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## EVALUATION CRITERIA OF MANAGEMENT PERFORMANCE OF SCHOOL PRINCIPALS

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**Sultonova Lobar Abdunosirovna**

Doctoral student of the National Research Institute named after A. Avloni, Uzbekistan

### ABSTRACT

In this article, various approaches to evaluating the management activity of school principals are highlighted, and the opinions and scientific views of foreign and domestic scientists on the problem are analyzed. Also, the criteria for evaluating the management activity of general secondary school principals are indicated.

### KEYWORDS

Management, assessment, assessment criteria, principal's effectiveness, effective school, leadership, quality of student education.

### INTRODUCTION

Today, in the development of school education, with the increasing need for effective principals, improving the mechanisms for evaluating their performance is considered one of the priority issues. Assessment is one of the most effective means of personal learning, positive motivation and stimulation of personal influence. It is under the influence of objective assessment that school principals form self-assessment and a critical attitude to their achievements. Therefore, the importance of evaluation, the diversity of its functions, requires the

search for criteria that reflect all aspects of school principals' activities.

James H. Strong, a professor at the College of William and Mary in Virginia, cited the following standards in his research for evaluating high school principals:

- Leadership
- School conditions
- Human resource management

- Management of organization
- Communication and social relations
- Professional skills. [1]

It should also be noted that in developed countries, the concept of self-evaluation is used more often in the evaluation of the management activity of general education school principals. Management activities will be evaluated by the leader himself and he will have the opportunity to work on himself and draw up development plans based on the results.

Khaliq Ur Rehman Cheema, a scientist at the Lahore University of Management and Technology, Pakistan, in a study on the performance evaluation of principals in public and private sector schools, emphasized the importance of evaluating the performance of school principals in terms of leadership styles needed to achieve significant improvements in student learning. [2]

Mercy Obianuju Nwogbo of Nnamdi Azikiwe University, Nigeria conducts research to determine the effectiveness of school principals in developing curriculum and instruction in secondary schools in Anambra State. [3] He argued that secondary schools should fulfill their role in improving the curriculum and managing the learning process in order to achieve educational goals, and that the supervisory and managerial role of principals is central to effective school management.

Also, a study conducted by SANI Jamila Gummi of Ahmadu Bello University, Nigeria aimed to assess the role of principals in the management of secondary schools in Zamfara State, Nigeria, including interpersonal relationships, decision-making process,

communication, supervision, staff development programs. [4]

V.P. Toporovsky also comments on the issue in his research. According to him, the management activity of the school director is a system of actions of a leader who has a concept that management aimed at solving many organizational, pedagogical, methodological issues related to achieving the necessary results in the reorganization of the school by creating the necessary conditions for the movement and development of the educational institution. Also, in his opinion, the competence of a leader is determined by his level of understanding in the direction of management, individual abilities and qualifications, his inclination to self-development and continuous independent education, his aspirations, as well as the possibilities of managing an educational institution based on modern requirements. [5]

G.S. Abdrahmanov considers it appropriate to determine the effectiveness of management activities in his research by the level of achievement of the goal, which represents the necessary indicators of the quality and quantity characteristics of the educational system, based on the established norms, [6] V.I. Zvereva of the leader states that the effectiveness of management activity is an indicator of the achievement of the goal of management activity, that is, the creation of conditions that develop the personality of each learner in an educational institution. [7]

Turgunov Sobitkhan Toshpolatovich, one of the scientists of our country, emphasizes the following as indicators of management activity of general education school principals:

- motivating team members to develop the school;
- compliance of the level of knowledge and skills acquired by students with state educational standards and labor market requirements;
- material technical support and efficiency of their use;
- personnel capacity;
- innovative activity;
- the reputation of the school;
- the social psychological climate in the school;
- the compatibility of the management algorithm with the goals set for the school. [8]

According to N.Q. Akhmedova, the specific aspects of the management activity of school leaders (the main directions of the management activity of the leader, job duties, specific features of the processes of management activity) and the professional competence of the leader affect the effectiveness of the management activity. [9]

Also E.V. Litvinenko, in his research on the qualitative models and technology of evaluating the management activity of the heads of educational institutions, believes that “Evaluating the quality of the management activities of the heads of educational institutions is based on the qualitative theory of comparison and the logic of evaluation.” The basis for comparison includes “quality limits”, “standards”: norms and requirements imposed on the characteristics of the head of the educational institution and management activities. Litvinenko emphasizes the following recommendations, such as the use of scaling and operational reduction in the

evaluation of the quality of management activities of the head of an educational institution. [10]

In our opinion, the criteria for evaluating the performance of principals should determine the impact of principals on improving student achievement, teacher capacity, and organizational effectiveness. Also, it is appropriate for them to evaluate how well the directors show the behavior of performing the main management activities together with their knowledge in the field of management, management competence.

On this basis, we believe that it is important to implement a mechanism for evaluating the management activities of general secondary school principals based on the management tasks performed by them and indicators of management competence based on the following 8 criteria for improving school education and evaluating the performance of principals:

They are:

1. The level of training and quality of education of graduates of general secondary education institutions in general education subjects
2. Level of education of schoolchildren
3. Students' level of knowledge of a foreign language
4. Indicator of quality (competence) of teachers
5. Level of foreign language knowledge of teachers
6. Results of a survey on the director's management activities

7. Creating a spiritual and educational environment in the school

8. The level of management competence of the school director

In accordance with these evaluation criteria, evaluation tools and technology, evaluation requirements, and scales have been developed, each of which allows for accurate conclusions in evaluating the school principal's management activity.

**1. The level of preparation and quality of education of general secondary education graduates in general education subjects:** 10 points are allocated for this criterion, and it is evaluated in 2 forms:

1) The average points scored by the graduates at the entrance to higher education institutions on a total 5-point scale from 150 points to the maximum point-5, from 100 points to 150 points-3, from 56.7 points to 100 points-2, 0 points are given if it is below 56.7.

2) A total of 5 points are allocated to the weight of the graduates who entered the higher education institutions. In this case, if 80% to 100% of school graduates are admitted to higher education institutions, a maximum of 5 points, 60% - 79% - 4 points, 40% - 59% - 3 points, 20% - 39% - 2 points, 1% - up to 19% is evaluated with 1 point.

**2. Education level of school students: 14 points are allocated for this criterion, where:**

1) School students' learning of subjects is evaluated according to the results of daily.com, i.e. from 2.6 to 3.5 - 1 point out of 5 points; 3.6 - up to 4.5-3 points; 4.6 to 5 - maximum 5 points.

2) According to the results of the national rating, with a total of 2 points, a maximum of 2 points if the school is in the top 10 in the region, 1 point if it is in the top 100 in the region, in the list of schools in the region If it is below 100, it is evaluated with 0 points.

3) A total of 7 points are allocated for winning in Science Olympiads. Taking into account that schoolchildren can participate in Olympiads in different subjects and win at different levels, the total of 7 points is required: 1 point for winning the district, 1.5 points for winning the region, 2 points for the republic, 2.5 points for winning the international science Olympiad.

**3. 10 points are allocated for the level of students' knowledge of a foreign language,** of which 5 points are allocated for the total percentage of school students (1) having a certificate of knowledge of a foreign language, and 5 points (2) teaching a foreign language It is awarded for winning the best school competition at the district, regional and national levels.

**4. Indicator of quality (competence) of teachers.** Taking into account that one of the important management tasks of the school director is to provide schoolchildren with potential teachers, to hire quality personnel, to develop the professional team of teachers, 20 points were allocated for this criterion, in which:

1) A total of 8 points can be collected for the weight of the teachers of the school.

2) Teachers can be evaluated with 12 points for winning national competitions.

**5. Level of foreign language knowledge of teachers.** In this case, it is possible for school teachers to score a



total of 3 points in terms of the weight of having a foreign language certificate.

**6. Results of a survey on the director's management activities.** This criterion is evaluated by 2 questionnaires with a total of 4 points.

1) The assessment of the principal's activity by the school's pedagogical team is a maximum of 2 points;

2) The principal's assessment of the organization of management at the school is a maximum of 2 points.

In this regard, we believe that it is appropriate to evaluate the actions of the school principal in the course of the implementation of management activities by the principal himself and the teachers of the school.

**7. Creating a spiritual and educational environment in the school.** This criterion is related to the principal's ability to create a safe, healthy, positive learning environment in the school and the opportunity for students to demonstrate their talents and abilities in various competitions and contests, totaling 14 points is separated. In it, school principals are evaluated according to the achievements of their students in competitions, festivals and contests in the district, region, and republic. Total points are allocated for each designated competition, and if a school has students who win in all three regions, the highest total point is awarded.

**8. The level of management competence of the school director.** It is determined by 25 points, and through this criterion, to what extent the school director has management competence in performing his professional activities, his knowledge in the field of management, the ability to apply effective

management methods and tools in practice, management competence is determined.

According to the results of the assessment, the headmaster of each school determines and implements measures to eliminate existing deficiencies.

## CONCLUSION

In conclusion, it should be said that the assessment of the management performance of school principals is important in improving the performance of principals, raising their potential, increasing responsibility for the effectiveness of teachers and the development of students, and ensuring that they have an overall positive impact on schools. Given the link between effective school principals and student achievement, evaluating and developing principals is a key strategy for improving schools, increasing student achievement, and narrowing persistent achievement gaps.

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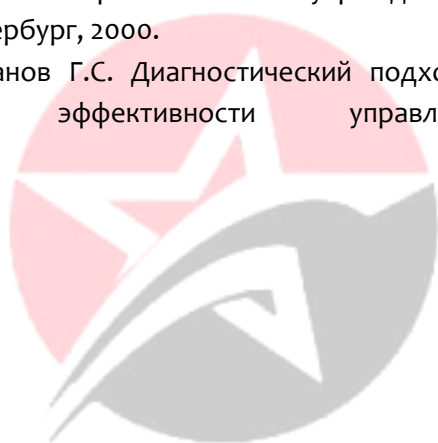
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