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Some Considerations on the Paper *"SOCIOLOGICAL STUDY ON TEACHERS' PERCEPTION OF EVALUATION IN RECRUITMENT AND IN THE CLASSROOM"* Authored by Alexandra Trisi - Apetracheoae

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Abstract: *The paper presents some considerations regarding the doctoral thesis entitled Sociological Study on Teachers' Perception of Evaluation in Recruitment and In The Classroom, defended by Alexandra Trişi - Apetrăcheoae under the scientific supervision of PhD. Prof. Cristina Gavriluta, at "Al. I. Cuza" University of Iasi, Romania.*

The above-mentioned research addresses the critical issue of teaching staff selection in both state and private education systems. The author explores the current procedures for recruiting and selecting teachers, emphasizing their role in ensuring educational quality. The study aims to measure teachers' perceptions and attitudes regarding the qualities necessary for effective teaching and how these are valued in the current tenure examination context.

Keywords: *Alexandra Trişi - Apetrăcheoae; staff selection; teachers' perceptions.*

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Introduction

The paper presents some considerations regarding the doctoral thesis entitled *Sociological Study on Teachers' Perception of Evaluation in Recruitment and in the Classroom*, defended by Alexandra Trişi - Apetrăcheoae under the scientific supervision of PhD. Prof. Cristina Gavriluta, at "Al. I. Cuza" University of Iasi, Romania.

Teaching staff selection in education

The author addresses the topic of teaching staff selection in both state and private education, making a comparison between these two dimensions of teaching staff selection. The issue of recruitment and selection of teaching staff is a key element in ensuring quality in education, and for this reason, a series of procedures have been developed at the national level, applicable especially in state education, aimed at selecting the most competent teachers to occupy a job in an educational institution. These standards involve organizing competitions including tests that measure candidates' competencies, both in terms of the subject(s) in the advertised position, as well as the candidate's psycho-pedagogical qualities/competencies.

The descriptive presentation and critical analysis of these selection procedures can constitute a very good starting point for the analysis of public policies in the educational field, regarding the quality in education correlated with staff training on one hand and staff selection on the other hand. The author herself carries out such an analysis in her practical research, the work bringing - as the author herself declares - "arguments in favor of educating and evaluating specific behaviors, skills and qualities considered useful and necessary for the formation of a valuable and successful teacher" (page 186 of the paper). This approach would allow, as the author argues, "the entry into the system of those who confirm those predictors for a successful career". Here we must mention that in the author's view, the predictors of success are related to teachers' self-perception, but also to their perception of the selection process and its adequacy to the needs of Romanian education, to the system's ability to select not only the most professionally competent candidates, the best trained, but also those who have a certain resilience to the stress that teaching activity can bring, resilience which is largely due to the vocation for the teaching career.

The author shows that the work is based on the study of the shortcomings of the recruitment system and also the possibilities for its improvement, so that these improvements to the system lead to better

motivation of teachers for their continuous training and implicitly to meet the needs of direct and indirect beneficiaries of teacher selection, namely students, their parents - and society in general, we would add.

The purpose of the research, as declared by the author, is "to measure the perceptions and attitudes of teachers regarding the qualities necessary for a good teacher and how these are valued in the current context of the tenure examination" (Trişi – Apetrăcheoae, 2024: p.95).

We consider that the general orientation of the thesis is one referring to the social construction of the idea of a good teacher from the perspective of the qualities they must have - professional, moral, psychological qualities. We see this process of social construction integrated into processes such as evaluation, including these didactic and ethical competencies that teaching staff must demonstrate, the evaluation of which can be carried out both initially through the selection process, and subsequently, through various professional examinations or other forms of evaluations to which teachers are subjected. The perceptions and attitudes of teachers vis-à-vis these professional examinations represent a predictor of their effectiveness. The construction of a public policy regarding the teacher selection process must take into account these perceptions of the personnel evaluated through these policies, so that these perceptions do not actually divert the purpose of the evaluation, making it ineffective.

The objectives of the research are: identifying teachers' perception of the characteristics and competencies necessary in front of the class of students; identifying teachers' opinion regarding the effectiveness of evaluation forms in the tenure examination; identifying perceptions of the most effective recruitment methods that evaluate the characteristics and competencies necessary for a teacher; identifying the characteristics and competencies perceived to be responsible for the image of teachers (Trişi – Apetrăcheoae, 2024: p.95).

To fulfill the above-mentioned objectives, the author uses a mixed methodology, both qualitative and quantitative.

The hypotheses that the author proposes to verify are: "Teachers evaluate differently the characteristics and competencies necessary for a good classroom teacher depending on the field of subjects taught"; "There are differences in the evaluation of teachers' characteristics and competencies depending on the school cycle in which they work"; "There are significant differences between the perception of the effectiveness of the classroom inspection in the tenure of teachers depending on the field in which they teach"; "There are significant differences between the perception of the effectiveness of the written examination in the tenure of teachers depending

on the field in which they teach"; "There are significant differences between the perception of the effectiveness of the classroom inspection in the tenure of teachers depending on the school level in which they work"; "There are significant differences between the perception of the effectiveness of the written examination in the tenure of teachers depending on the school level in which they work (preschool, primary, secondary, high school/vocational)"; "There are significant differences between the methods chosen as effective for the tenure examination that evaluate relevant classroom characteristics compared to the methods currently used"; "There are significant differences between the characteristics and competencies identified as being responsible for the positive image of the teaching body and the characteristics and competencies identified as being responsible for its negative image" (Trişi – Apetrăcheoae, 2024: p.96).

In our opinion, the author's approach is ambitious, both in terms of the number of hypotheses (eight) and their scope.

To validate hypotheses 1 to 6, a statistical methodology of Oneway ANOVA type was used; while for hypothesis 7, a comparison of the obtained results was used; and for hypothesis 8, Crosstabulation and comparison of the first 3 results were used. The calculations and statistics regarding the representativeness of the sample were correctly and completely presented in the paper.

The research revealed a series of values and competencies necessary for a good professional in the field of education, among which we mention: "patient, talented, attentive, confident, trustworthy, transmits confidence, continuously learning, good communicator, connected, tenacious, eager for self-improvement, capable of psychological hygiene, updated, with clarity in thinking, highlights students' qualities, confident, talented, good leader (not boss), warm, with logical structure, informed, consultative, with distributive attention, model of continuous development, capable of dedication, curious, good knower of students, diplomatic, unprejudiced, attentive to students' needs, understanding, aware of the long-term effect of his words, aware of the long-term effect of what he does, capable of dedication, team player, leader (infects not obliges), good listener, consultative, warm, connected, creative, flexible, spontaneous, adaptable, original, jovial, charming, funny, with a sense of humor, playful, enthusiastic, with much common sense, self-confident, charismatic, inspires, sincere, capable of self-irony, neat, good team player, modest, non-boring, objective grading, upright, objective, good evaluator, inclusive, incorruptible, consistent (what he does and what he says), equidistant, good professional, consistent, competent, responsible, realistic, pursues positive uniformization, concrete, informed, with adequate reaction

speed, good group manager, has organizational skills, determined, concise, coach, demanding, punctual, involved, good analyst, organized, good listener, dignity, knows and applies all methods for the best result, motivated, motivating, enthusiastic, passionate, joyful, happy, does the activity with pleasure, in love with what he does, good motivator, presentable, lively spirit, anticipative, eager for self-improvement, erudite, ability to accurately render content, ability to adapt content to be understandable to students, easy to understand, capable, competent, expert, knows-all or can find out, adds value, clarifies, eager for self-improvement/thirsty for knowledge, explains, logical, capable of analogies, ability to package the subject pleasantly/understandably, knowledge of didactics and pedagogy" (Trişi – Apetrăcheoae, 2024: pp.135-139).

These descriptive categories for defining the competent teacher were obtained from the focus groups organized in the qualitative research and were synthesized into the following dimensions of a good teacher: vocation, empathy, creativity, personal charm, morality, pedagogical tact, knowledge of the subject, motivation.

This theoretical model constitutes a starting point for quantitative research, which aims, among other things, to validate the list of competencies necessary for a teacher and how the current form of selection of teaching staff, especially in public education, has the ability to select candidates who meet these competencies to the greatest extent possible.

The author uses an extensive bibliography, composed of approximately 250 titles, including monographs and treatises, as well as research articles published in prestigious national and international scientific journals. The covered bibliography allows for a good theoretical foundation of the thesis and, from here, allows her to make a significant contribution to research on human resources in the public environment - in this case, the educational system.

We recommend that the author allocate more space to presenting the theoretical models that formed the basis of the methodological construction, as well as the process of operationalizing the concepts used in the thesis. Also, given the multiple hypotheses used, the development of the statistical apparatus underlying the verification of the validity of these hypotheses can be presented much more extensively so that potential decision-makers who read this work gain the conviction that the hypotheses and model presented by the author can form the basis for a public policy, a policy that the author could broadly outline at the end of the research chapters, in the form of a national strategy to streamline the selection of personnel in public pre-university education.

Instead of conclusion

The public policy analysis could include elements related to the philosophy of education underlying these personnel selection policies, specifically to answer the question: ***What kind of teaching staff is desired for Romanian education*** in the horizon of the current millennium and the challenges that the entire society, including education, faces?

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Excerpt from the report prepared for the public defense of the doctoral thesis entitled *Sociological Study on Teachers' Perception of Evaluation in Recruitment and in the Classroom*, authored by Alexandra Trişi - Apetrăcheoaei under the scientific supervision of PhD. Prof. Cristina Gavriluta, at "Al. I. Cuza" University of Iasi, Romania.

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Trişi – Apetrăcheoae, A. (2024). *Sociological Study on Teachers' Perception of Evaluation in Recruitment and in the Classroom* [Doctoral thesis defended at "Al. I. Cuza" University of Iasi, Romania]