

**EFFECTIVENESS OF TEACHERS' PERFORMANCE APPRAISAL IN  
ADO-EKITI LOCAL GOVERNMENT AREA SECONDARY  
SCHOOLS OF EKITI STATE**

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**Abstract**

*This study ascertained effectiveness of teachers' performance appraisal in Ado-Ekiti local government area secondary schools of Ekiti state. Descriptive survey research design was used. The study answered a research question raised in the study. Teachers' Performance Appraisal Questionnaire (TPAQ) containing 15 items was developed and used for data collection. The questionnaire was validated by three experts, and its reliability coefficient was established at 0.76 using Cronbach Alpha Coefficient. The TPAQ was used for collecting data from 143 secondary school teachers purposively sampled in Ado-Ekiti Local Government Area of Ekiti State. The data collected were analyzed using descriptive statistics of mean and standard deviation to answer the research question raised in the study. The study ascertained the effectiveness of teachers' performance appraisal in Ekiti State Secondary Schools. The study found out that performance appraisal improves teachers' performance in great deal. The study recommended that performance appraisal in Ekiti State secondary schools must be carried out.*

**Keywords:** *Appraisal, Performance Appraisal, Secondary School, Teacher*

**Introduction**

Teacher appraisal is a formal performance review, conducted by a school level supervisor to judge individual teacher performance (Looney, 2011). The purpose of teacher appraisal according to Adams, Aguilar, Berg, Cismowski, Cody, David, Cohen, Dean, Formigli, Fung, Lee, Marshall, Skorko, and Silver (2015) is to improve teaching and promote learning. Teacher performance appraisal according to Chukwubikem (2013) refers to the process of arriving at judgment

about an individual teacher's performance against the background of his work environment and his future potential for the school system. This is because the results obtained from such appraisal may be used formatively to identify specific needs for professional development or summative for decisions related to promotion, rewards or sanctions. The ultimate aim of performance appraisal is to improve the institutional capabilities of the teacher, which in turn will culminate in the improvement of learning and the performance of the institution. Performance evaluation can serve as effective tools for improving employee performance and productivity as well as determining employee developmental needs. If implemented properly, regular performance reviews can raise individual self-esteem and deepen the relationship between supervisor and subordinate. North (2010) also indicated that the aim of performance appraisal is to identify the performance gap (if any). This gap is the shortfall that occurs when performance does not meet the standard set by the organization as acceptable. Appraisal is viewed as an appropriate way to lead to an improved relationship between remuneration, responsibility and performance (Aksal in Muhia, 2015). Performance Appraisal according to United Republic of Tanzania (URT, 2013) is a process of assessing employees' performance. Also, performance appraisal has been defined by Ali in Muhia (2015) as the process of evaluating the performance and assessing the development / training needs of an employee. This definition highlights two aspects. The first entails the judgmental nature of appraisal that is the staff's performance is measured against certain standards. The second is developmental that is no positive or negative judgement will be involved in the appraisal process, but to identify the training needs of the staff and find out what can be done to improve related skills and knowledge. According to Armstrong and Baron (2005), performance appraisal may be defined as a structured formal interaction between a subordinate and supervisor, that usually takes the form of a periodic interview (annual or semi-annual), in which the work performance of the subordinate is examined and discussed with a view to identifying weaknesses and strengths as well as opportunities for improvement and skills development. Therefore, it is based on the importance of performance appraisal that Wright (2013) identified the principles that underpin a good

performance appraisal. The principles as posited by Wright (2013:4) are highlighted inter alia:

- i. It should be productive for more than just the appraisal process – it must be part of the bigger picture;
- ii. It must be clear and transparent so that everyone knows what they should be doing and why they are doing it;
- iii. It has to be consistent in terms of process and procedure, but flexible enough to cater for individual roles and responsibilities;
- iv. It should promote objectivity by making possible fair and equitable discussions which make all the stakeholders in the process feel confident;
- v. It needs to be scalable so that it has the capacity to grow and flex with the development of the school; and
- vi. It must be future proof that is evidence put into the process today must automatically carry forward and be presented in context so that the work put in does not become redundant.

However, the successes recorded in any school system may be attributed to the effectiveness of the performance appraisal put in place by the school. This is why the Federal Republic of Nigeria (FRN, 2013) stated that no nation can rise above the quality of her teachers. It is on this note that this discourse targeted Ekiti State secondary schools to ascertain the level of compliance of teachers' appraisal and the resultant effect on teachers' effectiveness and productivity in secondary schools.

Secondary education is the education children received after primary education and before the tertiary stage (FRN, 2004). The major goal of secondary education is to ensure that individuals are prepared for useful living within the society and for higher education. In the light of the importance of secondary education, FRN (2013:12) pointed out specific objectives of secondary education. These objectives are listed below:

- Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religion or ethnic background;
- Offer diversified curriculum to cater for the differences in talents, opportunities and future roles;

- Provide trained manpower in the applied science, technology and commerce at sub-professional grades;
- Provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development
- Develop and promote Nigerian languages, art and culture in the context of world's cultural heritage;
- Inspire students with a desire for self-improvement and achievement of excellence;
- Foster patriotism, national unity and security education with emphases on the common ties in spite of our diversity;
- Raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour.

It must be noted that the above objectives cannot be achieved in vacuum without the involvement of teachers. Teachers are pedagogically trained personnel who possess the wherewithal to communicate and pass effective instructions to students for all-round development at any level of the nation's educational system (Oke & Olakotan, 2017). Similarly, Ibelegbu (2013) noted that a teacher is a facilitator of learning, who helps students to realize their full potentials educationally, emotionally and socially in career selection and transition. To this end, the role of a teacher in ensuring that students realize their full potentials is dependent on so many factors one of which is performance appraisal as seen in this paper.

#### **Statement of the Problem**

The rate at which some teachers put laws into their hands on what to teach, how to teach and when to teach if not checked will result into recording high level of poor performance among secondary school students in Ado-Ekiti local government area of Ekiti State. Teacher performance appraisal remains an intervention that centers on benefiting both the teacher and the school in pursuit of quality education. It is on this premise therefore, that this study attempted effectiveness of teacher performance appraisal in order to ensure that the quality education deserved by all and sundry is received without any delay.

**Purpose of the Study**

This study determined effectiveness of teacher performance appraisal in Ado-Ekiti local government area secondary schools of Ekiti State. Specifically, the study determined:

1. How performance appraisal improves teacher performance

**Research Questions**

The following research question guided the study:

1. Does performance appraisal improve teachers' performance in Ado-Ekiti local government area secondary schools of Ekiti State?

**Methodology**

This study adopted descriptive survey research design. The population of this study consists of all the secondary school teachers in Ado-Ekiti Local Government area of Ekiti State. Purposive sampling technique was used for this study as 143 teachers that were easily reached were the participants for the study. Teachers Performance Appraisal Questionnaire (TPAQ) containing 15 items was developed and used for the study. The responses for the instrument was based on adapted Likert Rating Scale viz: Strongly Agree (SA) – 4, Agree (A) – 3, Disagree (D) – 2 and Strongly Disagree (SD)-1. The instrument was validated by three experts and tested for reliability using Cronbach Alpha coefficient method in which a coefficient of 0.76 was obtained. The instruments were personally administered on the respondents by the researcher and 7 research assistants. Due to adequate monitoring of the instrument, 100% return rate was achieved. The data collected were statistically analyzed using descriptive statistics of means and standard deviation as appropriate. A mean of 2.50 and above was considered positive, while a mean rating of less than 2.50 was regarded as negative.

**Results****Research Question 1**

Does performance appraisal improve teachers' performance in Ado-Ekiti local government area secondary schools of Ekiti State?

**Table 1: Mean responses of respondents on how performance appraisal improves teacher performance**

S/N	Item Statements	$\bar{X}$	S.D	Remarks
<b>Activities</b>				
1	Performance appraisal improves dressing	3.23	.452	Agree
2	Performance appraisal improves	3.61	.418	Agree
3	Performance appraisal improves lesson planning	2.93	.216	Agree
4	Performance appraisal improves search	3.34	.472	Agree
5	Performance appraisal strengthens	3.67	.229	Agree
6	Performance appraisal ensure quality	3.74	.315	Agree
7	Performance appraisal ensure adequate	3.38	.507	Agree
8	Performance appraisal promotes further	3.68	.351	Agree
9	Performance appraisal ensure retraining	3.23	.452	Agree
10	Performance appraisal enhance all-round	3.61	.418	Agree
11	Performance appraisal enhances	3.68	.351	Agree
12	Performance appraisal strengthens	2.93	.216	Agree
13	Performance appraisal ensure promptness	3.68	.351	Agree
14	Performance appraisal improves mastery	3.34	.472	Agree
15	Performance appraisal improves school	3.61	.418	Agree

The data presented on table 1 above revealed how performance appraisal improved teacher performance. All the 15 items (Items 1-15) had a mean range of 2.93 to 3.74. This indicated that the respondents agreed on all the 15 items because their means were above the cut-off point of 2.50. The standard deviation of the items also ranged from .216 to .452. This showed that the respondents were close to one another in their responses. Thus performance appraisal improved teacher performance in great deal.

**Discussion of findings**

The importance of appraisal in organizations, school system inclusive cannot be overemphasized. The findings of the study showed how performance appraisal improved teacher performance. The findings as revealed on table 1 was buttressed by Ali (2012) as he noted that performance appraisal identified the development/training needs of an employee. Similarly, the findings of the study was supported by Chukwubikem (2013) who concurred that performance appraisal arrived at judgment about an individual teacher performance against the background of his work environment and his future potential for the school system. Furthermore, Chukwubikem (2013) noted that the results obtained from performance appraisal may be used formatively to identify specific needs for professional development or summative for decisions related to promotion, rewards or sanctions. The ultimate aim of performance appraisal is to improve the institutional capabilities of the teacher, which in turn will culminate in the improvement of learning and the performance of the institution.

Also, the findings of the study were in agreement with the submissions of (Aksal in Muhia, 2011). This is because (Aksal in Muhia, 2011) submitted that appraisal leads to an improved relationship between remuneration, responsibility and performance in a school setting.

**Conclusion**

Performance appraisal especially as it relates to teachers served as effective tools for improving employee performance and productivity as well as determining employee developmental needs. It is on this note that its effectiveness is ascertained in Ekiti State secondary schools for improved performance in secondary school settings across the state.

**Recommendations**

Based on the findings of this study, the following recommendations were put forward:

- Performance appraisal in Ekiti State secondary schools must be carried out from time-to-time as to ensure teachers' all-round development in the state.

- Performance appraisal in Ekiti State secondary schools must be carried out from time-to-time as to ensure that teachers' developmental and training needs are met.

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