

Evaluating The Teaching Performance of psychology and Sociology Teachers in Light of Total Quality Standards and Indicators

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Abstract

The current research aimed at determining the standards and indicators of total quality in the teaching performance of psychology and sociology teachers. It also aimed at designing an instrument for assessing the teaching performance of these teachers in light of total quality standards and indicators. At the same time, the study aimed to explore the current status of the teaching performance of psychology and sociology teachers, and to determine their competency level in light of total quality standards and indicators from teachers', inspectors', and student teachers' perspectives. Results of the study showed that psychology and sociology teachers'



performance did not reach to the required quality and efficacy levels regarding all teaching performance standards. Results also showed that the highest percentage to the teaching performance of psychology and sociology teachers was given by teachers themselves (77.10%) and the lowest was given by students (58.17%). Results also indicated that teachers, students and inspectors gave the highest percentage to the fourth standard of teaching performance (knowledge of the subject matter), it was (78.6%), and the lowest percentage to the seventh standard (60%). Also, results of the study showed that (1) there are statistically significant differences between inspectors' and students' scores in observing the teaching performance of psychology and sociology teachers, in favor of the inspectors' scores, (2) there are statistically significant differences between teachers', inspectors' and students' scores in observing the teaching performance of psychology and sociology teachers, in favor of teachers' scores, and (3) there



are no statistically significant differences between inspectors' and students' scores in observing the teaching performance of psychology and sociology teachers in light of total quality standards and indicators.

