

Georgia, Boza

Evaluation as instrument for improvement of teachers to provide qualitative training: Views of teachers

Journal of Contemporary Education, Theory & Research 3 (2019) 1, S. 9-14



Quellenangabe/ Reference:

Georgia, Boza: Evaluation as instrument for improvement of teachers to provide qualitative training: Views of teachers - In: Journal of Contemporary Education, Theory & Research 3 (2019) 1, S. 9-14 - URN: urn:nbn:de:0111-pedocs-188797 - DOI: 10.25656/01:18879

<https://nbn-resolving.org/urn:nbn:de:0111-pedocs-188797>

<https://doi.org/10.25656/01:18879>

Nutzungsbedingungen

Dieses Dokument steht unter folgender Creative Commons-Lizenz: <http://creativecommons.org/licenses/by-nc-nd/4.0/deed.de> - Sie dürfen das Werk bzw. den Inhalt unter folgenden Bedingungen vervielfältigen, verbreiten und öffentlich zugänglich machen: Sie müssen den Namen des Autors/Rechteinhabers in der von ihm festgelegten Weise nennen. Dieses Werk bzw. dieser Inhalt darf nicht für kommerzielle Zwecke verwendet werden und es darf nicht bearbeitet, abgewandelt oder in anderer Weise verändert werden.

Mit der Verwendung dieses Dokuments erkennen Sie die Nutzungsbedingungen an.

Terms of use

This document is published under following Creative Commons-License: <http://creativecommons.org/licenses/by-nc-nd/4.0/deed.en> - You may copy, distribute and transmit, adapt or exhibit the work in the public as long as you attribute the work in the manner specified by the author or licensor. You are not allowed to make commercial use of the work or its contents. You are not allowed to alter, transform, or change this work in any other way.

By using this particular document, you accept the above-stated conditions of use.



Kontakt / Contact:

peDOCS
DIPF | Leibniz-Institut für Bildungsforschung und Bildungsinformation
Informationszentrum (IZ) Bildung
E-Mail: pedocs@dipf.de
Internet: www.pedocs.de

Mitglied der


Leibniz-Gemeinschaft

Evaluation as instrument for improvement of teachers to provide qualitative training: Views of teachers

Boza Georgia

International Hellenic University

Abstract: *In the context of the developments of recent years, the purpose of this paper is to investigate both at theoretical and empirical level, how the educational evaluation contributes to improving the quality of education provided, but the opinions and attitudes of Greek teachers of primary and secondary education towards process and in different evaluation systems, as well as to the extent to which the training evaluation helps improving the quality of educational work (Papadopoulos, 2013). In the context of human resources management in education, the evaluation of teachers, is not only a process that provides professional development opportunities for teachers and enhances accountability in the education system, but a process that contributes to improving the quality, efficiency and effectiveness of the education project, the schools and the educational system in General (Matsopoulos et al, 2018). However, the latest developments in Greece on the implementation of educational reforms for the evaluation of education, was a process which created strong reactions from teachers who have developed negative attitudes and feelings on how the evaluation was applied, compounding the school climate and eventually leading to the Elimination of the system of assessment (Anastasiou, 2014). In the context of the developments of recent years, the purpose of this paper is to investigate both at theoretical and empirical level, how the educational evaluation contributes to improving the quality of education provided, but the opinions and attitudes of Greek teachers of primary and secondary education towards process and in different evaluation systems, as well as to the extent to which the training evaluation helps improving the quality of educational work (Anastasiou, 2014)*

Keywords: Evaluation, educators, quality, training, human resources management

JEL Classification: I20, I23, I29

Biographical note: Vassiliki Tsaple is an MSc holder in Management of Educational Units. Corresponding author: Vasiliki Tsaple (vicky_tsaple@hotmail.com)

1 INTRODUCTION

Selection & recruitment and selection of personnel are a vital component of human resources planning within the GOP. The recruitment process lies in finding and inclusion in the body of the candidate with the best qualifications and appropriate, in a timely and cost-effective manner. The recruitment process includes analysis of the requirements of the job, attracting workers to the Agency, the identification and selection of applicants and finally the recruitment and integration of a new employee in the Organization (Taylor & Armstrong, 2015).

The search for recruiting workers, can be performed either internally or externally of an organization. Indoor fountains

consist on transfers, promotions and the Press Association former officials. Although it is affordable, may not meet all the requirements for human resources through internal recruitment and thus attracting personnel from external sources are necessary. Employers, in order to attract personnel from external sources, notify their need this in various ways, usually with announcements or ads in physical or electronic means. In addition it can turn to employment agencies, educational institutions, to receive recommendations from other businesses, etc. (Armstrong & Taylor, 2015).

The selection of workers, then, is the process of finding the right employee for appropriate coverage of a particular job. It is a process of mapping the organizational requirements

with the skills and qualifications of people. The effective choice can only be made when there is effective matching. Choosing the best candidate for a job, there will be greater efficiency in terms of both the employee and the Agency. In order to begin the selection process, it may take a series of processes, e.g. interviews, forms, contests, test, or even medical tests, the results of which will help developers to choose the right person for a job (Schuler et al, 2013).

In the modern digital age, most organizations use some form of recruitment via the Internet to provide information to potential candidates, as well as to acquire a collection of human capital, allowing applicants to apply for positions through the Internet. Attracting human resources over the Internet is considered superior to traditional methods of attracting candidates, because it can be faster and more economical for organizations, while a job ad or search announcement staff on the Internet, can be seen by more people. Apart from the obvious benefits of reducing costs associated with overhead storage, management and access to written records, the electronic forms over the Internet provide a means of standardization and common structure, thereby facilitating the personnel evaluation and selection procedure. The recruitment and selection of personnel via the Internet has been widely adopted in many countries, and in Greece, due to standardized procedures that provide (Keenan, 2015). Education and Training of human resources

Training is the use of systematic and planned teaching and development activities to promote the learning of human resources. It is in essence a systematic learning process within the Organization, on the subject of work and is offered to all employees equally, regardless of their grades or their level of the corporate hierarchy (Garavan, 1997; Christou, 1999; Christou & Sigala, 2001; Armstrong & Taylor, 2015). Training, on the other, entails the granting of special skills or behaviors in a person and is usually provided to employees the operational level. The training is nothing but learning by doing. This is a well organized program aimed at developing specific skills and knowledge of the workforce. Regard to human resources development where an attempt is made to improve the efficiency, productivity and capacity of existing and potential employees through learning. The training helps acquire skills related to work, that workers can carry out their employment duties efficiently and effectively (Rafiei and Davari, 2015).

Training opportunities enhance staff commitment and, if based on an objective assessment of needs, leading to increased efficiency and effectiveness of the organization. Education and training falls under the broader elements of learning and human resource development (& Taylor Armstrong, 2015).

2 THEORETICAL FRAMEWORK

Learning and development is defined as the process of ensuring that the Organization has the trained, skilled and loyal workforce is needed. The basics of learning and development in the context of the GOP are: (1) learning, i.e. the process by which an individual acquires and develops knowledge, skills, abilities and behaviors and includes behavior modification through experience as well as more

formal methods that help people to learn inside or outside the workplace, (2) the development, which refers to the enlargement of the capacity and potential of an individual, through the provision of learning and educational experiences, (3) education, which refers to the systematic implementation of official procedures for the dissemination of knowledge and helping people to acquire the skills needed to fulfill satisfactorily their work and (4) training, namely the development of the knowledge, values and understanding needed in all aspects of life, and not just for the knowledge and skills related to specific areas of activity (Valachis et al., 2009; Swart et al, 2012).

Learning inside the body is a complex process that covers the knowledge, skills, knowledge, beliefs, values, attitudes and habits of employees. People learn for themselves and learn from other people. Learn as team members and interact with managers, colleagues and people outside the Organization (& Taylor Armstrong, 2015). The aim of all the above activities within the GOP is making a coherent and comprehensive framework for the development of people through the creation of a culture of learning and the formulation of organizational and individual learning strategies. There is the strengthening of the capacity of resources in accordance with the belief that a company's human resources are an important source of competitive advantage. It is, therefore, for the development of intellectual capital, and to ensure that people with the necessary characteristics, knowledge, qualifications and skills are available to meet your current and future needs.

The educational work

According to Papaconstantinou (1993), the educational work is perceived through three different levels of the education system, the school and the classroom. From the perspective of education system understood as the result of overall function, as institutional educational activity, while on the side of the school is the result of the organized and planned learning activities taking place in a school. End at classroom level, understood as the result of coordinated educational activities (Papaconstantinou, 1993).

Evaluate educational work

In general, the evaluation of education refers to the formal process that uses a school to review and evaluate the efficiency and the effectiveness of teachers in the classroom, with the aim of its contribution, to improve learning outcomes through improved educational performance and improved teaching practices. Although the purpose of the evaluation is the teacher, the evaluation of the educational project is analyzed as part of an evaluation framework that includes other elements, such as evaluation of pupils, school evaluation and the evaluation of educational system (Hallinger et al, 2014).

The procedures governing the assessment of teachers focus on the core business of teaching, which typically cover areas such as planning and preparation, the classroom environment and instruction. Other areas also cover the remaining responsibilities of teachers, as their contribution to the development of the school, the interfaces with the surrounding communities and the professional development activities (Shinkfield and Stufflebeam, 2012). Secondly, the purpose of a system of evaluation of educational work, is to

promote the positive professional development of teachers to achieve professional development and to improve the objectives of teaching and learning.

The related international organizations towards Greece

Planning and policy formulation, not only in education but in other areas, in Greece, influenced by the forces of globalization of education, in which an important role played by some international organizations, such as for example the OECD.

These organizations, such as the Organisation for economic co-operation and development (OECD) and the European Union (EU), have shown a growing interest and for their policies regarding education policy and the importance of human capital (Rinne, 2008).

Greece is actually affected by the recommendations introduced the DPR 152/2013, and self-evaluation in schools, regardless of the developments to date, which eventually showed that the implementation of any recommendation by national bodies, should not simply leads to implementation of recommendations, following examples from other countries, but during this transition should take into account socio-economic factors in each country.

So, the tensions around the evaluation of education policy in Greece can be traced back to a historical background of non-democratic practices, as well as a gap between government policies resulting from international influences and beliefs and interests of the education community. On the one hand, the political efforts of the various Governments, after 1981, enter evaluation in education seems to reflect the wider public concern about the quality of education offered in public schools and demonstrate the response of the political system in this public concern (Dimitropoulos & Kindi 2017). This kind of politicizing tends to undermine the confidence that is needed in the educational system and the development of an effective strategy for overcoming the resistance of teachers. On the other hand, however, none of these State efforts it was not possible to apply, against the wishes of teachers and their unions (Matsopoulos et al 2018).

3 METHODOLOGY

In this work, originally held secondary research, i.e. collected, recorded and analyzed the main points around the evaluation of education and its contribution to the quality of the education provided, which were created by other researchers. The review of the Greek and international literature contributed to record the most important points of the topic. Secondary research is the essential basis for conducting primary research, which will take place in the second phase (Halikias, etc., 2015). The primary research is a research done for the first time and the basic procedure is to gather data to cover the specific purpose of the investigation.

Existing research has studied primarily the opinions and attitudes of educators about the evaluation generally (Ghoula, 2006; Anastasiou, 2014), and its contribution to professional development in particular (Matsopoulos et al, 2018), the reasons for the introduction of the evaluation failed (Anastasiou, 2014), as well as the characteristics of teachers

who are positive or negative towards the evaluation of the educational project (Mavromatidis, 2016).

In primary research, there are two types of research, qualitative and quantitative. The quantitative research is based on quantitative measurements of some characteristics and applies to phenomena that can be expressed in terms of quantities while the qualitative research, discusses a quantum phenomenon. The quantitative research is a formal, objective, and systematic process whereby collected figures that can be used to obtain information about the world. Used to describe the variables, to examine possible relationships between variables but also for identifying cause-effect interactions between variables (Halikias, etc., 2015).

Among the various tools used for the collection of data in quantitative research (observation, questionnaires, physiological measurements, etc.) (Halikias, etc., 2015), selected the questionnaire.

Population

The populations of the survey Sample is teachers, managers and co-managers of primary and secondary education. However because the entire study population is impractical, was chosen a representative sample. Specifically, the sample of the survey consists of 115 teachers, head teachers and school heads in primary and secondary education of West Thessaloniki. Specifically collected evidence from two elementary schools, two middle schools and a high school in western Thessaloniki. Additionally collected a few questionnaires and from teachers serving in schools in the region of Thessaloniki and Northern Greece (sent by email).

Data collection

Instrument for data collection, used a correctly structured questionnaire, which was designed specifically for the purpose of this investigation. The questionnaire was drawn up after the study of the relevant literature. It consists in the total of 34 closed-ended questions. The questionnaire consists of two main parts: the first part which consists of 7 questions and purpose through this is the collection of demographic data of the sample. The second part consists of 17 total questions, and the aim is to collect data for the opinions of teachers and answering research questions raised. On the questions of the second part used the Liker scale (from 1 to 4, or from 1 to 5, depending on the question), which is a reliable scale used to represent the attitudes of people in a theme; in different ratings (strongly agree to strongly disagree). The questionnaire is anonymous.

Research processes

The questionnaire given in person by the same researcher teachers in educational units in western Thessaloniki. Some questionnaires also were sent electronically, via email (e - mail) to teachers in the region of Thessaloniki and Northern Greece. All participants explained the purpose of the investigation and stressed that participation is voluntary. The participants also affirmed that it will be kept anonymous, while at no point of the questionnaire respondents were asked not to fill out their personal information. To all teachers was given a sufficient time for completing them and after a few days the questionnaires collected again by the researcher. All participants were encouraged to express their queries to the

researcher, in case you were, either by phone or through e-mail, either from close in the distribution and collection of questionnaires.

Statistical analysis of results

All questionnaires collected were sufficiently filled. And there were no absent values. The methodology followed for the answers to the research questions was conducted with the help of exclusively qualitative descriptive statistics (frequency tables and bar graphs) for the numerical description of the sample and non-parametric processes. These methods were applied to the total of examined variables (questions) and their results are presented in the continuation of the work while the conclusions of these results in the latter part of. The analysis methods in each case were executed with the help of the statistical package SPSSV23 and 2016, Excel in specific cases. These analyses were conducted in accordance with the recommendations of the Field (2016) and Quirk and Cummings, (2016).

Description of variables

For the needs of research completed 115 questionnaires. All of the variables is 46, including demographic variables. The set of initial demographic characteristics described by 7 variables and questions that answer the research questions is 39.

Reliability In a reliable questionnaire

The answers given by a person and lead us to a result, should be similar, if this person asked with the same questionnaire after a short period of time. The implementation of control reliability ensures both the reliability of the data, as well as the reliability of measurements. The control was via the "rate" of Cronbach that measures the internal stability of a tool.

4 RESULTS

Sample Demographics

The description of the demographics of the sample starts from the description of sex and showed that the sample includes more women ($n = 65$, $n\% = 56.50\%$) from men ($n = 50$, $n\% = 43.50\%$). The description of the age categories of the sample showed that the bulk of the sample is described by the 45-54 bracket ($n = 75$, $n\% = 65.20\%$) While there have been only two observations in age category 25-34 ($n\% = 1.70\%$). In similar proportion to the previous question is the working place of the majority of the sample and type of secondary education Teachers ($n = 72$ $n\% = 62.60\%$) While together with teachers of a secondary form the 91.30% of the sample.

In this sample the categories that have the highest incidence showed that the sample described mainly by females, aged 45-54 years, working as a secondary school teachers with significant work experience, at least 10 years.

Research questions

Concern the first question of the questionnaire examines the deal or not of the sample in relation to specific types of assessment. The results showed strong agreement and at 4

sub-questions of this question. More specifically, the sample showed little disagreement on questions relating to the evaluation of the educational system and the educational 2:1 while executives on questions concerning the evaluation of school and education were most cases of dissidents

Table 1: Assessment

	No	A little	Pretty enough	Pretty much
8.1 Evaluation of the education system	4	7	28	76
8.2 Evaluation of educational staff	5	5	37	68
8.3 The evaluation of the school unit	11	11	56	36
8.4 Evaluation of educational staff	15	14	50	35

According to the results of table 2, 65.20% of the sample responded that it agrees or strongly agrees with the assessment of teachers while the 19.2% responded instead, a little

Table 2: To what extent do you agree with the view that teachers should be evaluated?

	Frequency	Rate
I totally disagree	10	8.7
Disagree	12	10.4
Neither agree nor disagree	18	15.7
Agree	39	33.9
I totally agree	36	31.3
Total	115	100.0

Table 3: To what extent do you consider necessary the following forms of evaluation of educational work?

	No	A little	Pretty enough	Pretty much
10.1 Externalevaluation	30	35	24	17
10.2 Internalevaluation	13	18	49	28
10.3 Selfevaluation	9	9	40	50
10.4 Mixed use of the previous forms	22	15	39	36

The question 10 contains 4 sub-questions and shows sample's views on the need for evaluation of specific forms of

educational work. The results showed strong agreements and disagreements with the biggest deal to occur in question on self-evaluation forms (in the ratio of 5:1 in favor of approving) and greater disagreement on external evaluation (in formats ratio of 1.8:1 in favor of dissenting).

The question about internal assessment formats won the category 'enough' while at extreme choices "at all" and "a lot" there were more options category "Very" but the proportion remained at 2.1:1. To question the need for 10.4 evaluation of total at 10.1 to 10.3, opinions and agreement on the need for the evaluation was more from the opposing views but to a small extent, with a ratio of about 1.5:1.

Questions 11 to 33 deal with the sample's views on the contribution of the evaluation of teachers in the quality of their work and in their professional development. The results of the responses from the sample are shown in table 4 and showed that:

Table 4: Mean and standard deviation of the scores of questions 11 – 33.

11. Teacher assessment contributes to improving the quality of the education provided	3.601,302
12. Improving the quality of the educational project	3.661,225
13. Improving teaching methods and teaching in general	3.511,218
14. Improving student achievements	3.121,321
15. Improving the education system	3.271,308
16. To highlight teachers' good practices	3.451,263
17. To improve Educational' knowledge	3.501,204
18. The professional development of teachers	2.951,254
19. The wage development of teachers	2.661,225
20. Improving the effectiveness of teachers	3.321,271
21. Teacher assessment helps identify weaknesses in the skills and competencies of the teaching staff	3.481,298
22. Teacher assessment helps to improve teachers' skills and competences	3.251,327
23. Teacher assessment is useful in informing parents about the quality of the education provided	2.611,259
24. It is useful in developing an individual and collective sense of responsibility for the quality of the learning process	3.111,366
25. Teacher assessment contributes to the cultivation of teachers' responsibility and co-operation	2.951,309
26. Teacher assessment contributes to improving their quality of life	2.371,271
27. The absence of an educational evaluation in the past has inhibited the improvement of the quality of the educational project	3.131,373
28. The evaluation of teachers contributes to the achievement of the missions of the educational institutions	3.101,234
29. Teacher assessment contributes to the achievement of the strategic objectives of educational institutions	3.121,235
30. Teacher assessment reinforces accountability in the education system	3.291,139

31. Teachers should be involved in the process of planning their assessment	3.951,063
32. Teacher assessment reduces teachers' autonomy and contributes to the limitation of pedagogical freedom	3.061,320
33. Teacher assessment leads to passive compliance by teachers	3.011,405

Table 5: To what extent do you consider that the following criteria should be taken into account in the evaluation of education and his work?

	No	A little	Pretty enough	Pretty much
Not at all Slightly enough	9	9	45	50
34.1 Scientific training	5	4	20	83
34.2 Capacity	5	6	22	79
34.3 Ability	5	12	49	47
34.4 Cooperation with colleagues	6	14	52	39
34.5 Cooperation with the school head	8	17	46	42
34.6 Cooperation on student guardians	4	6	25	78

The last category of questions of the questionnaire deals with the degree of acceptance of the evaluation by teachers and which specifically examines the acceptance or non-specific criteria for assessing the larger absolute dissent observed in questions, 34.4 34.1, 34.5 and 34.6 showing skepticism about scientific training, collaboration with colleagues, the Director of the school and parents of pupils, as criteria that should be taken into account for the evaluation of educational project.

5 LIMITATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

This research and findings, it is useful to be assessed in the light of their limitations. The small size of the sample and the selection of a specific site (Western Thessaloniki) is the major limitation of this research. The relatively small number of teachers who took part in the survey, does not allow generalization of results to the wider population of teachers and possibly not enabled highlighting correlations between specific variables that studied, as was the correlation of the views of teachers and their demographic characteristics. On the other hand, it is to be a sample of the views and attitudes of the Greek teachers towards the evaluation of education systems but also in particular their educational project. Therefore, it is necessary for future research, to explore the same research questions, in a larger sample of teachers and with greater geographical distribution, in order to allow for

the safe extraction of conclusions about the extent to which the educational evaluation can contribute to improving the quality of the supplied educational project, as well as about the extent to which the demographics of participants affect the relevant opinions.

In addition, given recent developments in the country about the educational assessment, future research, it is necessary to consider what would be optimal for those characteristics of teacher evaluation systems or the best kinds evaluation systems, which will lead to higher levels of acceptance from their teachers. Finally other themes which would be interesting to explore in the context of human resources management at school, is the extent to which the educational evaluation contributes to job satisfaction and professional development of Greek teachers.

REFERENCES

- Anastasiou M.F. (2014). Evaluation of teachers and their work: legal framework and reactions. Property land: Inspecting educational – scientific issues, issue 2nd, 63-75.
- Armstrong M and Taylor S (2015), Armstrong's Handbook of Human Resource Management Practice, London: Kogan Page.
- Christou, E. (1999). Hospitality management education in Greece: overview and qualitative assessment. Tourism Management, Vol. 20 No. 6, pp. 683-91.
- Christou, E. S. and Sigala, M. (2001). Professional development in hospitality and tourism education: a strategy for the 21st Century. International Journal of Tourism Research, 3: 328–330.
- FieldA., (2016). Exploring statistics with the use of IBM's SPSS. Athens: Forerunner.
- Ghoula, A. (2006). A Study of Greek Teachers' Perceptions and Practices of Teacher Self-Evaluation. Educate~, 3(2), 14-23.
- Hallinger, P., Heck, R. H., & Murphy, J. (2014). Teacher evaluation and school improvement: An analysis of the evidence. Educational Assessment, Evaluation and Accountability, 26(1), 5-28.
- Halikias m., Manolossou a., Lalou p. (2015). Research methodology and introduction to statistical data analysis with the IBM SPSS STATISTICS. Greek Academic Textbooks and AIDS.
- Hallinger, P., Heck, R. H., & Murphy, J. (2014). Teacher evaluation and school improvement: An analysis of the evidence. Educational Assessment, Evaluation and Accountability, 26(1), 5-28.
- Keenan T., (2015). Human Resource Management. United Kingdom: Herriot-Watt University.
- Konstantopoulos, S. (2014). Teacher Effects, Value-Added Models, and Accountability. Teachers College Record Mavromatidis, I. (2016). Characteristics of teachers with positive attitudes towards school self-evaluation in Greece (Master's thesis). Matsopoulos et al 2008.
- Looney, J. (2011). Developing High-Quality Teachers: teacher evaluation for improvement. European Journal of Education, 46(4).
- OECD (2005). School factors related to quality and equity: Results from PISA 2000. Programme for International Student Assessment.
- OECD (2009). Teacher Evaluation a Conceptual Framework and examples of Country Practices. OECD Publishing.
- OECD (2011). International Summit on the Teaching Profession Building a High-Quality Teaching Profession Lessons from around the World: Lessons from around the World (Vol. 2011). OECD publishing.
- OECD (2011). Strong Performers and Successful Reformers in Education Education Policy Advice for GREECE. OECD Publishing.
- OECD (2013). Teachers for the 21st century: Using evaluation to improve teaching. Geneva: OECD.
- OECD (2014), "Indicator D4: How much time do teachers spend teaching?", in Education at a Glance 2014: OECD Indicators, OECD Publishing.
- OECD (2017). Education at a Glance 2017 OECD INDICATORS. OECD Publishing.
- Papaconstantinou p. (1993). Educational work and evaluation in school, Athens: metechmio press.
- Quirk, J.T., (2015). Excel for Statistics. London: Springer – Verlag & Cummings.
- Rafei, N., & Davari, F. (2015). The Role of Human Resources Management on Enhancing the Teaching Skills of Faculty Members. Materia socio-medica, 27(1), 3.
- Rinne, R. (2008). The growing supranational impacts of the OECD and the EU on national educational policies, and the case of Finland. Policy Futures in Education, 6(6), 665-680.
- Shinkfield, A. J., & Stufflebeam, D. L. (2012). Teacher evaluation: Guide to effective practice (Vol. 41). Springer Science & Business Media.
- Swart, J., Mann, C., Brown, S., & Price, A. (2012). Human Resource Development. Routledge.
- Schuler, H., Farr, J. L., & Smith, M. (Eds.). (2013). Personnel selection and assessment: Individual and organizational perspectives. Psychology Press.
- Valachis, I., Christou, E., Sigala, M. and Maroudas, L. (2009). Developing human resources' skills and knowledge in tourism and hospitality industry through the determination of quality of training program. Tourism and Hospitality Management, 15(1), pp.61-72.

SUBMITTED: OCTOBER 2018

REVISION SUBMITTED: DECEMBER 2018

ACCEPTED: MARCH 2019

REFEREED ANONYMOUSLY

PUBLISHED ONLINE: 19 APRIL 2019