



Are we really that good? Multidimensional Perception of the concept “School Excellence”

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ABSTRACT

This paper aims to conceptualize and define teachers' perception of school excellence (TPSE) and investigate the relationship between personal background, school role, organizational factors, and TPSE.

The scale for TPSE was developed especially for this study. Elementary school teachers (N = 197) participated during the 2018-2019 academic year. Two statistical approaches were used: Facet Theory (FTA) and Structural Equation Modeling (SEM). The initial results showed the data deployment on the SSA map exhibits both a radial and an angular form in a Radex configuration. The variables in the SSA map in the radial configuration form three concentric circles of conditional perceptions: personal understanding of excellence, the perception of excellence reflected by their surrounding society, and the perception of the concept in the western world. The school excellence components were deployed in an angular form showing three elements: leadership and management, students' achievement-related excellence, and pedagogical excellence. The measure of fit coefficients indicated good results: RMSEA = 0.00, TLI = 1.00, CFI = 1.00, NFI = 0.88, $df = 28$, $\chi^2 = 27.95$, $p = .47$

The implications of the study findings can be helpful for schools that wish to examine their school's excellence rankings to improve performance and maintain a constant level of school excellence.

Many studies have explored the components of excellent schools, but few have examined teachers' perceptions of this concept.

Keywords: teachers; perception; Facet Theory; school excellence; elementary schools