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Factors that Affect Teachers' Performance Appraisal at Bahir Dar Polytechnic College

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ABSTRACT

The main purpose of this study was to investigate factors that affect teachers' performance evaluation system and to propose the solutions to the problems. 100 students, 35 senior teachers and 16 administrators were chosen by using a purposive sampling method. The questionnaire and teachers' personal files were the main instruments for the data collection. Finally the data were analyzed through correlation coefficient, t-test and rank order method. The result showed that teachers' attitude towards their performance evaluation is negative and it is indicated that teachers' performance evaluation score by students and administrators negatively correlated and inconsistent.

Based on the findings, it is suggested that the training should be given to evaluators to improve incompetent evaluation skill. The evaluation criteria used to evaluate teachers' performance need to be prepared based on teachers' qualification and departments. The stakeholders should reward using valid and reliable performance evaluation results.

Keywords: attitude; performance evaluation; responsibility.

1. Introduction

One of the major problems in any profession is that making of inappropriate evaluation of the works of the members of professionals in different organizations. It is obvious that appropriate evaluation plays a vital role for the improvement of workers' task accomplishments. Thus to bring educational improvement, the evaluation of teachers' performance is now being considered as a very important thing. In most cases teachers involved in teaching are evaluated regardless of their knowledge, experience or working performance. Evaluation of teachers' performance is used to assess and improve his/her performance and effectiveness. Evaluation of teachers could be done for different purposes out of which the primary goal is to encourage and promote instructional improvement. This is adequately treated in the objectives of teacher evaluation stated by ^[1] as follows:

- To provide better educational opportunity, salary increments, promotion and reward to effective teachers.
- To identify inefficient teachers and arrange in-service courses to help them minimize their weakness.
- To develop positive professional attitude.
- To identify teachers who can hold responsibility so that the right person could be assigned to the right place.

According to ^[2] valid, reliable and helpful evaluation requires evaluators who recognize good teaching and who know how to improve poor teaching when they find it. Teachers might be distressed, dissatisfied or even burn out due to their performance evaluation results, which do not match with real performance. Appropriate appraisal should be based on a cooperative goal setting and that the appraiser and the teacher identify specific instructional improvement goals on which to work

together. Teacher appraisal should also be situational, specific and built on trust between the teacher and evaluators.

2. Statement of the Problem

The purpose of teachers' performance evaluation is to safeguard and improve the quality of instruction received by students. Teachers' performance evaluation is being carried out to facilitate the accomplishment of school goals. To evaluate teachers' performance, the primary task is obtaining information regarding classroom behavior, out of classroom behavior and students' performance. The performance evaluation of teachers in Bahir Dar Technical and Vocational College is mainly the responsibility of assigned department heads and students. But as the researcher could realize the situation happening in the college, there was subjectivity when they evaluate teachers; its evaluation result became an immediate cause of conflicts between teachers, assigned heads and/or college administrators. The author ^[3] stresses that an effective evaluation program needs a trained evaluator. From the above facts, the fundamental issue is lack of reliable set of criteria for judging teachers performance. In the absence of clearly defined teaching traits the evaluator is governed by fancies in evaluating teaching. Hence, it is necessary to investigate the factors that affect the implementation of teachers' performance evaluation system, such as instruments, knowledge of the evaluator, teacher's behavior and students' achievement.

Under the investigation of this study, the following leading questions were raised to be answered.

- What are the main factors that affect teachers' performance evaluation system?
- Do evaluators use a checklist to evaluate teachers' activity appropriately?
- Is there any significance difference between students and administrators rating?

3. Purpose of the Study

The main objectives of this research were:

- To investigate factors that affect teachers'

performance evaluation system.

- To identify whether or not there is consistency between students and administrators rating across semesters.
- To give suggestion and recommendation to concerned bodies who may take part in reducing factors that affect teachers' performance evaluation system.

4. Limitation of the Study

It is sometimes difficult to get real information from the questionnaires and teachers' performance evaluation (TPE) scores because of some factors. These are:

Teachers' performance evaluation (TPE) score were not submitted to record office on time.

Some respondents were challenging to fill the questionnaires and giving real information to the problem because of lack of time and cooperativeness. However the researcher tried to get necessary information from the respondents by arranging convenient time for them.

5. Review of Related Literature

5.1 Definition of TPE

Teachers performance is defined as a systematic assessment of teachers' performance in relation to the defined professional roles, author ^[2] stated that teachers performance has been evaluated one way or another as long as there have been teachers to evaluate. It has been evaluated by the teachers, employers, the administrators, by evaluate himself/herself and by students.

5.2. Types of Evaluation

Author ^[4] Identify the following types of evaluation

- **Summative evaluation:** - is evaluation that is conducted at the end of an activity and is designed to assess terminal behaviors overall performance. It is used to make personnel discussions regarding such matters as contract renewal, tenure, merit pay, assignment to levels of ladder, and termination.
- **Norm-referenced evaluation:** - is

evaluation that compares the individual's performance with that of other employees or with the average of the large group.

- **Criterion-referenced evaluation:** - compares the employee's performance, not to any other person (s), but to an established standard and allows for the tracking of an employee's attainment of specific objectives.

5.3. Performance Evaluation Criteria

Evaluation criteria's are standards used to make judgments about the relative proficiency of teachers' performance in uniform and specific patterns. The most important purpose for evaluating teaching is to improve instruction. The major focus is improving rather than finding a fault. It is believed that clearly identified criteria used by thoroughly trained raters are the key to reliable assessment and it must be measurable.

Therefore teacher evaluations will meet with success only to the degree that criteria are based on reliable information about the essential attributes and behavior required in teaching. The most important characteristic for any successful evaluation method is validity. Successful evaluation method also must be reliable, effective and efficient [5].

Therefore, in developing accurate, standardized and comprehensive evaluation criteria, care should be taken and teachers, administrators, students and parents should be involved [6].

5.4. Purposes of TPE

The aim of evaluation is to identify the strengths and weaknesses of a certain institution with respect to its plans, and promote instruction improvement. This is treated in the objectives of teacher evaluation stated by [1] as follows:

- To provide better educational opportunity, salary increments, promotion and reward to effective teachers.
- To identify inefficient teachers and arrange in-service causes to help them minimize their weakness.

- To develop positive professional attitude.
- To identify teachers who can hold responsibility so that the right person could be assigned to the right place.
- To take measures on teachers who do not improve after taking in-service courses.
- To assure the attainment of the objectives of the educational process.

In education performance evaluation is considered as instrument to provide teachers with increase status towards improving their accountability and professional quality [4].

5.5. Effectiveness of Evaluators

Evaluators are persons or personnel, who directly or indirectly observe teachers' performance and made their judgment regarding its relative goodness or badness based up on certain identified criteria. According to [2] valid, reliable and helpful evaluation requires evaluators who recognize good teaching and who know how to improve poor teaching when they find it. Teachers might be distressed, dissatisfied or even burn out due to their performance evaluation results, which did not match with their real performance.

5.5.1. Administrative Ratings

Although administrative ratings are inexpensive to gather data and can be used to upraise many teacher in a short period of time, these ratings are often attached to subjectivity and prejudice [7] Principals for example, all too often incorporate a variety of irrelevant considerations in judging teachers, such as a teachers' behavior in staff meetings.

5.5.2. Students Ratings

Students are in the right position to observe teachers day to day activities in a regular basis so they have a full of information to evaluate their teachers' performance. However, as [11] found, students do have a conflict of interest; students who are receiving high grades may give the teacher high ratings, even if they see the teaching as poor, and students who are receiving low grades might rate the teachers' performance as poor, even if they

believe the teacher is doing a good job.

Similarly ^[7] revealed, Students probably know more about the individual teacher than experts who judge for a short period of time and can add to information gained through the use of rating scales. The use of such an approach to assessing teacher effectiveness has some obvious drawbacks, but if used properly, could add another dimension to the overall picture.

5.6 Role of Evaluation for Improvement

There is a general agreement among educators that the most important purpose for evaluating teaching is to improve instruction. However, this improvement may take several forms [6]. Supervisors can provide teachers with feedback regarding behavior: the physical environment and materials can be modified: Self-evaluation can be used to improve the skills of teachers: or information can be gathered by other teachers and discussed with the teachers. The routes to a particular destination vary according to the point of origin, and it should be one part of evaluation programs to establish these points. Through these weakness and strengths, a teacher can improve his work.

6. Design of the Study

6.1 Target Population and Sampling Techniques

The target populations of the study were students, teachers and administrators of Bahir Dar polytechnic college. Due to the fact that, in the college there were sixteen departments, to make the study more reliable the researcher used a purposive sampling technique to choose all students who were representatives of the students elected by the college and that they were participated as an evaluator. In addition, the study included all thirty five senior teachers and sixteen administrators or assigned heads in the college.

6.2 Data Gathering Instrument

In this study, questionnaires and teachers' personal files were the major data gathering instruments to collect information. The questionnaires were prepared in both Amharic and English for teachers,

students and administrators to get full information and/or give chances for respondents to express their feelings freely in either of the languages according to their choices.

The administered questionnaire has two parts. Part one consists of two items which were prepared to give rank for the factors and the agreement on using check list and Part two has open ended items. And the three semesters (2014 to 2015) evaluation performance scores of teachers rated by the students and administrators were gathered from teachers' personal files at from the record office.

6.3. Validity and Reliability of Data Collection Instrument

Before distributing the questionnaires to the target samples, the researcher carried out a pilot study using the questionnaire for teachers, administrators and students in Bahir Dar polytechnic college. The students questionnaire were distributed to eight students, teachers questionnaire were distributed to five teachers and administrators' questionnaires were distributed to two administrators. And the reliability of the items was tested by using cronbach alpha method. The results obtained from the respondents were 0.84, 0.82 and 0.79 for teachers, administrators and students respectively. These results are judged to have very good reliabilities so that the items of the questionnaires were accepted.

6.4. Data Gathering Procedure

The process of data gathering should be started after the identification and preparation of the questionnaire to teachers, students and administrators respectively. The questionnaires were administered to each sample population of the study; the students filled the questionnaires in face to face situation to control extraneous variables that might affect the response, but for administrators and teachers the researcher distributed the questionnaire by arranging time when they became free. And teachers' performance evaluation scores given by students and administrators were gathered from teachers' personal files.

6.5. Method of Data Analysis

Finally, the data which gathered through questionnaires were analyzed by using rank order and percentage method of data analysis. The analysis and interpretation of similar items were presented and tabulated in the same table and the open ended items were also summarized under the items that were related to them. The three semesters (2014 to 2015) teachers' performance evaluation scores of teachers rated by the students and administrators were collected from teachers' personal files and analyzed by using rank order, correlation coefficient and t test method. At the end depending on the result of analysis, necessary conclusions and recommendations were forwarded.

7. Analysis and Interpretation

7.1. Presentation and Analysis of the Data

This part of the study deals with analysis and interpretation of data obtained through questionnaires from sample population about factors that affect teachers' performance evaluation system in the college. All closed and open ended items analyzed under each table by using rank order method of analysis. The analysis and interpretation of similar items were presented and tabulated in the same table; the open ended items are also summarized under the items that are related to them. The three semester teachers' performance score given students and administrators were analyzed by using correlation coefficient and t test.

7.2. The Major Problems of TPE

To identify the major factors the researcher discussed by using rank order. The six ranks were (6th, 5th, 4th, 3rd, 2nd and 1st) and each of them carries values ranging from one to six respectively for the items mentioned as follow

Q1. Unclear objective of teachers' performance evaluation

Q2. Some instruments used to evaluate teachers' performance where not appropriate

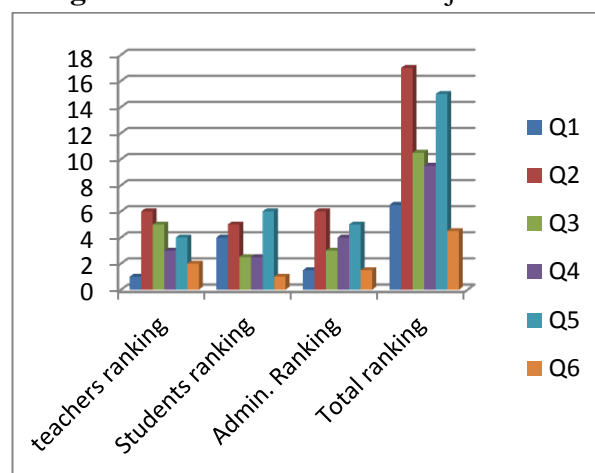
Q3. Insufficient Knowledge and experience of evaluators

Q4. Non parallel evaluation of teachers by students and administrators

Q5. Inappropriate use of checklists

Q6. Untruthful feedback

Figure 1: The rank order of major factors



In general, based on the interpreted data from rank order of all respondents, the researcher found that the followings were possibly the major factors which affected the TPE system

1. Some instruments used to evaluate teachers' performance where not appropriate
2. Inappropriate use of checklists
3. Insufficient Knowledge and experience of evaluators Non parallel evaluation of teachers by students and administrators are the major Factors that affect teachers' performance evaluation system. And from the open ended items, teachers mentioned that about their negative attitude towards teachers' performance evaluation and designing the system without the involvement of their representatives were also the major factors

7.3 Use of checklist

Table 1: Do you have the checklist to evaluate teachers' activity?

	Yes		No	
	In No	In %	In No	In %
Students	6	6.25%	90	93.75%
Admin	10	71.43%	4	28.57%
Total	100	100%	10	100%

From table 1; respondents respond towards the

appropriate use of checklist in teachers' performance evaluation were 93.75% and 28% of students and administrators had no checklist to evaluate teachers' activity, but to achieve the intended purpose of teachers' performance evaluation system every evaluator must have a checklist to evaluate teachers' activity.

From the open ended items teachers raise the following points about the appropriate use of checklist.

- "Generalizing teachers' performance on a specific task should be avoided"
- "Evaluating without sufficient check lists should be avoided"

Supporting this idea ^[9] there are different conceptions of ways in which information is obtained and judgment of worth are made, such as classroom observations ,students' performance, documented materials (checklists) about the teacher as the source of information.

Correlation of ranking

Table 2: The correlation of ranking

	X	Y	Z
Teachers(X)	1		
Students(Y)	0.38	1	
Administrators(Z)	0.81	0.69	1

As

indicated in Table 2, ($r_{xy} = 0.38$) which means teachers ranking had positive but low correlation with students ranking. On the other hand ($r_{xz} = 0.81$) teachers ranking for the problems of TPE system correlated positively and highly with administrators rating. Similarly based on the interpreted data ($r_{yz} = 0.69$) which indicates that Administrators ranking were highly and positively correlated to students ranking. Therefore it is possible to say that there is high and positive correlation among all groups.

The correlation between teachers ranking and students ranking towards factors that affect teachers' performance evaluation system were low. It might be because of,

- Teachers negative attitude towards their performance evaluation

- Students and administrators appraisal instrument were different

7.5 Administrators and Students Rating

The three semesters (2014 to 2015) evaluation performances scores of teachers rated by the students and administrators which were gathered from teachers personal files is discussed under the following table by using two sample t-test

Table 3: Administrators and Students Rating

Variable	Students N=104		Admin N=105		t- stat	P- valu e
	M	SD	M	SD		
Rating of TPE	94.4 6	5.0 3	57. 66	3.7 3	60. 12	<0.0 5
<i>df=207[codes were 1= students 2= administrators</i>						

As indicated Table 3.the result of t- test shown that there was significant mean score difference between students and administrators in rating of TPE. Students scored significantly higher mean score in ratings of TPE than administrators ($t=60.12$, $df=207$, $p<0.05$), $t_{cr}=1.96$ this result shows students confirm that teachers are good in their teaching performance than administrators rating. Similarly

Table 4: Significance of correlation coefficient of both ratings

Pearson Correlations, N=105		
	X	Y
Student(x)	1	
Administrator(y)	-.491**	1
<i>** Correlation is significant at the 0.01 level (2-tailed).</i>		

According to table 4, the correlation analysis indicates that, students rating correlated negatively and significantly with administrators rating. When we observe, teachers' performance evaluation score across the three semesters becomes negatively correlated, then the two evaluators rating did not go together. Supporting this idea ^[4] revealed that there

is a good correspondence between students rating and teachers self evaluation, but neither of these indicators are positively correlated with administrators ratings.

8 Conclusion And Recommendation

8.1. Conclusion

Based on the result of analyzed and interpreted data we have seen teachers and administrators had negative attitude towards the criteria of teachers' performance evaluation. The criteria didn't consider the level of training, characteristics of learners and materials being used. The criteria were not directly related to the classroom instruction and the standards were not achievable to motivate teachers. In the same way teachers had no confidence in principals' knowledge of how to use the evaluation instruments. And they assumed that administrators evaluated teachers' performance based on their relationships and external duties.

To evaluate teachers' performance, evaluators should have adequate skills, knowledge and experience about evaluation. However, this study indicates that evaluators were incompetent to evaluate teachers' performance because of lack of skills, knowledge, experiences and appropriate use of checklist. It is possible to conclude that evaluators were incapable of carrying out performance evaluation of teachers.

In general,

- The main factors that affect teachers' performance system in the college are
 - The instrument which used to evaluate teachers performance
 - Inappropriate use of checklists
 - Non parallel evaluation of teachers by students and administrators
 - Insufficient Knowledge and experience of evaluators are the major factors that affect teachers' performance evaluation system.
- Evaluators didn't use checklists as evidence in order to avoid biases and become confident to give suggestion and feedback.
- The evaluation of teachers' performance by students and administrators had

disagreement in their rating scores of teachers' performance, which means, if teachers' performance evaluation scored by students was high, then there would be high possibility of scoring low rating by administrators and vice versa. This shows that there was inappropriate use of evaluation criteria between them.

8.2. Recommendation

Depending on the conclusion, the following recommendations are forwarded.

Inadequate training, low skill, lack of knowledge and experience of evaluators can affect the process of evaluation. To alleviate these problems, the following measures should be taken:

- Training on the issue of evaluating teachers' performance is useful to be given for administrators, teachers and students.
- During evaluating teachers' performance, the inputs, processes and outputs should be treated simultaneously.

The evaluation criteria used to evaluate teachers performance need to be improved. It should be prepared in line with daily routines the duties and responsibilities of teachers in the college. In addition to this teachers or their representatives should participate for the improvement of evaluation criteria.

- Teachers' performance evaluation criteria should be different in qualification and departments that require the system .It also should differentiate effective teachers from the non effective ones. Proper feedbacks also should be given on the spot in order to improve in the future career.
- When teachers show motivation towards their job, the academic leaders should appreciate and give reward equivalent to their responsibility and creativity based on tangible and sounding performance evaluation results.

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