

Exploring the Dimensions and Components of Performance Evaluation of Effective Schools from the Perspective of Domestic and Foreign Experts: A Qualitative Research with Meta-Synthesis Approach

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Abstract

The purpose of this study is to analyze the various dimensions and components in the performance evaluation of effective schools from the perspective of both domestic and international experts using a qualitative meta-synthesis method. The population included relevant English books and articles from 2013 to 2022 and Persian articles from 1392 to 1402. Out of 117 identified articles, after three stages of screening and content review, 39 articles were selected for final analysis. These articles were examined using the meta-synthesis method to identify the various dimensions and components in the performance evaluation of effective schools. The results showed that the performance evaluation of effective schools includes five dimensions: active participants such as effective managers, effective teachers, effective parent-teacher associations, and effective teaching and learning processes; components and elements of performance evaluation including setting standards and evaluation indicators, determining evaluation methods, identifying evaluators, defining areas of performance evaluation, selecting evaluation tools, scheduling, and conditions for conducting evaluations; principles and values of an effective school including alignment with Iranian-Islamic criteria, wisdom, establishing balance and coherence, respecting educational actors, and foresight; and finally, the results of the evaluation include identifying the current and desired educational status.

Keywords: performance evaluation, effective schools, meta-synthesis

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