

# THE PERCEPTION OF TEACHERS ON THE ITEMS OF APPRAISING INSTRUMENT USED FOR ASSESSING TEACHERS' ANNUAL PERFORMANCE IN DELTA STATE SECONDARY SCHOOLS

*Rev. Canon Okeke Ben Chuks Ph. D. and Okolocha C.C. Ph. D.*

## **Abstract**

Teacher's performance appraisal commands much popularity among institutions of learning in Nigeria. The fact remains that teachers' performance appraisal could determine the success or failure in the life of the institution. For meaningful performance appraisal to be achieved, conscious efforts must be made to build into the scheme, all essential elements that ensure success. This paper tries to examine the concept and purposes of teachers' performance appraisal. Two research questions and one hypothesis were formulated for the study. 860 respondents constituted the sample of the study. Thirty item questionnaire was designed for the study. The instruments were validated by five experts in Educational Foundations of Delta State University Abraka (DELSU). Reliability test was conducted with reliability coefficient of 0.85, which is high enough. The instruments were analyzed as follows: mean for research questions, while t- test for hypothesis. Conclusions and recommendations were drawn from the findings.

## **Introduction**

In recent years, 'teachers' performance appraisal in Nigeria has moved away from being primarily control and maintenance based. Teachers' performance appraisal system has moved towards an approach more concerned with motivational and developmental issues.

The performance appraisal focus become one linking corporate strategic objectives with teachers' personal aspirations and developmental needs Thus developing and improving their performance and potentials. With the motivational aspiration of teachers, supervisors have realized that appraisal of teachers' performance is so sensitive that it could determine the success in the life of the institution when properly handled and boost the teachers' morale. However, when improperly handled, failure results. Teachers according to the Delta State Public Service Rule (2002) Delta State and Guideline for Appointment and Promotion (1994) are appraised from many angles ranging from their competence in their specific subject areas to their contribution towards the achievement of the goals of the institution.

Ivancevich and Glueck (1989) stated that supervising teachers he must motivate teachers to perform at the level that would enable them achieve pre-determined results. This task requires the cooperation and teamwork of both the supervisor and teachers. The supervisor decides with teachers what the objectives of their department would be and make them understand that their departmental objectives would be within the framework of the corporate objectives of the entire institution. This assists the teachers to settle down and work towards achieving the desired objectives.

To achieve target goal, supervisor, guides and counsels teachers from time to time. This enables them to know how far the teachers have struggled to achieve the target goals. The teachers on their own part would want to know' w hat and how the supervisors about their performances. This is where performance appraisal of teachers comes in. However, this approach needed supervisors to reappraise their role, their attitude, their style and the development skills they need in order to make a developmental culture work. It is most advisable for the institution to first invest in getting the attitude and culture right and developing supportive management skills before embarking on appraisal. Otherwise, failure may be inevitable since the exercise or scheme is a continuous activity carried out periodically. In view' of the .current performance review and development system, managers now reappraise their role, their attitude and their developmental skills in order to make the new developmental culture work well.

The current practice in appraising teachers is that appraisal is done on a yearly basis

(FRN, 2000 and NAU Guidelines for Appointment and Promotion, 1994). Studies have also shown that appraisal exercises are conducted either in the month of January, June or October every year

depending on the one applicable to the institution (Ivancerich and Glueck, 1989). Each year, the appraisal forms are printed and distributed to teachers for completion. The forms contain such information as name, department, age, date of last promotion, appraisal year and so on. Other information like teacher's competence on the job, contribution to the society, contribution to the work, dependability, reliability, cooperation and others are being rated by the supervisor. The forms are later sent to individual teachers for their comments on the supervisor's ratings and recommendations. Teachers will either accept or reject the recommendations made by the supervisor in a column provided in the form.

In Delta State the Board in charge of secondary education takes charge of the teachers' promotion exercise. The Commission or Board each year has a schedule of promotion interview- exercise or promotion examination for different categories of teachers at different times and at different centres. Successful teachers at the interview and examination are thereafter promoted subject (sometimes) to the availability of finances to take care of the emolument.

Teachers' performance appraisal procedure as a whole according to FRN (n.d) has become much more open with both the teacher and the supervisor being encouraged to develop mutually agreeable target, based on clearly communicated and understood corporate and functional objectives. The current system of appraisal encourages teachers to comment on the appraisal procedure and the supervisor's ratings. The new system encourages both parties to have confidence to put forward judgments on the performance outcomes.

Improper performance appraisal exercise often affect the productivity and commitment level of teachers and most cases, may result to job dissatisfaction, job attrition, lateness to work, poor relationship with other teachers and supervisor, and petition writing. It appears, the teachers are losing confidence in the exercise as a judicious means of assessing their worth especially in Nigeria where personal observation show's that management of State Education Boards receive series of petitions from the teachers after annual appraisal exercise. The problem of this study, therefore, is that teachers in Delta State Secondary Schools appears not satisfied with the procedures, item of appraising instrument used for assessment and outcome of their usual annual performance appraisal exercises that is carried on yearly bases.

The purpose of the study was to determine how suitable teachers in Secondary Schools in Delta State consider content of items of appraising instrument.

### **Research Questions**

The following research questions were formulated for the study:

1. How suitable do the teachers rate respective items in the appraisal instrument used in their appraisal exercise?
2. To what extent do the teachers rate components of relationship existing between them and their assessors?

### **Hypothesis**

There is no significant difference in the opinions of teachers in rural and urban secondary schools on the suitability of the respective items in the appraisal instrument used for performance appraisal exercise in Delta State.

### **Methodology**

The design used in this study was a survey design. The study was carried out in state government secondary schools in Delta State. Delta State was chosen for the study, because of high level of petitions from teachers, as well as warning of strike by National Union of Teachers in Delta State, Because of the way and manner items in the instrument in the appraisal exercise has affected majority of the teachers.

### **Population of the Study**

The population of the study was two thousand, six hundred and sixty subjects. These consist of 620 principals, and 2040 teachers in the state owned secondary and model schools

in Delta State. Sample for the study was 860 respondents, generated using stratified random sample technique. This was made up of 10 principals and supervisory principals and 750 teachers who are secondary schools

in Delta State. The respondents were holders of NCE, BSC, BA, B.Ed, M.Ed and Ph.D with varying years of cognate experience.

### Instrumentation

the instrument used for data collection for the study was a 30 item questionnaire, titled Teachers' Perception of Annual Performance Appraisal Exercise in Delta State Secondary Schools. (TPAPAE). It was made up of three sections. Section A provided information on demographic data, section B contained structured items on teachers' perception on the suitability of the respective items in the appraisal instrument, while section C contained items on the component level of relationship that exist between teachers and their supervisor. The questionnaire items are structured on a likert type rating scale with five responses, namely: Very suitable, suitable, undecided, somewhat suitable and not suitable for section B while C was in relationship i.e very high, high, undecided, low, and no relationship. The items were developed after extensive literature review of related literature.

The instrument was validated by five experts from Department of Education Delta State University Abraka. Test - retest of the instrument reliability gave a reliability coefficient (rs) of 0.85 which was high enough for the study. Reliability was carried out at sixty secondary schools teachers in Anambra State. The 860 copies of the instrument were distributed to the respondents by hand by the researchers and help of two research assistants.

### Analysis of Data

Analysis of data collected was done using simple percentages for section A, mean was used in analyzing data relating to the research questions, while t-test was used in analyzing the hypothesis at .05 level of significance.

### Findings

The findings of the study were presented in tables 1 - 3

**Table 1 Teachers Responses on Mean Rating of Respective Items in the Appraisal Instrument in Delta State Secondary Education**

No	Items in the Appraisal Instrument	Mean	Decisions
1.	Level of cognate experience	4.42	Suitable
2.	Accomplishment of responsibility	4.05	Suitable
3.	Quality of work output	3.92	Suitable
4.	General disposition to duties	4.38	Suitable
5.	Attitude to duties	4.32	Suitable
6.	Personal appearance	3.67	Suitable
7.	Commitment to school goal & objective	3.58	Suitable
8.	Relationship with colleagues	4.01	Suitable
9.	Relationship with parents	4.11	Suitable
10.	Contributions on emergency situations	3.57	Suitable
11.	Relationship with students	4.12	Suitable
12.	Merits on student high performance in exams	4.00	Suitable
13.	Support in counselor of student	4.13	Suitable
14.	Attitude towards student discipline punctuality at work	4.10	Suitable
15.	Selflessness to teaching	4.07	Suitable
16.	Knowledge of subject teaching	4.13	Suitable
17.	Ability to communicate perfectly with the student	4.18	Suitable
18.	Suitable lesson note regularly	3.71	Suitable
19.	Moral and prudent traits\evidence of regular	4.09	Suitable
20.	Attendance	4.12	Suitable
21.	Letter of warning	2.67	Undecided
22.	Adverse report and disciplinary cases	2.66	Undecided
23.	Percentage of pass in exams by the stud Membership with	2.84	Undecided
24.	State teachers Council.	2.71	Undecided

Table I shows that teachers in Secondary Schools in Delta State identified 21 appraisal items as being suitable for the appraisal of 'staff', while three (3) items could not be said to be suitable. Cognitive experience was rated highest with 4.42. While letter of warning was rated lowest with 2.66. The three items rated lowest were found to be undecided opinions. The adverse report and disciplinary cases (2.84); percentage of passes in students exams with (2.71); while evidence of workshops and seminars was rated 2.67 and letter of warning was rated 2.66. This therefore means that teachers of Delta State Secondary schools actually found items in the appraisal suitable with varying mean rating from 4.42 to 2.66.

**Table 2: Mean Rating of Elements of Relationship Between Immediate Supervisor and Teacher**

No	Elements of Relationship b/w Immediate Supervisor and Teachers	Mean	SD	Decision
25	Immediate supervisors persuade their subordinates to work as a team	4.37	.75	Accepted
26	Immediate supervisors are disposed often to solve job related problems of their subordinates.	4.11	.84	Accepted
27	Immediate supervisors dominates the appraisal meetings during raters-rates post appraisal exercise.	4.08	.88	Accepted
28	Immediate supervisors monitor closely the activities of their subordinates.	3.90	1.12	Accepted
29	There is no close rapport between immediate supervisors and subordinates	2.11	1.25	Rejected
30	Supervisor educates the subordinates on the essence of appraisal exercise.	2.23	1.18	Rejected

Information in table 2 shows that out of six items on elements of relationship existing between teachers and their supervisors four items had high mean ratings and were accepted by the respondents. While two items namely:

- 1) There is no close rapport between immediate supervisors and their subordinate and
- 2) Supervisors do not educate subordinates on the essence of appraisal exercise with mean rating of 2.11, 2.25 stand and deviation of 1.25 and 1.18 respectively, have low mean rating and were rejected by the respondents.

**Table 3: T-Test of Means of Opinions of Teachers in Urban and Teachers in Rural Schools in**

Variables	N	Mean	Level	df	t-cal	t-criti	Decision
Teachers in urban	420	3.31	.05	858	-2.01	1.23	Accepted
Teacher in rural	240	3.38					

Information contained in Table 3 shows that at 0.05 level of significance and degree of freedom of 858, the calculated t-value was -2.91, while the critical t-value was 1.73. Since the calculated t-value was less than the critical t-value, the null hypothesis was accepted. Thus shows that both rural and urban teachers in Delta State agreed that the method adopted for annual appraisal exercise was suitable.

### Findings of the Study

Some major findings of the study were identified below:

1. The teachers in secondary schools found level of cognitive experience, accomplishment of responsibilities and among other eighteen (18) items in the appraisal instrument suitable for assessing their performances.
2. Items that states: Percentage of pass in examinations by the students, Adverse report and disciplinary cases, letter of warning and evidence of regular seminar attendance were undecided in the appraisal instrument suitable for assessing their performance.
3. Items on close relationship and rapport with teachers and supervisor, supervisor educates the subordinates on the essence of appraisal exercise were rated low.
4. There was no significant difference in the opinions of teachers in urban and rural schools in Delta State regarding the suitability of the current methods used in

appraising the performance of the teachers.

### **Discussions**

The findings of the study show that both the urban the rural teachers serving in Delta State Secondary Schools were convinced that the present method in appraising were suitable.

This agrees with Henderson's (1979) view, which states that careful selection and definition of an appraisal method based on the consensus opinion of the appraisal is necessary. This will reflect objective measurement.

The findings of the study also showed that the items in the assessment are suitable but were undecided on:- evidence of regular attendance of workshops/ seminar, letter of warning, adverse report and discipline cases and percentage of passes by the students in examinations. Thus different in the opinion of teachers shows differences in personal objective. Those item rejected by the teachers show areas the supervisors or principals do not give fair hearing. These areas always bring about disagreement between teachers union and Government that eventually ends in strike action. This agrees with Pigors and Myer's (1977) view of accepting in absolute terms the opinion of stake holders with regard to items to be accommodated in the appraisals performance measurement. They disagree with the imposition of item elements in the future of appraisees.

### **Conclusion / Recommendations**

Teachers in Secondary Schools in Delta State found the items in the appraisal suitable for the appraisal exercise, but were undecided in only four out of 24. Therefore the authorities concerned especially State Education Commission should identify those items that are not popularly accepted for a revisit or they can discuss that with teachers. There is every need to create awareness about schools policy on promotions and appraisal, so that generality of people will know the method, expectations, meaning of items in the appraisal sheet. There will be need to encourage close rapport between teachers and supervisors.

There is also every need by the State Education Commission of Delta State to conduct training programmes for both the appraisees and appraisers in order to avoid unnecessary suspicion from either party during and after the appraisal exercise.

State Education Commission should have a defined policy and standard for appraisal which should be followed religiously. If interview (either written or oral) will be included in the appraisal, the appraisees and appraisers should be aware of the concepts and areas to cover.

There is need to demystify appraisal processes and exercises.

### **References**

Drucker, P. (1954). *Principles of Personnel Management*. Tokyo: McGraw-Hill Ltd.

federal Republic of Nigeria (2000). *Public Service Rules* (Rev. ed). Apapa, Lagos: Federal Government Press.

Federal Republic of Nigeria (2003). *Public Service Rules* (Rev. ed). Apapa, Lagos: Federal Government Press.

Federal Republic of Nigeria Office of Establishment and Management Services (n.d). *Civil Service Handbook*. Lagos: Federal Government Press.

Henderson, R.I. (1979). *Compensation: Management Rewarding Performance* (5<sup>th</sup> ed). Englewood Cliffs, NJ: Prentice Hill Inc.

Ivancevich, .I. M.: and Glueck, W.F. (1989). *Foundations of Personnel/Human Resources Management*. IJ.S.A: Irwin Inc.

135

**Rev. Canon Okeke Ben C/iuks Pit. D. and Okolocha C.C. Pit. D.**

Moorhead, G.; and Griffin, R.W. (1995). *Organizational Behaviour*: U.S.A: Houghton Mifflin Company.

Nnamdi Azikiwe University (1994). *Guideline for Appointment and Promotions*. Awka: NAU.

Pigors, P.; and Myers, C.A. (1977). *The Need for Performance Appraisal, Personnel*

*Administration: A Point of View and Method* (8<sup>th</sup> ed). New York: Me Graw-Hill Co.

Sibon, R.E. (1974). *Compensation: A Complete Revision of Wages and Salaries*. New York: AMACON Press.

Szilagyi, A. D.; and Wallace, M. .1. (180). *Organization Behaviour and Performance*. Glenview, Illinois: Scott Forman and Company Ltd.

Okolocha, C. C. (2004). *Administrative Staff Evaluation of Annual Performance Appraisal Exercise in Tertiary Institutions in Anamhra State*. An Unpublished Ph. Dissertation. Dept of Vocational Fdu. UN1Z1K Awka.