



# TEACHERS' APPRAISAL: A YARDSTICK OF QUALITY ENHANCEMENT IN TEACHING

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## Abstract

Improving the quality and equity of schooling depends to a large extent on the motivation and performance of individual teachers in the classroom. In turn effective appraisal and feedback for teachers is essential to increase the focus on teaching quality and teachers' professional learning. Teacher appraisal can also support the effective organization of schools by allowing teachers to progress in their career and take on new roles and responsibilities based on a solid evaluation of their performance. The objective of the present research paper was to have a comparative study of teacher appraisal among peers considering which is a tool for their professional development. The methodology applied was survey method with self-constructed tool. The tool was based on different dimensions. The tool was administered on 87 teacher educators belonging to Teacher Education Institutions (TEIs) affiliated to Ranchi University, Ranchi, Jharkhand. The data were analyzed by employing Mean, Standard Deviation, t-test. The study revealed that there is no significant difference between the teacher educators in their teaching performance on the basis of gender, qualification and types of management. The study also revealed that there is a significant relationship between the teacher educators in their teaching experience.

**Keywords:** Teacher Appraisal, Quality enhancement and Teaching

## INTRODUCTION

A teacher plays important roles to ensure the quality of education and develop the quality of human resources. Many researches and literatures show the important roles of teachers in educational process. According to Fullan (1991), the educational change heavily depends on teachers' thinking and action which is a complex process. Moreover, the teacher also plays a significant role as "a moral agent who transmits the values overtly and covertly" (Beyer, as cited in Marsh, 1996). Therefore, it is important to ensure the quality of teacher. Moreover, as a teacher educator who has responsibility to educate and shape pre-service

and in-service teachers, it is important to develop a deep understanding of teacher evaluation and its issues. We realize that teacher appraisal could help us and our students' teacher to be professional educators through the purposes and process of teacher appraisal itself. In other words, we can say that teacher appraisal is a continuous process centred on clear conversations, collaborations, observations, feedback, reflection and trust that provides evidence of growth as well as indicates areas of needed growth personally, professionally, and instructionally to ensure the highest quality learning for all and students.

Teacher appraisal is considered one important way to assess teachers' work as professionals. According to Montgomery and Hadfield (1989); Lacey (1996), teacher appraisal is a structured system for assessing and evaluating teachers' performance and work. This system involves the teacher at the center of the appraisal and others such as the head teacher, the superintendent, teacher colleagues, and students in assessing teacher performance. Teacher appraisal refers to the evaluation of teachers to make a judgment and provide feedback about their competencies and performance. It typically aims to support teachers' professional developmental and career advancement, and also serves to hold teacher accountable for their practice. The effective monitoring and appraisal of teacher is central to the continuous improvement of school. Effective teacher appraisal also provides a mechanism to recognize and reward high quality teaching and manage teacher career advancement. It monitors the individual teacher performance and ensures that all classrooms are in the hands of capable and motivated teachers.

Teachers need feedback on their performance to help them identify how to better shape and improve their teaching practice and with the support of effective school leadership, to develop schools as professional learning communities. Teacher appraisal also provides opportunities to recognize and reward effective teaching. Hence teacher appraisal is an important element in the drive to improve teaching learning and raise education outcome. Teacher appraisal is a thorough yet supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It helps to ensure that teachers are able to improve their professional practice and develop as teachers. Therefore, it is essential to adopt teacher appraisal system to have continuous improvement of teacher performance and bring quality of education in every classroom. Teachers need to ensure that highest quality learning of all students are in the hands of motivated teachers.

### **OBJECTIVES OF TEACHER APPRAISAL**

- i. To determine the effectiveness of employees on their present jobs so as to decide their benefits.
- ii. To identify the shortcomings of employees so as to overcome them through systematic guidance and training.
- iii. To find out their potential for promotion and advancement.

## IMPORTANCE OF TEACHER APPRAISAL

- i. It identifies areas for training if needed.
- ii. Informs planning (students, teacher, school).
- iii. Improves efficiency and performance.
- iv. Increase accountability.
- v. It provides continuous feedback to teacher
- vi. It gives reward for the performance.

## PURPOSES OF TEACHER APPRAISAL

- i. The continuous evaluation of a teacher helps in improving the quality of a teacher in the teaching performance.
- ii. The performance appraisal brings out the facilities available to a teacher, when the management is prepared to provide adequate facilities for effective performance.
- iii. It minimizes the communication gap between the administrator and teacher.
- iv. Promotion is given to a teacher on the basis of performance appraisal.
- v. The training needed of a teacher can be identified through performance appraisal.
- vi. Performance appraisal is used to transfer a person.
- vii. The grievances of a teacher are eliminated through performance appraisal.
- viii. The job satisfaction of a teacher increases.

## REVIEW OF LITERATURE

The review of literature gives a brief about various studies that are conducted in the field of teacher appraisal and quality of education all over the India and abroad. The studies focus on the basics of quality education in the schools and Higher Education Institutions. **Joshi. M. (2013)** the study revealed that Performance Appraisal is the means to provide information which is highly useful in making decisions regarding various aspects such as promotions and merit rating. It is helpful in preventing grievances because it is a definite aid to management in promoting fairness. It provides accurate information which plays a vital role in the organization as a whole and it is beneficial for the students' academic performance. **Toppo. L. & Prusty. T. (2012)** The study focused on performance appraisal and performance management which were one of the emerging issues since last decade. Many organizations have shifted from employee's performance appraisal system to employee's proactive performance management in order to boost the productivity and for the improvement of organisation performance. This paper was focused on study the evolution of employee's performance appraisal system and how the performance management system came to the practice. The main purpose of this paper was to differentiate these two systems, employee's performance appraisal and management system. The major findings of the study indicated that the respondents were satisfied with the implementation of the PMS. **David (2008)** studied the effect of performance appraisal on teacher development. His findings were that performance appraisal influences teacher development which brings about motivation among the teachers, it brings about the innovative methods of teaching and

curricular implementation. His study however showed that there is a positive influence of performance appraisal on teacher development. **Robert. G. (2003)** the study revealed that participatory performance appraisal is an essential component of a fair and ethical evaluation of an employee. When employees possess meaning of the role in the appraisal process then the employee acceptance and satisfaction with the appraisal process is strongly enhanced and they are ready to modify their teaching behaviour. **James, (1995)** in addition to effective appraisal it is to reflect on their performance, accomplishment and achievements. The investigator said that it is also a best indicator of effectiveness of a developmental appraisal which must lead to staff development. **Judith K. Kadenyi (2014)** designed a study on influence of teacher appraisal on improvement of students' academic performance in public secondary schools in Vihiga sub- country. The study revealed that majority of the respondents gave their consent that appraisal of teachers by HODs and subjects heads on planning and preparation before attending classes assisted in improving students' academic performance. The appraisal of classroom environment influenced improvement of students' academic performance with varying degree of magnitude. **Tuytens. M. & Devos. G. (2012)** Performance appraisal is used internationally to improve employee performance, also in the educational field. This study aims to contribute by expanding the knowledge about important context variables of performance appraisal in secondary education. In particular, the study aims to examine the role of both characteristics of the teacher performance appraisal system and the school leader for procedural justice and perceived feedback utility by teachers.

### **SIGNIFICANCE OF THE STUDY**

“Teacher Appraisal can be the key lever for increasing the focus on teaching quality” (OECD, 2013b, p.9) The present scenario of education needs transformation. There is a demand of quality education. The students need improvement in highest quality learning. They need to grow psychologically, intellectually, emotionally and spiritually. And it is only the teacher who help and inspire the students to grow in all these areas. Therefore, it is very much essential to have continuous teacher appraisal system in the institutions. So that teachers may be motivated to effective teaching and learning. The continuous feedback and appraisal system provide maximum pace to bring quality in education. Therefore, the investigator wants to explore more on Teacher Appraisal: A Yardstick in quality enhancement in teaching.

### **OBJECTIVES OF THE STUDY**

- i. To find the significant difference between the teachers' performance with respect to gender.
- ii. To find the significant difference between the teachers' performance with respect to qualification.
- iii. To find the significant difference between the teachers' performance with respect to types of management.
- iv. To find the significant difference between the teachers' performance with respect to teaching experiences.

## HYPOTHESIS

- i. There is no significant difference between male and female teacher educators in their performance appraisal.
- ii. There is no significant difference between M.Ed. PhD and M.ED. NET qualified teacher educators in their performance appraisal.
- iii. There is no significant difference between the teacher educators of Autonomous and Under University in their performance appraisal.
- iv. There is no significant difference between Less than 5 years and more than 5 years teaching experience in their performance appraisal.

## TOOL USED

Self- constructed and validated tool on Teacher Appraisal has been used for the data collection.

## METHODOLOGY

The purposive sampling survey method was adopted for the execution of present study.

## SAMPLE OF THE STUDY

The sample consisted of 87 teacher educators selected randomly for the study from Teacher Education Institutions affiliated to Ranchi University, Ranchi, Jharkhand.

## HYPOTHESIS-1

There is no significant difference between male and female teacher educators in their performance appraisal.

**TABLE - 1**  
**GENDER WISE TEACHERS' PERFORMANCE APPRAISAL**

Gender	N	Mean	Std.	t - value	Level of significance
Male	25	86.08	5.91	.564	NS
Female	62	86.76	5.14		

(At 5%, level of Significant the table value of it is 1.96)

It is inferred from the above table that the calculated t value is .564 which is less than the table value 1.96 at 5% level of significance. Hence, the hypothesis is accepted. Therefore, there is no significant difference between the mean score of male and female in their performance appraisal.

## HYPOTHESIS-2

There is no significant difference between M.Ed. PhD and M.ED. NET qualified teacher educators in their performance appraisal.

**TABLE - 2****QUALIFICATION WISE PERFORMANCE APPRAISAL**

Qualification	N	Mean	Std.	t - value	Level of Significance
M.Ed. & Ph. D.	14	87.64	4.87	0.838	NS
M.Ed. & NET	73	86.37	5.27		

(At 5%, level of Significant the table value of it is 1.96)

It is inferred from the above table that the calculated t value is 0.838 which is less than the table value 1.96 at 5% level of significance. Hence, the hypothesis is accepted. Therefore, there is no significant difference between the mean score of M.Ed. & Ph.D. and M.Ed. & NET qualified teachers in their performance appraisal.

**HYPOTHESIS-3**

There is no significant difference between the teacher educators of Autonomous and Under University in their performance appraisal.

**TABLE – 3****TYPE OF MANAGEMENT WISE TEACHERS' PERFORMANCE APPRAISAL**

Type of Management	N	Mean	Std.	t - value	Level of Significance
Autonomy	24	87.08	5.99	.542	NS
Under University	63	86.37	5.39		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that the calculated t value is .542 which is less than the table value 1.96 at 5% level of significance. Hence, the hypothesis is accepted. Therefore, there is no significant difference between the mean score of Autonomy and Under University teachers in their performance appraisal.

**HYPOTHESIS-4**

There is no significant difference between Less than 5 years and more than 5 years teaching experience in their performance appraisal.

**TABLE - 4****TEACHING EXPERIENCE WISE TEACHERS' PERFORMANCE APPRAISAL**

Teaching Experience	N	Mean	Std.	t - value	Level of Significance
<5years	62	86.76	5.14	1.99	S
>5years	25	86.05	5.91		

(At 5% level of Significance the table value of it is 1.96)

It is inferred from the above table that the calculated t value is 1.99 which is more than the table value 1.96 at 5% level of significance. Hence, the hypothesis is not accepted. Therefore, there is significant difference between the mean score of < 5 years and > 5 years of teaching experience of teacher educators in their performance appraisal.

## CONCLUSION

In the present study the researcher has observed that the teacher appraisal has positive impact on professional development since all the teachers are well versed in all the dimensions. The present study deals with the study of teachers belonging to teacher education institutions affiliated to Ranchi University. The study revealed that there is no significance difference between male and female teachers in their teaching performance, even though they belong to different institutions. This may be due to the facilities they are provided by the institutions. They may be having regular feedback mechanism to improve their teaching performance. It is in fact a motivational system to help the teacher for self- assessment and professional development which is most important purpose of appraisal. The study also reveals that there is significant difference between the mean score of < 5 years and > 5 years of teaching experience of teachers in their performance appraisal. This may be due to the teaching experiences the teacher educators may be having in their teaching performance. The teachers may be having good opportunity to deliberate their content or knowledge in different areas. Over all the findings of the study revealed that the teacher appraisal has the positive impact on teachers' quality and teaching learning process.

## SUGGESTIONS

1. Proper training to the teachers for the self and peer appraisal should be given so that it can be more objective, accurate to support the teacher's growth.
2. There should be provision for proper feedback into the teacher development whereas corrective and constructivist feedback can bring improvement in their teaching performance.
3. Clarity about the performance expectation from the teachers so that they can bring about the expected change in their teaching.
4. Proper implementation of teacher performance appraisal at all levels should be there so that every teacher has opportunity for the proper improvement in his/her teaching performance.

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