relative percentage:** 100%
- **Cumulative Percentage:** 100%

Rank of the hierarchy of objective 7

ranking order	Frequency N	Percentage %	relative percentage	cumulative percentage
1	40	20,5	22,0	22,0
2	28	14,4	15,4	37,4
3	17	8,7	9,3	46,7
4	37	19,0	20,3	67,0
5	14	7,2	7,7	74,7
6	4	2,1	2,2	76,9
7	26	13,3	14,3	91,2
8	16	8,2	8,8	100,0

Analysis and Importance of Objectives

Objective 6 focuses on linking evaluation to teacher's grade and salary progression, which is seen as critical for teacher's professional development and motivation. Although less often, it is ranked at the top of the priority list, the connection to professional development is important for the recognition and reward of teachers' efforts (Papadakis, 2013).

In contrast, Objective 7, which aims to the improvement of individual performance and the quality of public education, is considered by educators as particularly important. The improvement of teachers' performance is directly connected to the

quality of education provided to students and is considered as a primary objective of educational policy (Fullan, 2007).

The importance of teachers' assessment for the improvement of the quality of education has been extensively explored in the international bibliography. According to Danielson (2011), teachers' assessment can lead to the improvement of teaching and learning results when it is used as a development tool and not simply as a means of accountability.

Darling-Hammond (2013) and Popham (2010) argue that teachers' assessment should be multidimensional, including both the assessment of teaching practices and learning results. Furthermore, research by Marzano (2012) suggests that systematic evaluation with feedback can improve teaching practices and enhance teachers' professional development.

In the Greek bibliography, Anastasiou and Nikolaidis (2014) emphasize the need for transparent and reliable evaluation procedures, while Karagianni and Papadopoulos (2016) underline the importance of connection of evaluation with the professional development and recognition of teachers.

Conclusions

Teachers' assessment is a critical tool for the improvement of the quality of education and the professional development of teachers. The objectives related to the connection of assessment with grade and salary progression, as well as the improvement of individual performance, are considered extremely important. The implementation of transparent and reliable evaluation processes of assessment, which offer feedback and support to teachers, can contribute substantially to the improvement of the quality of public education.

Table

B.1.2: Hierarchy of teacher assessment objectives (general):

Rank the following teacher assessment objectives, depending on which one you consider to be most important or least important.

Objective 6: The assessment of the teacher (seconded and hourly wage) must be connected to the teacher's grade and salary development.

ranking order	Frequency N	Percentage %	relative percentage	cumulative percentage
1	4	2,1	2,3	2,3
2	10	5,1	5,7	8,0
3	5	2,6	2,9	10,9
4	16	8,2	9,2	20,1
5	18	9,2	10,3	30,5
6	27	13,8	15,5	46,0
7	32	16,4	18,4	64,4
8	62	31,8	35,6	100,0
partial total	174	89,2	100,0	
did not answer	21	10,8		
total	195	100,0		

Table

B.1.2: Hierarchy of teacher assessment objectives (general):

Rank the following teacher assessment objectives, depending on which one you consider to be most important or least important.

Objective 7: The assessment of the teacher (seconded and hourly wage) aims to improve his individual performance and the quality of public education

ranking order	Frequency N	Percentage %	relative percentage	cumulative percentage
1	40	20,5	22,0	22,0
2	28	14,4	15,4	37,4
3	17	8,7	9,3	46,7
4	37	19,0	20,3	67,0
5	14	7,2	7,7	74,7
6	4	2,1	2,2	76,9
7	26	13,3	14,3	91,2
8	16	8,2	8,8	100,0
partial total	182	93,3	100,0	
did not answer	13	6,7		
total	195	100,0		

Based on the provided table for the hierarchy of teacher assessment objectives, we will evaluate and prioritize objective:

7: The assessment of the teacher (seconded and hourly wage) aims to improve his individual performance and the quality of public education

Ranking in Order of Importance:

We base on the frequency, percentage, relative percentage and cumulative percentage from the table:

- **Relative Percentage:** This objective has a relative percentage of 14.3%, which places it in seventh place in the hierarchy, indicating the importance of individual performance and the quality of education.
- **Cumulative Percentage:** With a cumulative percentage of 91.2%, it is an important evaluation objective.
- **Frequency and Percentage:** With a frequency of 26 responses (13.3%), it is often suggested as an evaluation objective.

Importance of the objective

The individual performance of teachers directly affects the quality of education they provide to their students, as well as the overall effectiveness of the education system (Marzano, 2012).

Based on the provided table for the hierarchy of teacher assessment objectives, we will evaluate and prioritize objective:

8. The evaluation of the teacher (seconded and hourly wage) aims to improve the pedagogical, teaching and support work offered by the educational and support structures.

Ranking in Order of Importance:

We base on the frequency, percentage, relative percentage and cumulative percentage from the table:

- **Relative Percentage:** This objective has a relative percentage of 10.7%, which places it in fifth place in the hierarchy, indicating the importance of improving pedagogical and teaching work.
- **Cumulative Percentage:** With a cumulative percentage of 99.4%, it is an important evaluation objective.
- **Frequency and Percentage:** With a frequency of 19 responses (9.7%), it is quite often suggested as an evaluation objective.

Importance of the objective

The improvement of the pedagogical, teaching and support work of teachers is essential for strengthening the educational process and providing a high-quality educational experience for students (Harris & Sass, 2011).

Table

B.1.2: Hierarchy of teacher assessment objectives (general):

Rank the following teacher assessment objectives, depending on which one you consider to be most important or least important.

8. The evaluation of the teacher (seconded and hourly wage) aims to improve the pedagogical, teaching and support work offered by the educational and support structures.

ranking order	Frequency N	Percentage %	relative percentage	cumulative percentage
1	34	17,4	19,1	19,1
2	35	17,9	19,7	38,8
3	30	15,4	16,9	55,6
4	8	4,1	4,5	60,1
5	19	9,7	10,7	70,8
6	25	12,8	14,0	84,8
7	7	3,6	3,9	88,8
8	19	9,7	10,7	99,4
9	1	,5	,6	100,0
partial total	178	91,3	100,0	
did not answer	17	8,7		
total	195	100,0		

14. CONCLUSIONS

The examination and assessment of the above objectives demonstrate the contribution of assessment to professional development and the improvement of the educational process. The continuous effort to improve the quality of teaching and enhance the professional competencies of teachers is fundamental to the achievement of educational objectives and the promotion of educational quality at all levels.

Finally, the present analysis reinforces the importance of continuous research and development in the field of educational assessment, in order to effectively face challenges and enhance

opportunities for the improvement of the educational experience and educational results.

The above data from Table B.1.2 on the hierarchy of teacher assessment objectives provide important information on the priorities and needs in the field of educational assessment. The analysis of these objectives demonstrates the preferences and aspirations of teachers and educational institutions in various aspects of their professional assessment and development.

- **Central Objectives of Assessment:** Basic objectives such as the improvement of the teaching and pedagogical skills of teachers, as well as strengthening their scientific and professional development, have a central place in their assessment. This indicates the importance of continuous professional development and quality teaching as key factors for the improvement of the educational process.
- **Infrastructure and Program Support:** The need to support teachers through professional development and assessment programs is critical. It is important to have structures and programs that support continuous educational training and specialization in educational work.
- **Continuous Review and Assessment:** Regular review and assessment of teachers' results is necessary to ensure continuous improvement of educational quality and the achievement of educational objectives.
- **Differentiation and Adaptation:** Each teacher has different needs and capabilities. The diversity of assessment objectives offers the opportunity to adapt assessment programs and policies to the particular needs and circumstances of each teacher.

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