

## SPOTLIGHT ON TEACHER EVALUATION PRACTICE AND SUGGESTED CORRECTIONS

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### ABSTRACT

To evaluate the quality of instruction, quality assurance in universities has adopted teacher evaluation techniques. The main goal is to find out if these assessments are fair or if there are hidden aspects of impression management that affect how teachers are evaluated. This study used a quantitative methodology, collecting data from primary sources (questionnaires) for statistical and inferential analysis. The study involved 100 undergraduate and graduate students from the Islamia University of Bahawalpur through an online survey questionnaire in the form of google form. The study highlights how crucial it is that management take these obscure elements into account when assessing completed assessment forms.

**Keywords:** Teacher evaluation method, Teachers performance, Students perception, UG students, PG scholars.

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### INTRODUCTION

Practices for teacher evaluation are used all over the world to gauge the caliber of instruction. When instructors were rewarded for their performance with raises in the early fifteenth century, the idea of teacher evaluation was born. Professionals and students alike were able to evaluate teachers in the 1920s. Important qualities were added to evaluation forms by the 1930s when evaluation scales were improved [1]. Over the last two decades, the significance of teacher evaluation practices has increased substantially [2]. These practices are crucial in education as they

provide valuable feedback on teaching quality. Since teacher evaluations are influenced by a number of factors, including instructional elements (teaching strategies, content) and non-instructional factors (gender, age, personality, degree title, impressions), it is pointed out that in order to positively impact teaching quality, teacher evaluations must be carried out in accordance with established criteria [3]. Officials used to visit schools to evaluate the caliber of instruction, but more recently, evaluation procedures have changed. For example, a new, more thorough, and

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extensive evaluation mechanism has been devised, and students are now able to rate their teachers. Teacher evaluations have evolved from being largely utilized for administrative decisions to improving student learning. With this new strategy, students now have a say and their thoughts and level of satisfaction can affect ratings [4].

Developed nations were the initial environment in which the concept of teacher assessment was investigated [5]. Studies on teacher assessment have generally been carried out in America and Australia, with a notable dearth of research in Asia and Africa [6]. But today, poorer nations are also looking into it. After looking at how teachers felt about assessment systems, The researchers came to the conclusion that these systems enhance performance, which makes teachers feel better about the evaluations [7].

### **Performance Management**

The idea of performance management has become increasingly important in management research during the past 20 years, especially in public management [8]. Performance management addresses the difficulties that companies face in determining, evaluating, and inspiring employee performance with the goal of enhancing overall organizational effectiveness. Thus, individual performance reviews and strategic human resource management are closely related to the topics covered in performance management, which involves a comprehensive analysis at several levels [9]. Performance management is intended to assist businesses in recognizing their assets and liabilities, providing a way to boost productivity and encourage institutional development in addition to augmenting organizational transparency and capability [10]. Performance measurement indicators are critical to upholding quality standards in higher education; in Pakistan, university standards

are governed by the Higher Education Commission (HEC).

### **Quality Enhancement Cells (QEC)**

The primary government body in charge of regulating higher education in Pakistan, including the creation of programs meant to raise the standard of instruction, is the Higher Education Commission (HEC). To boost the higher education system, the HEC has updated its rules and introduced new programs like the Quality Enhancement Cell (QEC). By means of self-evaluation of a number of quality factors, including the goals and outcomes of the program, the design and organization of the curriculum, the laboratories and computing facilities, the faculty, process control, institutional support, student support, and guidance [12], the QEC was established to improve quality standards [13]. One of the main goals of the QEC is to assess teacher effectiveness by gathering opinions from staff and students. By upholding quality standards, the QEC seeks to assist Pakistani universities in achieving recognition and ranking on a global scale. It does not, however, offer teachers enough guidance or instruction on how to advance their abilities, even though it does tell them of their scores [14].

### **Higher Education: Teaching Quality**

A fundamental way to measure teaching quality is to align it with students' criteria [15]. It was asserted that quality teaching is reliant on improved student outcomes. The key features of teaching quality as the quality of students, staff qualifications, and administrative support. The teaching quality can be assessed through various methods, such as research and classroom observations. However, to date, teacher evaluation practices remain the most effective approach [16, 17].

### **Teacher Evaluation (Formative and Summative)**

The formative evaluation involves providing teachers with feedback aimed at improving their teaching quality. In contrast, summative evaluation occurs when feedback is used for administrative

decisions. The summative strategy concentrates on achieving an institution's performance goals, whereas the formative approach seeks to find gaps between present knowledge and predicted learning in a particular subject. The summative approach holds instructors accountable for their work, whereas the formative approach fosters their professional development [18].

### **Students' Perception & Teacher Evaluation in Developed Countries**

To enhance teacher professional development, the USA and European countries have implemented evaluation practices. Teacher evaluations are commonly reflected in hiring, promoting, and firing decisions made by universities. Recently, many countries have expanded their teacher evaluation systems to include a focus on student achievements. Considering each nation's distinct features, these strategies are applied differently. For instance, formative assessment is used in Mexico and Australia to evaluate quality. The students are essential in determining the caliber of teachers. As such, students in Spain have the chance to assess the quality of instruction provided by their professors. The authors also point out that if students falsify their evaluation forms, the results might not be realistic. The educators who scored worse on earlier evaluations are more likely to do better on the present exams, and vice versa. This suggests that evaluation results are highly influenced by students' perspectives [19].

### **Impression Management**

The impression management is a tactic people use to show others a positive image of themselves. It's a two-way process in which both sides have an impact on one another's actions. Assertive and defensive are the two primary methods of impression control. The companies frequently use proactive, assertive strategies to preserve their reputation. While defensive tactics are used as reactive methods to correct problems, assertive strategies are used by people to improve their own image [20].

### **Impression Management Tactics**

Self-promotion occurs when an individual seeks to be recognized as proficient by showcasing their skills. This impression management tactic is commonly used in organizations and involves communicating one's experiences in a way that emphasizes skills and competence relevant to the job. Several sub-types of self-promotion include exemplification, entitlement, and enhancement. The researcher describe ingratiation as a strategy where individuals present themselves as likable through flattering conversations. This activity, which has three subtypes—fit with the organization, other enhancement, and opinion conformity—aims to make one more appealing to assessors or particular entities [21, 22].

The exemplification occurs when an individual goes above and beyond their regular duties to be seen as dedicated to their job. This tactic helps individuals cultivate an image of seriousness and commitment.

### **Research Problem / Gap**

Every semester, students at higher education institutions review their professors to determine how well they performed and to pinpoint important areas for growth. The pupils typically compliment teachers who are laid-back or easygoing while criticizing those who enforce rigorous standards. Furthermore, an increasing number of studies in the impression management domain center on companies and contextual performance of employees [23]. According to this study, student bias may have an impact on teacher evaluations, making them less than completely impartial. It is therefore advised that more research be done on impression management strategies in order to ascertain the degree of prejudice that these strategies have caused in students' perspectives.

### **THE PURPOSE OF TEACHER ASSESSMENT AND EVALUATION**

Current policy talks regarding teacher assessment are permeated by a rewards-

and-punishment paradigm that often tries to: 1) measure each teacher's efficacy; 2) categorize and rank teachers; 3) reward those at the top; and 4) dismiss those at the bottom. In addition to ignoring the complexity of teaching, this oversimplified method obscures the real goal of teacher assessment and evaluation. Improving teachers' abilities, attitudes, knowledge, and teaching methods should be the main goals of teacher assessment and evaluation. This goal encourages good instructors to stay in the field while promoting the development and learning of students.

Comprehensive systems of professional development and continuing teacher education enable educators to comprehend material, refine their methods, critically assess their own and their students' performance, and make the necessary modifications to enhance teaching and learning. Comprehensive performance evaluation systems also give instructors personalized support, direction, and professional development opportunities according to their needs and those of their students, schools, and districts.

### **RESEARCH OBJECTIVE**

The purpose of this research is to determine whether impression management quietly affects students' opinions of teacher performance evaluations, or if instructors' evaluation procedures are impartial and fair.

The four main variables that this study focuses on are impression management strategies, teacher evaluation methods, student perceptions of teachers, and student perceptions of teacher evaluations. By addressing these objectives, we aim to gain valuable insights into how students' perceptions and teachers' impression management tactics can affect the evaluation process. Additionally, we will explore measures that could enhance transparency and fairness in evaluations, leading to better outcomes.

1. To examine the correlation between two different types of perceptions: students' perceptions of teacher evaluations and their

perceptions of the teacher, on the overall teacher evaluation process.

2. To analyze the differences in evaluations between postgraduate (PG) and undergraduate (UG) students.

3. To assess the communication of evaluation outcomes.

### **METHODOLOGY**

To achieve the research objective, data was collected through a questionnaire distributed to a sample of 100 university students. The research methodology adopted is quantitative, following a post-positivism approach. This study specifically targets university students currently enrolled, focusing on both undergraduate and postgraduate students.

The data that was gathered was examined using statistical methods, such as regression analysis, correlation analysis, Sobel testing, and descriptive analysis. The correlation approach was used to look at the direction of correlations between different variables. Regression analysis was used to examine the predicted correlations between the independent and dependent variables as well as the importance of the mediation effect inside the regression model.

### **RESULTS AND DISCUSSION**

Particularly in the areas of impression management and teacher and faculty performance measurement, this research advances the domains of quality assurance management and human resource management. Performance evaluation, interviews, career success, and employee-supervisor interactions have been the main subjects of the majority of studies that have been done on impression management. Nonetheless, the link between students and professors is highlighted in this study. Administrators will learn more about a variety of aspects that can affect a teacher's rating through this research, including details that would not be included in typical teacher evaluation forms, like the teacher's use of impression management techniques [24, 25].

Student impressions of the teacher, impression management strategies, and

teacher assessment procedures all have a favorable and substantial correlation with one another. The relationship between the other variables and students' opinions of teacher assessment is examined. It is evident that there is a significant positive relationship between student perceptions of teacher evaluation and student perceptions of the teacher. Additionally, there is a positive and significant relationship between student perceptions of teacher evaluation and teacher evaluation practices. Furthermore, a positive and significant relationship exists between student perceptions of teacher evaluation and impression management tactics.

It demonstrates a strong positive correlation between students' opinions about the instructor and their assessments of that teacher. Additionally, there is a strong and favorable correlation between teacher evaluation procedures and how students view their teachers. Finally, there is a strong and favorable correlation between impression management strategies and how students view their teachers. The association between teacher evaluation procedures and other variables is depicted in the third block of the table. It shows that student views of teacher evaluation and teacher evaluation techniques have a strong and favorable correlation. Furthermore, there is a strong and positive correlation between students' opinions of their teachers and teacher evaluation procedures. Additionally, there is a strong correlation between impression management strategies and teacher evaluation techniques.

It was revealed a significant relationship between the independent and dependent variables both in the presence and absence of a mediator. This indicates that student perceptions of teacher evaluation are significantly related to teacher evaluation practices in the absence of impression management tactics. Moreover, impression management tactics partially mediate the relationship between student perceptions of teacher evaluation and teacher evaluation practices.

There is no significant difference between males and females in the application of impression management tactics. There was no discernible differences in teacher evaluation practices between male and female students. This finding aligns with researcher which found that males and females rate teachers equally [26]. The students provided reasons for not writing comments in the evaluation forms. The responses included: time constraints, lack of interest in writing comments, fear of losing anonymity, belief that writing comments is useless, and other reasons. The students were asked which evaluation form was more effective.

When surveyed about whether faculty evaluation results should be made public, 78% of students supported the idea, 8% opposed it, and 14% were uncertain. When students were asked how much time they take to fill out the evaluation form. The results were: 20% reported less than five minutes, 68% took five to ten minutes, 12% spent plus ten minutes. Students were asked to complete a survey to find out which feedback format they preferred. The findings showed that, for handwritten remarks, 65% of respondents chose the computerized online form, while 35% preferred the conventional paper version.

Whatever the conditions, good instruction improves student learning. Effective teaching can change public education and guarantee that every kid receives an exceptional education when combined with good leadership, sufficient resources, and meaningful stakeholder participation. Instructors must embrace their part in the larger reform of the educational system and accept accountability for enhancing their own methods. Too often, lawmakers who are not in the teaching profession have put forth clumsy fixes that downplay the difficulty and importance of teaching. The finest understanding of the system's flaws is possessed by teachers and their representatives, who ought to respond with creative solutions. The first step in recovering the teaching profession is to

establish a thorough, exacting procedure for evaluating, supporting, and assessing instructors [27].

No matter the circumstances, effective teaching enhances student learning. When paired with strong leadership, ample resources, and significant stakeholder participation, effective teaching has the power to transform public education and ensure that every child receives an outstanding education. Teachers need to take responsibility for improving their own teaching strategies and recognize their role in the greater transformation of the educational system. Legislators without experience in education have far too frequently proposed awkward solutions that minimize the challenges and significance of teaching [28]. Teachers and their representatives should come up with creative solutions because they are the ones who are most aware of the flaws in the system. The first step in resurrecting the teaching profession is to establish a thorough and rigorous process for evaluating, supporting, and assessing instructors.

Under any conditions, student learning is greatly enhanced by effective teaching. Effective teaching may revolutionize public education and produce exceptional public schools for every student when a school is backed by good leadership, sufficient resources, and meaningful stakeholder participation. When it comes to maximizing the efficacy of their own practices, teachers are essential. They must also assume responsibility for their profession and contribute to the reform of education in the educational system. Too often, legislators who are not in the teaching profession have put forth clumsy fixes that disregard the importance and complexity of teaching. Teachers and their representatives are the ones who understand the flaws in the system the best, thus they must come up with creative remedies.

Regaining the teaching profession requires first establishing a thorough and rigorous method for evaluating, supporting, and

assessing teachers. Teachers need to consider important concerns like: What training is necessary for future educators to be successful in today's classrooms? How might novice educators exhibit the abilities, know-how, and capacity needed for both competent practice at the outset and accomplished practice over time? Which present practices should be changed, eliminated, or reformatted, and what should take their place? How might professional pay and development compensation schemes help instructors effectively improve their practices?

Teachers are equipped with the skills, background, and tenacity needed to meet these obstacles. If these issues are not resolved, teaching professionalism will probably deteriorate. Teachers can guarantee that every student has access to a high-quality education and can always enhance their practices by providing a suitable framework for feedback and support [29].

Every time a new batch of students is admitted, the organization should conduct awareness seminars to guarantee quality assurance. Students will learn about the advantages of an impartial and fair teacher assessment method in these sessions, as well as the disadvantages of inaccurate evaluations. Stressing that objective evaluations improve the quality of instruction will draw attention to the benefits for both educators and learners [30, 31].

Additionally, management in higher education will learn from this study how crucial it is to take into account non-instructional issues that may have a negative effect on an educator's evaluation report. Because these elements are outside of a teacher's control and are subtle in nature, they should be given top priority. Furthermore, although the main focus of teacher evaluation surveys is on instructional aspects, it is advisable to incorporate questions about non-instructional elements and impression management strategies. This will offer a

more thorough understanding of the evaluation results.

## CONCLUSION

The purpose of this study is to evaluate how impression management affects students' views, which in turn affects teachers' assessments. The findings demonstrated a clear connection between improved interviewer evaluations and performance assessments and impression management. The results show no discernible gender differences (male or female) in the implementation of impression management strategies.

Further research indicates that students' low comprehension of the rationale behind these procedures contributes to their perception of comments on teacher evaluations as ineffectual. Students express a desire for transparency in evaluations and advocate for the implementation of additional methods alongside teacher evaluations. They also believe that online forms are more efficient compared to paper forms, a preference noted.

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