UNIVERSITY TEACHERS' PERFORMANCE EVALUATION: INVESTIGATING THE DEMOGRAPHIC IMPACTS ON THE EVALUATORS

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ABSTRACT
Students, Teachers (Colleagues), and Administrative-heads are commonly used as the 'Evaluators' of teachers' performance in most of the higher education institutions. There is diversity of views about the validity and reliability of evaluations by these stakeholders. For example, researchers point to the fact that demographic attributes of the evaluators can change their rating behavior therefore these factors must be considered while evaluating the performance of University teachers. However, this study reveals that in the context of Gomal University, demographic attributes have nominal implications. This paper is a part of PhD project and presents the findings of the demographic impacts on the evaluation behavior of the evaluators.

Keywords: Uni-Teachers' Performance Evaluation, Evaluators, Demographic-attributes

INTRODUCITON

The public sector universities in Pakistan claim to offer good public service and better socioeconomic contribution by offering programs in science, humanities, religious studies and languages. The private sector claims that it is producing though in limited disciplines, but better skilled professionals are required desperately by the labor market (Amna Malik, 2009). The private sector claim is substantiated by the fact that their graduates win better positions in the labor markets. Without having mega physical, financial and human resources the private sector with smart management and effective academic planning has emerged itself in Pakistan as an attractive option to learn for those who can afford to pay almost equal to overseas students (Anjum et al., 2011).

The primary aim of a university performance evaluation system should be institutional improvement through quality assurance in every process and action. Moreover, the provision of performance information to the state and all interested parties should not be underestimated. Ranking systems could supplement the evaluation procedures undertaken by official actors (Anninos, 2007). Traditional evaluation methods for innovation performance are mostly built on financial standard, or built on some indexes which are measurable and closely related with financial performance (Amin

& Khan, 2009). Thus, an effective evaluation method shall be a comprehensive evaluation system based on multiple angles (Feng & Guohe, 2009).

Over the past several years, one of the significant developments in the technology of performance management has been the identification of specific "core competencies" by organizations. Competencies define for all members of the organization the behaviors, skills, attributes, performance factors and proficiencies that every organization member is expected to possess and display (Halepota & Irani, 2010). They are limited in number and critical to organizational success. The performance appraisal system plays several roles here. First, it is the mechanism that helps the organization highlight and communicate the small number of critically important behaviors and skills against which every single employee will be assessed. In addition, creating a new performance appraisal system may help force the organization to define just what attributes or factors are actually at the organization's *core*. Finally, the appraisal system can guarantee that these competencies are fully understood and institutionalized (Aslam, 2011).

Several researchers have identified the impacts of the personal and social attributes of teachers, students and administrators which affect their attitudes towards each other. These demographic implications are more severe and wider as compared to the developed and advanced countries (Woolfolk et al., 2007). A research tells that these are not only the personal attributes of the teachers, administrators, and students, rather contextual factors also affect the evaluation process of the evaluators. For example, beliefs of teachers are influenced by contextual variables of the immediate school context and classroom (Armstrong & Unger 2009; Arric et al, 2011).

RESEARCH DESIGN

Survey approach was used by selecting a sample of students, colleagues and administrators who then filled a structured questionnaire that was extracted from the literature. Target population consists of all the University teachers in Public sector. The sample was chosen from Gomal University, DIK using 'stratified sampling.' Data was inserted into SPSS for creating a database (data-matrix) for further statistical analysis. Tests of significance (t-Test & ANOVA) were used

to compute the means differences between different groupings of the sample according to their demographic characteristics.

LITERATURE REVIEW

Teachers' Performance Evaluation in HEIs

Higher education plays an important role in our societies. It educates students for work or for academic and research performance. Yet, this is not its only role. It also represents the cornerstone for the democratization, growth and wellbeing of our societies (Razavi, 2007). Considering the universalizing era and the change in the universities' mission and a move towards high-quality and organizational excellence, the existing indicators of evaluation which are mainly goal-oriented and introspective, are no more indicative of the evaluation of the universities; therefore, by using the modern indicators of universal evaluation which are derived from organizational excellence models, it is possible to walk towards the development of a society and the effectiveness of universities consistent with national and international evolutions (Ghurchian et al., 2010).

Over the last few years, a great emphasis has been laid upon faculty development programs within and or outside the higher education institutions (Usmani, 2008). Considering Teachers' Evaluation as an essential outset to determine the performance of each and every faculty member, many institutions, whether public or private, have adopted various parameters to be used as performance measures to serve the desired purpose (Amin & Khan, 2009; Leffter & Puja, 2010). The rigorous evaluation of teaching is one of the most significant characteristics of a healthy and conducive 'teaching environment' that leads to remarkable improvements in teaching practices (Aslam, 2011).

Performance management is or should be an eminently practical process closely aligned with other aspects of general management, and does not sit easily as an isolated subject for academic scrutiny. In practice, such separation does not seem to make sense, since both performance management and quality enhancement ultimately rely on human resource interventions, and both chase the goal of delivering better services (Martinez, 2000). Before the development of any system for university performance

evaluation, it has to be determined what is the content and the meaning of quality in higher education so that it becomes clear, what it is important and to whom. The comprehensive performance evaluation of a university cannot be based solely on a ranking system. It is possible that systems which result in institutional categories may be more reliable and useful and provide value added information to all interested parties (Anninos, 2007).

The Evaluators

a. Students

There is no doubt in the fact that students are daily observers of their teachers. Also this observation is not limited to the classroom but teachers are also judged by their role as academic advisor and student counselor. Thus students are manifestly potential and valuable source of teacher evaluation which is inevitable (Aslam, 2011). There are many ways of taking students opinion on teacher performance like exit interview, discussion with students about teachers, student testimonial or student questionnaires. Generally, a questionnaire consisting of questions about teacher performance in class throughout the semester is dominant source of collecting student views (Donaldson, 2011).

It is understandable that the instruments used by students to rate teaching effectiveness do not rate teaching effectiveness, rather measure only a perception of teaching effectiveness. If this is true, it supports the lecturers who are reluctant to accept the application of SET either for assessment or for providing a basis to improve their teaching (Verhoeven, 2007). The critique of the researchers delivers more support for the opponents of SET than for the defenders. Criticism has also been delivered concerning the organization of the SET (does the lecturer's concept of teaching correspond with that of the students?) and the poverty of the instruments being used to measure teaching effectiveness (Aslam, 2011).

b. Teachers (Colleagues)

According to studies subordinate and co-worker ratings are particularly valuable because it provide different and significant perspectives on rates skill and behavior. It also informs people about the effect of their action on others in the work place. Rating by multiple raters provides adequate assessment of Performance (Anjum et al., 2011).

Faculty self-evaluation method is more useful as compared to other methods to reflect the weak aspects of instruction and the skills of classroom management (Darling-Hammond, et al., 2000). The feedback is more reliable when information is gathered from different sources such as from oneself and as from others because self-evaluation requires self-assessment and self-reflection. Feedback from students and comments of colleagues and administrators it should be used along with the evaluation (Kurz, 2006). Furthermore, self-direction leads a teacher towards a passion for learning and strong individual responsibilities. The effective teachers can see themselves through self-evaluation, what they are actually doing while teaching (Wen Chong, 2010).

c. Administrators

Major addition in evaluation information is evaluation data obtained from administrator. Usually, head of department writes performance report which includes data from all sources, and his own observation during the tenure period of the teacher. In evaluation capacity administrator acts as an organizer and summarizer of information and forward this report to high level administration for further decisions (Ishaq et al., 2009). The departmental head is manager of his department and is responsible for his department faculty performance and development. Administrator is the person who collects all information from various sources. Information is not gathered from single source like student evaluation and peer evaluation but composite data is collected from different levels of institution (Aslam, 2011).

Demographic Attributes of the Evaluators

Teachers consider the diversity in terms of ethnic and racial differences. There are found differences in race, ethnicity, socioeconomic status, exceptionalities, gender, language, sexual orientation, religion, and geographical area (Rehman et al., 2005). The classrooms contain students have diverse backgrounds of many different social classes and they possess a range of strengths and needs. Effective teachers capitalize on the increase of diversity and create the classroom environment with such communities, that where everyone feels welcomed and challenged. When trying to examine teachers' academic emphasis,

sense of efficacy, and trust, a clear picture of the context allows on teachers beliefs to be acknowledged for the multiple presses (Kurz, 2006; Bashir, 2011).

Theoretical Framework

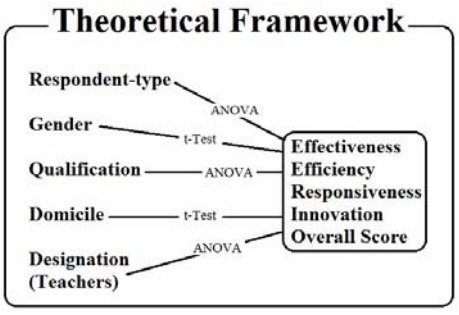
Table 1 List of the Working Concepts (Indicators)

	Variables	**Definitions**
1	Effectiveness	Effectiveness refers to the degree to which an organization achieves its stated objectives.
2	Efficiency	The ability to undertake an activity at the minimum cost possible.
3	Responsiveness	It is the inclination and capacity of public servants, to respond to external needs and demands.
4	Innovation	It is of vital importance to measure an organization's ability of adopting new changes in its structures, methods, criteria of assessment, etc.
5	Overall Score	Summation of answers from one question on each variable.

Table 2 List of the Working Concepts (Demographics)

	Variables	**Attributes**	**Code**
1	Respondent-type	Teacher, Students & Administrators	RTP
2	Gender	Male and Female	DGR
3	Qualification	Graduation, Masters, MPhil/PhD	EDU
4	Domicile	Local, Non-local	DOM
5	Designation (Teachers)	Lecturer, Assistant Prof., Associate Prof.	DSG

Figure 1 Theoretical Models of the Paper



FINDINGS OF THE STUDY

Descriptive Data

Table 3 Demographic Classifications

	Gender		Domicile		Qualification		
Respondent Type	M L	F M	LC	NL	GR	M S	H E
Student	70	62	57	75	123	9	0
Teacher	87	50	55	82	0	103	34
Administrator	45	0	33	12	31	14	0
	202	112	145	169	154	126	34

Table 4 Descriptive Statistics on the Research Variables

	N	Min	Max	Mean	Std. D.
EFT	314	2.80	4.80	3.6548	.39975
EFF	314	2.60	5.00	3.6803	.39119
RES	314	2.60	4.60	3.6522	.41174
INN	314	2.80	5.00	3.7408	.35953
OS	314	2.17	5.00	3.5053	.40973

TESTING OF HYPOTHESIS

a. Role of the RTP

H_5 *Administrators Score Higher than other Groups*

Table 5 ANOVA Tests for RTP (respondent-type) Impacts

	Sum of Squares	df	Mean Square	F	Sig.
Effectiveness	.061	2	.031	.191	.827
Efficiency	.213	2	.107	.695	.500
Responsiveness	.016	2	.008	.046	.955
Innovation	.792	2	.396	3.104	**.046**
Overall Score	.834	2	.417	2.507	.083

ANALYSIS

As the last column of Table 5.8 shows that students, teachers and administrators have difference of opinion only on Innovation (p-value=0.046) while they have similar views about rest of the variables (effectiveness, efficiency, responsiveness and overall score). Thus, the result is 1/5 in the favor of the hypothesis.

b. Role of the GDR

H_6 *Female Respondents have Lower Score than their Counterparts*

Table 6 T-Tests for Gender (GDR) Impacts

	F	Sig.	t	df	Sig. (2-tailed)
Effectiveness	1.888	.170	-.490	312	.624
Efficiency	.933	.335	1.384	312	.167
Responsiveness	.164	.685	.815	312	.416
Innovation	5.810	.017	-2.120	312	**.035**
Overall Score	.045	.833	1.178	312	.240

ANALYSIS

Like the impacts of RTP, the gender differences are evident only on Innovation (p-value=0.035). Both males and female respondents have similar opinion on all the variables except one. So the support for hypothesis is 1/5.

c. Role of the QUA

H_7 *Masters are more favorable than those with Higher Qualification*

Table 7 ANOVA Applications for Qualification (QUA)

	Sum of Squares	df	Mean Square	F	Sig.
Effectiveness	.061	2	.031	.191	.827
Efficiency	.179	2	.089	.583	.559
Responsiveness	.559	2	.279	1.655	.193
Innovation	.725	2	.362	2.837	.060
Overall Score	.279	2	.140	.831	.437

ANALYSIS

According to the mean differences (see Table 5.10a in Annexure 3), the respondents with Masters as Qualification have higher mean statistics than rest of the groups. It is however evident from the above table (Table 5.10) that qualification has no impacts on the overall score of the respondents therefore the hypothesis is not substantiated.

d. Role of the DOM

H_8 *Non-locals have Lower Scores than the Locals*

Table 8 T-Tests for Domicile (DOM) Impacts

	F	Sig.	t	df	Sig. (2-tailed)
Effectiveness	.000	.996	.809	312	.419
Efficiency	3.461	.064	-.878	312	.380
Responsiveness	11.368	.001	-1.480	312	.140
Innovation	.015	.903	.122	312	.903
Overall Score	3.141	.077	1.448	312	.149

ANALYSIS

The locals appear with higher mean values (see Table 5.11a in Annexure 3) however this hypothesis is not supported by the t-Tests on all the research variables. Thus the impacts of Domicile are also insignificant because the *p*-values of all the variables are greater than the required 0.05. Thus the hypothesis is totally rejected.

e. The Impact of DSG (Teachers)

H_9 *Assistant Professors give Higher Scores than rest of the Groups*

Table 9 ANOVA Applications for Designation (DSG)

	Sum of Squares	df	Mean Square	F	Sig.
Effectiveness	.187	2	.094	.658	.520
Efficiency	.002	2	.001	.006	.994
Responsiveness	.525	2	.263	1.440	.241
Innovation	.007	2	.004	.031	.970
Overall Score	1.087	2	.544	3.796	**.025**

ANALYSIS

As the table 5.12 shows that designation of teachers have not affected their response while evaluating the performance of institution. The group-means differences (see Table 5.12a in Annexure 3) show that Assistant Professors are more positive in performance evaluation. It is however notable that the difference is very significant on overall score (OS) where the p-value is 0.025 which is far less than the critical limit of 0.05. Thus, the impact is 1/5.

CONCLUSIONS

Table 10 Summary of the Findings

		Findings	**Effect**
H_1	RTP ANOVA	Difference is significant only on INN (innovation) with *p-value* of 0.046 which is lower than the critical value of 0.05.	1/5 = 20%
H_2	GDR t-Test	Female respondents score lower than the Males is true only on INN (innovation) giving *p-value* of 0.035. The hypothesis is not substantiated on the remaining four variables.	1/5 = 20%
H_3	QUA ANOVA	Masters were hypothesizes to score higher than rest of the groups but this is not substantiated on any of the variables.	No Effect
H_4	DOM t-Test	Locals score higher on mean values but t-Test reveals no effects of DOM in any of the five applications of tests.	No Effect
H_5	DSG ANOVA	The mean differences suggest that Assistant Professors have higher mean values however this stands significant only on the overall score (OS). There is no difference of opinion on any of the four predictors.	1/5 = 20%

From the above table following conclusions can be drawn:

1. Three (*respondent-type*, *gender & designation*) out of five demographics have impacts on the score.
2. Two (*qualification & domicile*) out of five variables have no effect whatsoever.
3. Innovation (INN) emerges as the critical variable onto which there is difference of opinion among the groups based on RTP and GDR.

4. Teachers' designation (DSG) changes the response on overall satisfaction (OS) where teachers will higher post (*Professors*) score higher than the rest of the groups. The lower level teachers are dissatisfied from the performance as indicated by the overall score.

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