

An analytical study of the teacher's performance in Egypt in the light of strategic plans and ministerial decisions

Abstract

The current research aimed to identify the reality of the teacher's performance in Egypt in the light of the strategic plans and the ministerial decisions organizing the teacher's work by analyzing the effect of strategic plans and ministerial decisions on four specific aspects of the teacher's performance which are the functional structure of teachers, appointment system and financial status of teachers, the professional development of teachers, and evaluation of the teachers' performance; and then proposing some recommendations for the development of the teachers' performance in Egypt in the light of strategic plans and ministerial decisions.

The researcher used one of the mechanisms of the descriptive analytical method which is the sequential studies. The study was limited to the strategic plans and ministerial decisions issued since 2007 until now, considering that 2007 is the date of the first strategic plan for pre-university education in Egypt, as well as the issuance of Law No.(155) for the year 2007 of the teachers' staff (cadre).

The research has reached several results; the most important of which are: the increase of the teaching and administrative burdens imposed on the teachers, especially with the shortage of teachers and technicians of new appointments; in spite of the advantages of the cadre's law, including: improving the teacher's performance, supporting him in the face of the challenges of the profession, and replacing seniority and nepotism with efficiency and merit when selecting school leaders, its effective application still faces many threats related to all components of the educational system; in terms of the professional development of teachers, there are many obstacles at the level of the professional development programs introduced by the Professional academy of teachers, training departments in educational administrations and training units in schools; finally, lack of employing quality standards of the teachers' performance including follow-up of the teachers' performance, routine follow-up, predominance of the formality and the failure to conduct it in a scientific methodology. All of these results are found out by the researcher in spite of the issuance of many strategic plans and ministerial decisions organizing the work of the teacher that their implementation in the actual practice is still facing many problems.