

**THE CORRELATION BETWEEN EVALUATORS' RATINGS TOWARDS
TEACHERS' APPRAISAL**

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ABSTRACT: The main purpose of this study was to investigate the correlation between different evaluators' ratings towards teachers' appraisal: a case study in Ethiopian Institute of Textile and Fashion Technology under Bahir Dar University. The samples were one hundred twenty teachers chosen by using a purposive sampling method. 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' performance evaluation scores between students and directors rating, peer teachers' and directors rating & peer teachers' and students were 0.240, 0.457*, 0.297 respectively which means all the three evaluators rating is positively but weakly correlated except peer teachers & directors rating which is correlated positively and moderately. Based on the findings, it is suggested that the training should be given to evaluators to improve the evaluation skill. The evaluation criteria used to evaluate teachers' Appraisal need to be prepared based on teachers qualification and field areas.

KEYWORDS: attitude; Appraisal; responsibility

INTRODUCTION

To bring educational progress, teachers Appraisal is now being considered as a very important thing. In most cases teachers involved in teaching are evaluated unrelatedly of their knowledge, experience or working performance. Evaluation of teachers' performance is used to assess and improves his/her performance and effectiveness. The primary goal of evaluating teachers is to boost and encourage instructional advance. According to [1] the objectives of teacher evaluation are to identify inefficient teachers for arranging in-service courses, to identify teachers who can hold responsibility so that the right person could be assigned to the right place. To do this [2] stated that 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 dissatisfied due to their performance evaluation results, which do not match with actual performance. Appropriate appraisal should be based on a cooperative goal setting and that the evaluator and the teacher identify specific instructional improvement to work together. Teacher appraisal should also be situational, exact and built on trust between the teacher and evaluators.

STATEMENT OF THE PROBLEM

The purpose of this study is to improve the quality of instruction received by students. To evaluate teachers' performance, the main task is gaining evidence regarding classroom behavior, out of classroom behavior and students' performance. The performance evaluation of teachers in the institute is mainly the duty of assigned Research and innovation Center (RiC) Directors, Colleagues and students. But as the researcher could realize there was subjectivity when they evaluate teachers. The author [3] stresses that an effective evaluation program needs a trained evaluator. From the above facts, the essential issue is lack of reliable set of standards for judging teachers performance. In the absence of clearly defined teaching traits the evaluator is governed by desires in evaluating teaching. Hence, it is necessary to investigate the correlation between different evaluators rating towards teachers' Appraisal.

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

- Is there any significance difference between different evaluators rating towards academic rank?
- Are the evaluators rating correlated or not?

PURPOSE OF THE STUDY

The main objectives of this research were:

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

REVIEW OF RELATED LITERATURE

Definition of Teachers' Appraisal

Teachers performance is defined as a systematic assessment of teachers' performance in relation to the defined professional roles as ^[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.

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 ^[6].

Therefore, in developing accurate, standardized and comprehensive evaluation criteria, care should be taken and teachers, administrators, students and parents should be involved ^[7].

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.

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 ^[8] Principals for example, all too often incorporate a variety of irrelevant considerations in judging teachers, such as a teachers' behavior in staff meetings.

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 ^[9] 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.

Role of Evaluation for Improvement

There is a general agreement among educators that the most important purpose for evaluating teaching is to improve instruction. According to ^[7] Supervisors can provide teachers with feedback regarding behavior: the physical environment and materials can be modified: Self-evaluation can be used improve the diagnostic 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.

DESIGN OF THE STUDY

Sampling Techniques and Data Gathering Instrument

The target populations of the study were students, teachers and RiC directors of EiTEx, Bahir Dar University. In the institute five directors, the entire student and one hundred teachers were participating on study. And teachers' personal files from educational quality assurance office were the major data gathering instruments to collect information.

Method of Data Analysis

Finally, the collected data from teachers' personal files were analyzed by using t-test, correlation coefficient and ANOVA. At the end depending on the result of analysis, necessary conclusions and recommendations were forwarded.

ANALYSIS AND INTERPRETATION

Presentation and Analysis of the Data

This part of the study deals with analysis and interpretation of data obtained from office of educational quality assurance were analyzed by using correlation coefficient and t test and ANOVAs.

Evaluators Rating

The two semesters of 2015 evaluation performances scores of teachers rated by the three evaluators were gathered from educational quality assurance office is discussed under the following table by using two sample t- test

	N	Min.	Max.	Mean	SD
Peer rating	100	66.67	100	88.87	7.70
Directors' rating	5	74.29	97.14	90.83	4.81
Students rating	2000	46.00	100	80.2	11.68

From table 1: Mean 88.87, 90.83, 80.2 & standard deviation 7.70, 4.81, 11.68 for peer, directors and students rating respectively. The result showed that teachers' performance evaluation result by students has the most discrimination power to identify the most effective teachers, whereas the directors have the least. Which is Similar to ^[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.

	1	2	3
Peer rating(1)	1	0.457*	0.297
Directors' rating(2)	0.457*	1	0.240
Students rating(3)	0.297*	0.240	1

From table 2: the result showed that teachers performance evaluation scores between students and directors rating, peer teachers' and directors rating & peer teachers' and students were 0.240, 0.457*, 0.297 respectively which means all the three evaluators rating is positively but weakly correlated except peer teachers & directors rating which is correlated positively and moderately which is not similar to [4]

Rank		Students rating	RiC rating	peer rating
Professor	Mean	70.3640	89.714	90.11
	N	5	5	5
	Std. Devi	17.69180	2.1189	3.093
Assistant professor	Mean	92.8400	94.286	90.00
	N	2	2	2
	Std. Devi	3.05470	2.0203	4.714
Lecturer	Mean	79.7035	91.534	89.65
	N	47	49	49
	Std. Devi	12.13776	5.1322	6.654
Assistant Lecturer	Mean	81.0203	89.045	86.99
	N	43	44	44
	Std. Devi	9.66736	4.4012	7.288

As indicated Table 3.the result of t- test shown that there is a significant mean score difference between their academic rank of assistant professors only in students rating (70.3,92.84,79.7 and 81.02) respectively, on the other hand from the other evaluators rating there is no significant difference on the mean score of teachers with different academic ranks. This result shows students confirm that assistant professors are good in their teaching performance than the others.

peer rating					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	171.589	3	42.897	.907	.463
Within Groups	4493.664	95	47.302		
Total	4665.253	99			

From the ANOVA test on table 4, $t=0.463 > 0.05$ which means there is no significant difference between the rank of teachers. A Professor should be an internationally recognized leader in research, teaching and an advisor to students. However, the results of professors' performance evaluation were almost similar to that of the Lecturers' performance evaluation result.

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	SD	Std. Error Mean	95% CI				
				Lower	Upper			
peer rating - RiC rating	-2.0162	6.1515	.6151	-3.2368	-.7957	-3.278	99	.001
peer rating - Students rating	8.55043	11.562	1.1740	6.2200	10.8808	7.283	96	.001
RiC rating - Students rating	10.7186	11.246	1.14191	8.4520	12.98533	9.387	96	.001

According to table 5, the correlation analysis indicates that, students rating correlated negatively and significantly with RiC rating. When we observe, teachers' performance evaluation score across the three semesters becomes negatively correlated, then the evaluators rating did not go together. Supporting this idea [5] 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.

CONCLUSION

Based on the result of analyzed and interpreted data evaluators are governed by their needs, relationships and external duties to evaluate teaching. The evaluation of teachers' performance by students, directors' peers had some disagreement in their rating scores of teachers' performance, which means, if teachers performance evaluation scored by students was high, then there will be a possibility of scoring low rating by the director's rating. In general, Teachers' performance evaluation criteria should be dissimilar in qualification, academic rank. Similarly independent but highly related criteria's should be established for directors, peer teachers and students

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