

A Study of School Self-Evaluation Indicators for the Evaluation of the Practices of High School Principals

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Abstract

The general objective of this study is to study school self-evaluation indicators for the evaluation of the practices of high school principals. The specific objectives were: to study the perception of high school principals and teachers towards the degree of agreement regarding the school self-evaluation indicators used to evaluate the practices of high school principals and to identify the evaluators and evaluation techniques used to evaluate the practices of high school principals. Both quantitative and qualitative method were used in this study. The internal consistency (Cronbach's Alpha) was 0.97. The total number of participants was nine hundreds and fifty-four including forty-three high school principals, three hundred and eighty-seven senior teachers, three hundred and ninety-two junior teachers, and one hundred and thirty-two primary teachers. According to the findings, there are eighteen indicators in the domain of school management and instructional supervision and seven indicators in the domain of empowering leadership for school improvement and community engagement.

Keyword: school self-evaluation indicators

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