

Original Paper

Teacher Performance Appraisal in Educational System: Issues and Way Out

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Abstract

It is an indisputable fact that teacher plays an invaluable role in the educational system. Shreds of evidence suggest that teacher quality is the most important school variable influencing the achievement of learners. This paper examines the issues noticeable in teacher performance appraisal in the educational system. In particular, it examines the meaning of the act, the rationale for it in the educational system, and techniques for carrying it out, such as classroom observation, self-assessment, learning outcome measures, and use of the Annual Performance Evaluation Form, among others. The paper also examines the issues at stake which need attention, such as subjective assessment of teachers, non and low motivation of teachers, and non-use of the report of appraisal, just to mention a few. It recommends measures for improving the act, such as the use of the report of it by school administrators and government, provision of instructional and other needed materials for teachers, regular training and orientation of teachers, as well as the motivation of teachers in the educational system.

Keywords

teacher, performance, appraisal, performance appraisal, education, system, educational system, issue, way out

1. Introduction

The role of teachers in the educational system and the development of a nation, cannot be overemphasised. Apart from the learners, teachers are the largest and most crucial inputs of the educational system and those influencing to a great extent, the quality of the outputs (Fadipe, 2003). A teacher's mistake if not corrected early enough can be transferred to the learners which will pose a great danger to their future. Ogunsanya (2012) opined that teachers transform a learner from nothing to something, nobody to somebody, and from an empty clean state to a mature educated man, heavily loaded with knowledge,

skills, and attitudes that can make him fit into the human society. Teachers also help to disseminate knowledge to the learners, as well as help the learners to develop good skills, traits, and values. The report of the Baguada Seminar, held in 1980, cited in Okoroma (2006) also declares that:

Teachers are the main determinants of education. If they are apathetic, uncommitted, uninspired, unmotivated, immoral, and anti-social, the whole nation is doomed. If they are ignorant in their disciplines and impact wrong information, they are not only useless but dangerous. The kind of teachers trained and posted to schools may determine what the next generation will be.

It has been emphasised that teacher quality is the single and most important school variable influencing student achievement (Organisation for Economic Cooperation and Development (OECD, 2005). The quality of a teacher is a determinant of the quality of education which a child can receive in an educational system. When an unqualified teacher teaches a child, the problem will be poor learning outcomes. Given the fact that teachers play a key role in teaching and enhancing, student achievement, there is a need for them to be regularly appraised, monitored and supervised to ascertain their strengths and weaknesses so that appropriate remedial actions can be taken to correct the weaknesses and improve the strengths.

2. Teacher and Roles in Educational System

A teacher can be viewed from different perspectives. A school of thought views a teacher as an individual who consciously or deliberately shows others how to do things in a better way. Jesus Christ was at a time described as a great teacher by His disciples, due to the way He taught them in parables, which exposed them to how to behave and act in society. Parents/guardians who give moral training to their children/wards, from the time of birth to maturity age, thus qualify as teachers.

Another school of thought views a teacher as an individual who impacts ideas, knowledge, and skills into another individual, in an organised classroom setting, using chalk, chalkboard, and other relevant instructional materials. A teacher is thus anybody who stands in front of others (followers), to disseminate knowledge/information to them, which implies that he/she knows more than the followers/learners.

A teacher is also described as an individual having specialised training in the pedagogy of teaching, a certificate, and a license that qualifies him/her to impart knowledge. Only those with the minimum teaching qualification and the license to teach, thus qualify as teachers. From whichever perspective it is viewed, a teacher possesses knowledge and skills than the followers (learners) and is ready to share these with the followers anytime the need arises. It is thus believed that no individual can give out what he/she does not possess. Teachers possess an avalanche of knowledge and skills which he/she is ready to share through teaching.

According to Senge (2000), in Mugwe (2010), a teacher is an expert, capable of imparting knowledge that will help learners build, identify and acquire skills that will be used to face the challenges in life. Mbise (2008) sees a teacher as a person having the knowledge, skills, and special training in teaching, explaining, and educating. He/she is also a person capable of creating behavioural change, in terms of cognitive, psychomotor, and affective domains, as well as someone helping others to acquire knowledge,

competencies, or values. They are the major determinants of quality education, whether at the primary, secondary or tertiary level. No educational system can rise above the quality of the teachers.

It needs not be overemphasized that the issue of indiscipline of learners is an albatross in the educational system these days (Alidzulwi, 2000; Simwata, 2012). Teachers are formidable in the handling of disciplinary problems involving learners in schools. Apart from serving as agents of correction of learners, some as members of the Disciplinary Committee, help to investigate cases involving learners and recommend appropriate punishment for those found culpable.

Teachers are also helpful in the counselling and mentoring of learners. Counselling itself plays a great role in the modification of the lives of learners. Through it, learners and teachers are orientated on the need to show good behaviours while also helping learners to choose the right career which can go a long way to modify the learners' life. Teachers are also helpful in the mentoring of learners in schools. A mentor is an experienced and more skilful teacher who has agreed to supervise/monitor the less-experienced and skilful teacher, to be able to show remarkable improvement in teaching.

3. Performance Appraisal Concept, Process and Objectives

Performance appraisal is an amalgamation of the words: 'performance' and 'appraisal'. According to the Cambridge Advanced Learners Dictionary, performance is 'how well a person, machine, etc, does a piece of work or activity. The word 'appraisal' takes its root from 'appraise', which means to examine something and judge its qualities and needs. Performance appraisal is thus the process of identifying, measuring and developing an individual's performance, following an organisation's strategic goals (Aguinis, 2009). It is also a systematic and periodic process that assesses individual employee's job performance and productivity about certain pre-established criteria and organisational objectives (Mayer & Gavin, 2005); as well as the process of evaluating how well employees perform their jobs, compared to a set standard and communicating the information (Armstrong, 2009, cited in Frehun & Tufano, 2019). Performance appraisal involves the following steps:

Setting work standards: this is what an organisation wants each employee to achieve vis-a-vis the general objectives of the organisation.

Assessing employee's actual performance relative to the standards: the stage where the work or performance of an employee is compared to the standards already set.

Providing feedback to employees to motivate him or her to eliminate performance deficiencies: at this stage, an employee will be informed about the results, to let him/her know where the weakness lies and areas of strengths.

In any organization, performance appraisal is meant to achieve the following objectives:

- maintains records, to determine compensation packages, wage structure, salary issues, etc.
- identifies the strengths and weaknesses of employees, to place the right men on the right job.
- maintains and assesses the potential in a person, for further growth and development.
- provides feedback to employees, regarding their performance and related status.

- serves as a basis for influencing the working habits of employees; and
 - reviews and retains the promotional and other training programs.
- (<https://www.managementstudyguide.com/performance-appraisal.htm>)

4. Teachers' Performance Appraisal and Rationale for it in Educational System

Teacher performance appraisal is a process by which a teacher's performance is measured against the established targets (Dessler, 2003). Target, in this case, means what a teacher is determined to achieve at the end of his/her teaching. It is also a process of identifying, evaluating, and developing the performance of a teacher so that the objectives set by such a teacher can be effectively achieved; as well as a process implemented in educational institutions to assess and evaluate teacher's performance in fulfilling their responsibilities and achieving the desired outcomes (Ogueji & Igbo, 2017).

Teacher performance involves the ability to cause others to learn, including subject matter, knowledge, effective communication, well-organized materials, motivation, and friendly classroom control. A qualified teacher is trained to systematically present facts, skills, and techniques to learners, developing their intellectual and moral personality.

Teacher performance can also be viewed from the behaviourist view of learning, which involves managing stimulus and response. To foster meaningful learning, teachers must construct experiences that allow students to confront powerful ideas, create bridges between individual experiences and common curriculum goals, and understand their students' conceptions, cultures, interests, and learning modes.

A lot of issues are obvious in the educational system which necessitates the appraisal of teachers and will continue to undermine the achievement of the educational system if not addressed. Notable among these is the poor academic performance of learners. It is without any doubt that society expects much from teachers but such expectations, particularly in the area of good academic performance of learners, are disappointing (Rahamneh, 2012; Daramanu, 2004). It needs not be overemphasised that when learners perform poorly in an examination, teachers are the first to be blamed. Many parents/guardians and the government believe that a lot of teachers are not performing their duties conscientiously, hence the poor performances being recorded in examinations.

Another issue of concern is the need to improve the quality of education. A country desires to achieve qualitative education for the citizens and one way through which this can be achieved is by focusing on the teachers in the educational system, who are the major determinants of quality education. It is being said that no country's educational system can rise beyond the quality of the teachers, which implies that teachers dictate the quality of the educational system to a very large extent. Other things being equal, when the quality of a teacher is improved, there is every possibility that the teacher will provide quality education for the learners which will translate into good academic performance of such learners. There is a dire need for effective monitoring and improving the quality of teaching, enhancing teachers' professional development, and ultimately, the overall performance of the educational system, which performance appraisal can go a long way to help in achieving.

Also, it needs not to be overstressed that teachers are the implementers of the education curriculum in any nation. The majority of the teachers in some countries as of today, are products of curricula that are different in terms of content and structure, from the one in operation. There is a saying that it will be difficult for an individual to walk in a night when he/she is ignorant of when the night comes. According to Kyahurwa (2013), changes in the curriculum of education at all levels, require teachers to expand their knowledge and skills. It thus implies that teachers will find it difficult to adjust to a new curriculum they are forced to operate. It is thus imperative for teachers to be appraised so that their strengths and weaknesses can be ascertained while trying to operate the different curricula, to become better accustomed to them, be committed, as well equipped for effective teaching of the learners.

The issue of inadequacy of teachers in the educational system has also been a persistent and global challenge (Godfrey, 2013; UNESCO Institute for Statistics, 2016). As of today, the harvest is plenty in the educational system of countries in the world but unfortunately, the labourers are few. Statistics (UNESCO Institute for Statistics, 2016) specifically revealed that among the regions in the world, Sub-Saharan Africa is the neediest continent, requiring 8,988 teachers, followed by Eastern Asia (requiring 2,596 teachers). Oceania needs the least teachers among the regions (i.e. 62 teachers). In some cases, the challenge of inadequate teachers has resulted in the use of teachers to teach subjects they did not study in the tertiary institutions they attended. As of today, contract and part-time teachers abound in some schools, particularly in the rural and difficult areas. If such teachers are not appraised, to determine their weaknesses and strengths, there is every possibility of the weaknesses to reflect in their teaching pattern and ultimately, in the quality of the learners at the end.

Another noticeable issue is the low-quality teachers in vogue in the system (Holmqvist, 2019). Many teachers were produced through inappropriate training in tertiary institutions and benefited from faulty recruitment processes. There is thus a need for such teachers to be appraised, to ascertain their strengths and weaknesses, and prevent these from being transferred to the learners, as well as be able to consolidate their strengths, to improve the quality of education they provide for the learners. Everand & Morris (1992), cited in Nompumelelo (2015), supported this having stressed that the initial training received by teachers alone, cannot provide them with the knowledge and skills necessary for lifetime teaching. Teachers require an update of knowledge, to move with the changing world, as well as garner the latest knowledge and skills, to be able to perform optimally on the job. There is thus the need for supplemental training which can be achieved after a teacher might have been diagnosed through an appraisal mechanism.

Ochiewo (2016) stressed the need for teachers to maintain their level of work commitment, and sustain their energy and enthusiasm. It is disturbing that the non-commitment of some teachers is noticeable in the educational system these days (Kanu & Ursula, 2012; Daniel, 2015), which calls for serious attention. Many teachers are cheaters who earn a salary they don't work for. In a bid to garner additional money to supplement their monthly income, a lot of teachers, rather than being on their feet in classrooms, are

found outside schools, engaging in money-making activities. The quality of education being provided by such uncommitted teachers thus leaves much to be desired.

The need to set a standard for teachers, for effective service delivery, is very germane, to serve as reference points and help checkmate the activities of non-performing/non-effective teachers. Through appraisal, standards for teachers' performance can be determined for usage. Also, among the stakeholders in education, government is the main financier who provides the majority of the resources (human, materials, and financial) needed for the development of the educational system. Annually, a certain percentage of the budget of each country worldwide goes to the education sector. To whom much is given, however, much is expected. The government expects the teachers to be committed to their jobs. Through appraisal, the government can detect how the teachers are performing their roles, the results of which will serve as feedback for the government and enable it to ascertain areas that need intervention. It will also serve as an avenue to regulate teachers' activities.

Performance appraisal information can also be used to find whether a teacher requires additional training and development. Deficiencies in performance may be due to inadequate knowledge or skills. This can make the government recommend workshops, seminars, and conferences for such teachers.

A closer study of the situation in many tertiary institutions in the world, particularly in Africa, from where the present crop of teachers graduated, will reveal inadequacies, such as incessant strikes by staff, student unrest, cultism and attendant closure of institutions for a long period, admission fraud, brain drain, examination malpractice, delay in the commencement of lectures, which are threats to the provision of quality education (Eduwen & Osagie, 2016). There is thus the need for the present crop of teachers to be appraised regularly so that the viruses they carry from tertiary institutions they attend will not be transmitted to the classrooms and learners.

Besides, ordinarily, teachers are supposed to be given regular orientation and exposure to workshops, conferences, and seminars, because of the positive effects these can have on their productivity. Even though attempts are being made in countries, to achieve this feat, due to poverty, arising from the parlous state of the economy, not all the teachers have ample opportunities to be exposed to these before they retire from service. There is thus the need for teachers who do not have the opportunity to be appraised to determine their strengths and weaknesses, and to take measures to improve them on the job.

In addition, a lot of poor-performing and difficult teachers abound in schools. According to Yariv (2004), such teachers account for 5-10% of the teaching force and are problems to school administrators, while their negative behaviour is capable of distracting other learners from being serious with academics (Banfield, Richmond., & McCroskey, 2006). There is thus the need for them to be regularly appraised, to discover their weaknesses, and to ensure that they discharge their duties conscientiously.

Over the years, there have been criticisms of the practice of mass promotion of teachers, which has been encouraging poor service delivery. Researchers have even linked performance appraisal, efficiency and effectiveness of teachers (Abagi & Odipo, 1997), in Shazia & Muhammad (2018); Monyatsi et al., 2006). To improve the quality of teaching and the teachers therefore, there is a need for teachers to be appraised

so that the ineffective teachers can be dismissed or demoted. There is need to ascertain areas of teachers that need the intervention of government and school administrators, to improve a teacher for effective service delivery, is also imperative. Through appraisal mechanisms, these can be ascertained, which if attended to, can help the government to play its role in the development of the teaching process.

In addition, agitations for the proper motivation of teachers abound in literature (Abdulrahman, 2018; Kusereka, 2003; Nyakundi, 2012). It is believed that teachers' status needs to be improved upon in society, due to the roles they play in the educational system. There is a need to recognize and reward high-performing teachers, identify areas for improvement, and provide feedback for professional growth. Appraising teachers can thus serve as a motivation factor for professional development (Kelly et al., 2008; Bartlett, 2000). Through evaluation of the performance of employees, a person's effectiveness and efficiency can be determined if the targets are achieved. This very well motivates a person for a better job and helps him/her to improve performance in the future.

There is also a need to evaluate teacher's adherence to instructional standards, curriculum delivery, innovative teaching methodologies, classroom management and students' academic performance (Omidiora, 2014), which can be achieved through the appraisal of teachers.

5. Approaches to the Measurement of Teacher's Performance

Stiggin and Duke (1990) proposed three evaluation systems for measuring teacher's performance. The concept of teacher's performance can be measured in terms of the method of teaching, student assessment, lesson plan preparation, and classroom management, as well as the student's academic performance.

Method of Teaching: The method a teacher adopts to teach the learners is very important. Good teaching methods include building on existing knowledge, encouraging learning by doing, utilizing supervision of instructional materials effectively, creating a learning environment, stimulating appreciation and cognitive development, and varying teaching methods like lectures, discussions, demonstrations, problem-solving, field trips, team teaching, micro-teaching, CAI, and role-playing.

Students Assessment: Onacha (1997) identified the following three purposes for students' evaluation of teaching effectiveness; serves as diagnostic feedback to teaching. It is useful to improve teaching; as a measure of teaching effectiveness to be used in administrative decision-making; and as information for students to use in the selection of courses.

Lesson Plan Preparation: The primary purpose of the lesson plan is that it should serve as a guide to the teacher. The teacher cannot do his best in the class unless he has effectively prepared each lesson he is to teach. A lesson plan is what brings the teacher into direct contact with his students. Oyesola (2000) highlighted the following as important factors to be taken into consideration while planning a lesson:

- Age of the pupils/students
- Amount of time available for the lesson
- Time of the day whether morning or afternoon
- The nature of the subject matter practical or outdoor class

- Nature of students' assessment and how it will be conducted.
- Level of understanding/sophistication of students and their differences.
- Necessary materials that will be used in the lesson are to be identified and made ready for the actual presentation (the order in which the materials must be identified). A well prepared teaching materials not used at the appropriate time in the lesson is meaningless.

Oyesola also identified the following three components of lesson format as preliminary information, the body of the lesson and conclusion /recapitulation/assignment. A well planned and well-executed lesson involves and provides for individual differences and is one of the best solutions to disciplinary problems (Okorie, 2000).

Classroom Management: Classroom management is a teacher-driven process that aims to create a safe environment for learners to achieve Supervision of instructional objectives. It gained popularity in the 1970s and 1980s, focusing on behaviour control and conformity to school rules. However, authoritarian or punitive approaches may hinder student growth and the acquisition of more advanced learning modes.

6. Techniques for Teacher's Performance Appraisal in Educational System

Different techniques can be used to appraise a teacher but all are aiming at achieving the same objective, i.e. assessing a teacher, knowing his/her weaknesses for correctional purposes, and showing improved performance in future. Common techniques for teacher's performance appraisal include:

Classroom Observation: a widely used technique. In this case, the Head of the Department of a teacher, Vice-Principal Academic or Assistant Head of School, or trained observers observe teachers while teaching in the classroom, to assess their instructional strategies, classroom management, classroom practices, the teaching-learning process, teacher's personality, student-teacher interaction, lesson note and lesson presentations, and overall effectiveness, strengths and weaknesses. The observation can be carried out using structured protocols, such as Framework for Teaching (Danielson, 2011), which provides a framework for evaluating different aspects of teaching. The technique creates an opportunity for a teacher to be seen in his/her true colour. There is no hiding of any form of strength or weakness as this will be clearer to the observer. The problem with the use of this technique is the fact that teachers when noticed that they are being observed in the classroom, tend to display pseudo rather than real performance, to impress the appraiser.

Self-Assessment: involves teachers reflecting on their teaching practices and evaluating their performance against pre-defined criteria or standards (Stronge, 2018). This technique entails the assessment of a teacher by himself/herself. The adoption of this technique is premised on the assumption that the teacher will be honest or objective while appraising himself/herself. The technique encourages teachers to take ownership of their professional growth and identify areas for improvement and can be useful for promoting self-reflection and self-directed professional development. How a teacher can be so honest with himself or herself in this case, is a matter of conscience.

Learners Evaluation/Rating: learners are formidable inputs in the educational system. They have roles to play in ensuring that schools achieve the desired objectives. Apart from the fact that they are those who need knowledge from the teachers, they can be helpful during the appraisal of teachers. This technique involves obtaining feedback from learners about their teachers' effectiveness (Stronge, 2018). Specifically, it involves allowing learners to appraise their teachers, to indicate those who are good and those who are bad in teaching, as well as identify their strengths and weaknesses. It can be achieved through the use of a survey or questionnaire that asks the learners to rate aspects of their teachers' performance, such as clarity of instruction, supportiveness, and engagement. The technique also provides a valuable student's perspective on teaching effectiveness and can offer insights into areas for improvement. The only inherent fear in the adoption of this technique is the fear by the learners, that is, if a teacher discovers that certain learners rated him/her low, such teacher may fail them in his/her subject or punish them unjustly. There is also the possibility of some learners favouring their favourite teachers when the technique is used.

Peer Assessment: peers are colleagues-teachers who can either be within the same school or outside a school. It is believed that peers can carry out an objective assessment. The technique involves allowing a teacher within or outside a school to appraise another teacher and at the end, show the results to such a teacher, to know his/her strengths and weaknesses. This can either be in the form of an observation of a teacher in the classroom while teaching or a review of the written documents used by a teacher. Where observation is preferred, a rating scale that covers aspects of teaching that peers are better qualified to evaluate should be provided. Such scale items should address the instructor's knowledge, mode of delivery, teaching method, learning activities, and the like (Berk, Naumann, & Appling, 2004). There is a tendency for teachers to collude and rate themselves high if this approach is used.

Use of Videos: it involves recording the procedures of teaching by a teacher, using tape, CD or DVD and playing such video after the teaching so that the teacher can have a clearer picture of how he/she teaches, weaknesses and strengths in the teaching, to form bases for improvement in subsequent teaching. A teacher however has to be natural, i.e. be himself/herself while teaching for recording purposes.

Learners Interview: learners are the major inputs that must be processed in the educational system to become finished products (i.e. graduates). They could also be a formidable instrument for appraising teachers. It involves asking questions from a learner, to ascertain the strengths and weaknesses in the teaching of a teacher, to facilitate improvement, which can be used during promotion decisions (Ory & Braskamp, 1981), in Ronald (2005) as well as taking steps to correct the weaknesses pointed out by learners against the teachers. One way this can be achieved is through group interviews which according to Braskamp & Ory (1994) is evidence that teaching is more accurate, trustworthy, useful, comprehensive, and believable than student ratings and written comments, although the information collected from three sources is highly congruent.

Measuring Learning Outcome: a teacher's level of competence and effectiveness can be ascertained using his/her students' performance and what they learned in the course of teaching (Harris, 2013). Such

performance could be through tests, projects, reports, and other indicators. Teaching effectiveness can be assessed through student productivity; that is, outcomes.

Professional Learning and Practice: A teacher can be assessed based on the level of exposure to opportunities that can improve his/her knowledge and skills on the job. This is based on the belief that such opportunities enhance teachers' knowledge and skills, leading to improved teaching which raises student achievement. It thus involves using the exposure of a teacher to seminars, workshops, and conferences, to ascertain the worth of a teacher. Unfortunately, the challenge inherent in this technique is in the evaluation of student's achievement as a direct consequence of professional learning. Studies, by Timperley et al. (2007), confirmed that professional learning can lead to significant improvement in student achievement when:

- Learning focused on student outcomes and demonstrated a link between learning and its impact on student achievement.
 - worthwhile content was introduced that involves challenging and purposeful discourse.
 - learning involves the integration of knowledge and skills.
 - What students needed to know and do was used to identify what teachers needed to know and do
- approaches were responsive to learning processes. Engaging teachers in the process and challenging their existing ideas and assumptions was important in developing congruence between new information and practice.
- opportunities were provided for teachers to process new learning and work on their skills together.
 - external expertise was sought and often necessary to challenge existing assumptions.
 - leaders developed expectations and promoted professional learning opportunities.

Apart from these, appraisal of teachers can be achieved through administrators' ratings and use of the Annual Performance Evaluation Form.

Use of Annual Performance Evaluation Form: This is a specially designed form, containing questions, and statements, all geared towards ascertaining the quality of a teacher, the results of which can be used for promotion purposes or reward of outstanding performance. Such form is usually given to the supervisor of a teacher or his/her Head of Department, on the basis that he/she has an avalanche of information about such teacher and being a superior teacher who is highly experienced in teaching, can appraise such teacher and give reliable and valid assessment/appraisal.

Administrator ratings: administrators are those in charge of the management of an organisation. In a school, they are the Principal/Headteacher, Vice-Principal/Assistant Headteacher and Heads of Departments. The head of the school or any of the administrators can evaluate his/her teachers, using certain standards, such as teaching effectiveness, and rate the teachers based on the overall quality of performance in each aspect of the standards set. Where an administrator is biased against a teacher or group of teachers, the results of such an appraisal may not be favourable as it may be influenced by emotional judgment against such teacher (s).

7. Teacher's Performance Appraisal in Educational System: Issues at Stake

Despite the importance of teacher performance appraisal, there are issues at stake which are undermining its effectiveness. Studies have reported the challenges in the act (Frehun & Tafano, 2019; Cherenet, 2019). It is an act teachers are being forced to do rather than being willing to do. Mondy and Noe (2008), in Owuonda, Odera., and Rodah (2020) attributed it as a negative, frustrating activity since the appraisal data can be used as a basis to lay them off or demote them. Such attitudes and perceptions are likely to bring about feelings of displeasure, fear and a sense of unfair practices. When an employee feels that their job is insecure, they tend to develop negative attitudes and perceptions towards the individuals implementing appraisal (Tornero & Taut, 2010). Monyatsi et al., (2006) even contended that teacher's appraisal is oppressive, and punitive and causes negative feelings among teachers. A lot of teachers dislike appraisal for fear that it will expose their shortcomings and will thus do everything possible to frustrate it.

Also, it is one thing for a teacher to be appraised while it is another for the report of such appraisal to see the light of the day. We are today in a world of corruption. Many teachers now prefer to offer cash and kind gratifications to supervisors, inspectors and appraisers, to ensure that they pass appraisal at all costs and by whatever means. Results of appraisal are often jettisoned due to the belief in 'godfatherism' syndrome by those who failed it, who will do everything possible to ensure that they are favoured notwithstanding the poor results. A report indicates that in a particular state of a country in Africa, the Governor carried out a test for teachers in his state because of the observed fallouts and even complaints from people over the poor performance of most teachers. What followed was a drama where almost all the teachers rejected the drive to use the results to lay them off from teaching.

A lukewarm attitude of teachers to the idea of performance appraisal is also noticeable. Abu-Doleh and Weir (2007) asserted that not everyone is in favour of the appraisal system. The feeling of job insecurity makes many teachers detest it (Saunders, 2000). Teachers view the act to be designed to punish and ridicule them in the eyes of the public, as well as cast aspersion on them as less-intelligent people in society. Teachers who are thus not sure of themselves do wish to evade appraisal so as not to expose their follies. Those teachers will therefore not hesitate to do everything possible to frustrate any attempt to organise an appraisal system for them. It is also worrisome that teachers have often shown a lack of interest in performance appraisal through their trade unions. As reported by Josh (2013), labour unions often argue that seniority rather than an assessment of an employee's merit should be used as the basis of promotion.

The lack of rewards for better-performing teachers after appraisal is also noticeable in the educational system which has formed a basis for its condemnation. Teachers often feel neglected when the idea of appraisal is raised (Saunders, 2000). Ordinarily, the principle of motivation pre-supposes that when an individual is motivated, there is bound to be improved performance in the future. It has been noticed that after performance appraisal, teachers who excel are not given due recognition by government and school authorities.

Experience as it is often said, is the best teacher. It is an issue that cannot be bought with money but acquired over time. The inadequate experience of many among those carrying out teachers' appraisals is noticeable. Ordinarily, those in charge of appraisal are supposed to be knowledgeable in the field of education and test techniques, but the reverse has always been the case. In most cases, inexperienced people, misnamed experts, are given the mandate to appraise teachers, to the extent of finding it difficult to interpret the results of an appraisal and thus makes the results unreliable.

The use of the Annual Performance Appraisal Instrument in some cases, comes into focus. This form has questions for rating teachers for promotion purposes. Apart from the fact that those questions are faulty in the assessment of variables of interest in teachers, such an instrument gives a false impression about a teacher, in most cases, the teacher hardly fails in the rating in such form, in other words, every teacher who submits such form for assessment, are usually rated higher by the superior officer.

Subjective assessment of teachers is often associated with the act of teacher appraisal, Appraisals have often been tagged to be partial and promoters of favouritism and inconsistency in the educational system. According to Stronge (2018), when appraisal criteria are not clearly defined and objective, it can lead to inconsistent evaluations and biased judgments. There are reports that when a teacher fails to score a subordinate teacher very high, such a teacher is bound to receive condemnation. It thus implies that there is subjective appraisal where APER FORM is used to appraise teachers. It has also been noticed that teachers usually will give such forms to their favourites, in expectation of higher ratings, even with little cash gratification in return, thus making the results indicated in such forms unreliable. The threat often comes in the way of those who rate teachers low during the appraisal process

Technical problems of principals for implementation have been noticeable, and so has the inadequate guidance and support from the higher officials. There is also the issue of inadequacy and inappropriateness of appraisal criteria in schools. Most of the appraisal instruments are not designed by experts in the educational system.

8. Conclusion and Way Out

A teacher is regarded as the facilitator of learning. The effectiveness of a teacher however depends greatly on the quality of such a teacher. Appraisal of a teacher is very germane, being one of the ways to improve the effectiveness of a teacher. In this paper, the techniques for teacher performance appraisal, such as student ratings, peer ratings, self-evaluation, professional learning and practice, learning outcome measures, administrator ratings, and student interviews, were examined. Schools' administrators are advised to keep on their toes and double their efforts, to achieve the effectiveness of their teachers. There is no doubt that if the techniques are imbibed by school administrators, the effectiveness of teachers will improve while the status of teaching will also improve considerably.

A lot of measures are recommended to ensure that teachers' performance appraisal runs smoothly in schools. Government, school administrators, and teachers have roles to play to achieve this feat and ensure that the standard of teaching is uplifted to an enviable height. Specifically:

- The government needs to ensure that teachers' performance instruments are standardised, to guarantee their reliability and validity. There is also the need for government to organise workshops and seminars, and conferences for stakeholders in teachers' performance appraisal regularly, such as the principals, vice-principals, heads of departments, and the teachers, to acquire adequate knowledge and skills and be acquainted with the purposes, criteria, process, and procedures of the teacher's performance appraisal process, as well as the methods of observing teachers, gathering data, and other relevant issues of the appraisal scheme, to minimize the errors noticeable during the act and enhance the confidence of teachers to the value and to accept the performance appraisal system results in good faith.
- Emphasis should also be given to the assignment of principals to schools, based on their strengths. It would be wise if graduates of educational leadership or those who have at least skill and knowledge of teachers' performance appraisal system or human resource managerial skills are assigned to run the government schools.
- Teacher performance appraisal must be carried out regularly, to give room for performance defaults to be avoided on time and for teachers' performance to be improved through counseling and mentoring. The officials of education must follow up on the practice every time.
- Stakeholders should always identify individual teachers' strengths and weaknesses and give rewards to those who perform better, otherwise, it may negatively affect the work morals of teachers which can result in negative perceptions of the appraisal system implemented in the schools.
- It has been noticed that the teacher performance tools being used in schools are inappropriate to appraise the performance of teachers in schools. Teachers and principals should always be involved in designing, reviewing, and improving Teacher Performance Appraisal criteria. Teachers' performance appraisal should not be targeted at punishing teachers or making them lose their jobs but rather, should aim at reforming teachers who display weakness(es), for effective service delivery. This is based on the belief that such opportunities enhance teachers' knowledge and skills, leading to improved teaching and improved teaching raises student achievement. to improve in the discharge of their duties and sustain the spirit of good performance by those found to have performed excellently. Performance appraisal should also be targeted at rewarding teachers who attain their set goals.
- There is a need for incorporation of teachers' and other stakeholders' views, to improve the tools for appraisal. All the appraisers should be adequately trained on the use of the tools to ensure that they are not used as a formality or to settle differences.

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