

# Teacher's Appraisal Technique Practices for Enhanced Productivity in Secondary Schools in Bayelsa State, Nigeria

Asuku, Mayomi & Prof. Nath M. Abraham  
*University of Port Harcourt*

**Abstract:** The study investigated the teacher's appraisal technique practices for enhanced productivity in secondary schools in Bayelsa, Rivers State. Two research questions and two hypotheses were guided the study. The design of the study was descriptive survey design. The population of the study was 190 and a staff strength of 3,678 teachers public senior secondary schools in Bayelsa state. With a sample size of 225 teaching staff with the aid of the stratified random sample technique. The instrument used for data collection was the Teacher's Appraisal Technique Practices for Enhanced Productivity Scale (TATPEPS). The instrument was validated by experts and its reliability coefficient of 0.84 was determined using Cronbach alpha formula. The research questions were answered with descriptive statistics of mean and standard deviation while the hypotheses were analyzed with t-tests (paired and independent) and tested at 0.05 level of significance. The results obtained indicated that performance interview practices can enhance productivity to high extent in secondary schools in Bayelsa State. Based on this, it was recommended that there should be a regular review of performance to enhance productivity to a higher extent in secondary schools in Bayelsa state.

**Keywords:** Teacher's Appraisal, Technique Practices, Enhanced Productivity.

## I. INTRODUCTION

Establishment of schools, especially the secondary level of education was for the realization of basic expertise, knowledge and desirable skills necessary to achieve background ingenuity for tertiary challenges. These necessary ingenuities and appropriate ingenuities and knowledge help citizens to obliterate economic setback and educational challenges of the developing economies such as Nigeria. Schools of 21<sup>st</sup> century ought to be one that can nurture, promote and perfect talents and skills for personal social competent and national economic gains. That is the reason why education is seen to be the largest economy in Nigeria. Ayeni (2016) opine that education industry is the largest industry due to the fact that more human and material resources are invested in the sector than in any other sectors of the national economy. Therefore, school business management should be given top precedence in order not to be cut short of the avowed goals and objectives of secondary schools and education at large.

Conversely, the human elements of the school system should be constantly worked upon to avert the shamble nature which has been ignorantly introduced in schools especially the secondary schools in Bayelsa State. There are secondary schools existing currently under the state of shamble and disorder ranging from teacher's absenteeism, ill-preparation of lesson note, teaching without practical demonstrations, low quality lesson presentations leading to students high failure rate in both internal and external examinations, low in admission rate into the institutions of higher learning, involvement in cult related and social vices activities and so on.

Schools as an important part of the economy need a constant review and evaluation of its activities to ascertain the objectives. The rationale is to achieve a reasonable balance in the operational activities and full attainment of school productivity. Schools ought to be focusing on attaining the optimal level which the society expects from well productive secondary schools in our believed state.

These above assertions, is given a brighter height for periodic teacher's appraisal practices in secondary schools in order to realize relevant productivity which produces desirable feedback. Asodike (2016) opine that it has become paramount that activities in educational institutions be constantly evaluated to ascertain the level of relevance of the educational services provided to the various educational stakeholders. She also averred that since the society especially those in the developing economies are dynamic, as such there must be a balance in the provision of services ... In order to have a balance in teachers services in the school; their appraisal is necessary.

Appraisal according to Wikipedia (2019) is a thorough yet supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It helps to ensure that teachers are able to continue to improve their professional practice and to develop as teachers. The primary purpose of teachers' appraisal is for personal and professional growth that leads to relevant improved performance. Teachers' performance assessment is critical to rational training and development.

Teacher appraisal is a technique for enhancing teaching and all learning outcomes. According to Asodike (2014), staff appraisal is a mechanism for improving teaching and learning. She also opined that staff appraisal is a process of review by teachers, heads and professional needs. It is a process of effective evaluation that brings about congenial relationship between younger teachers and superior ones in order to work professionally. This process enables key areas to be effective and stand the test of times. Key responsibilities for performance areas are: teaching responsibilities, such as planning the lesson, teaching method and technique, classroom management, classroom environment and control, curriculum knowledge and students assessment. These key responsibilities and performance areas provides critical stance for teacher performance appraisal system.

Teachers' performance appraisal system provides teachers with germane self examination and evaluation that ensure professional learning and growth. The process is to provide a framework which is designed to foster teacher development and identify opportunities for extra assistance where necessary for effectiveness. This corroborate with the assertion of Asodike and Ogbu (2014) that appraisal is aimed to ascertain where there are re-training needs for teachers, suitability for promotion, and how to manage teachers in order to ensure they perform to their best in their field of teaching. Robbins and Coulter (2013) also encapsulated that if managers need to know whether employees are performing their jobs efficiently and effectively, appraisal techniques is applied. Teachers' performance appraisal often establishes performance standard that are used to evaluate teachers performance.

Appraisal is a process that involves carefully and systematically comparing options to deliver avowed objectives and other teaching processes. It is often used to break the murky practices in secondary school system to achieve the best practices and goals of education. It is a working tool for teacher's best standard practices. Teacher's appraisal is an option that can be done systematically with an unbiased conscience to actualizing best educational outcomes, making a balance between positive criticisms in performing credibly and improving morale and performance in school work environment. In the views of Weinrich and Koontz (2006), appraisal system is determined by superior manager on how managers set objectives and how well they have performed against them. This assertion corroborates with the assertion of Asodike and Ogbu (2014), that, it is a process which an individual teacher and a senior colleague collaborate in evaluating that teacher's work as a professional person. This implies that it deals with sedulous evaluating of all aspects of teaching processes; planning, presentation of lesson in the classroom and periodic review of lesson note and constant improvement interviews for teachers' competent in the career of teaching. It is incontrovertible to opine that appraisal system is an indispensable and indisputable strategy to improve teacher's performance standard. In the appraisal

system, teachers' professional competence and conscientiousness which are keys to the delivery of quality education in secondary schools and other levels of education in Nigeria and beyond.

Appraisal of teacher's performance is a system that improves their performance and leads to students' academic success and enhances all-round school productivity. When teachers improve performance, school productivity is enhanced; therefore individual innate potentialities will be awakened for personal social competence. According to Agina-Obu (2005), that says education is therefore, the process of awakening the innate but latent potentialities of an individual, and nourishing and sustaining them for personal social competence. Teachers feel satisfied when observed that their students are performing creditably. It is also very scintillating to be lauded as an engine behind someone's success. Teachers are often proud to be managers in the education industry. So appraisal system helps teachers to carry out their duties to desirable height in order to be achieving the best practices for students' success. Nwabueze (2011), observed that appraisal process helps to ascertain the general worth of teachers in the educational institutions, because it analyzes teacher's success, failures, general work performance in the system.

Teacher's appraisal as a legal framework for teachers' performance and improvement gives superior supervisors the opportunities to assess subordinate's duties or functions as well as performance in various classroom and general school programmes. The school principals, schools board or ministry of education supervisors move round to monitor, assess and inspect erring and standard teachers. When this is done without bias, fear or favour there will be promotion for good performance and improvement for weak ones, because praises and promotion for good performance is needed by all teachers. That was the reason Igwe (2006), opine that, staff appraisal is important in educational institutions. This is because it determines the extent to which teachers perform their functions effectively and efficiently. In the views of Jones and George (2009), staff appraisal system is a mechanism used to ascertain whether teachers are performing their tasks effectively or beyond expectation. This mechanism is often achieved through periodic interview for performance development and review of various teaching processes. Through this mechanism, principals can determine the right training mix that will enhance their performance in their various areas of needs. Therefore, periodic performance interview practices and review of teaching process practices are identified as the periodic techniques that can be often practiced in secondary schools for enhanced productivity.

Performance interview according to Wikipedia the free encyclopedia (2019), is an interview that can take place annually between superior and employee. Performance interview can be called annual interview or result and development interview. It builds the teacher's strength and knowledge for a preferred productivity. This interview system

also gives teachers the opportunities to study ahead of time because previous performances are always discussed during further interviews. It motivates the teachers for greater productivity. The ministry of education, educational managers and administrators use it to actualize result, obliterate weak practices in teaching and learning among teachers. Performance interview towards teachers profound performance spur the assertion of Asodike and Ogbu (2014), that it is directed towards helping a teacher to become as effective as possible in the teaching and learning process, and also towards meeting a teacher's need for professional development, for example, in-service training and career prospects.

Conversely, Agboola and Akporche (2016) also averred that appraisal helps schools administrators to identify not only area of strength but the weaknesses/deficiency of the staff and proffering solution to area of deficiency of staff may definitely be a sure way to improve the job performance of such staff. Performance based interview is a strategy that can enhance the skills of teachers performance in lesson planning, presentation and management and control of the classroom. Wikipedia, the free encyclopedia (2019), opined that performance based interview is a method to increase the effectiveness of interviewing process in selecting and promoting quality staff. Performance interview stimulates teachers' interest to teach effectively, motivate their interest to participate in all school academic activities for promotion and rewards. It is a sureness for enhanced quality productivity which is dependent upon periodic performance interview practices in schools.

Review of teaching process practices is another mechanism for improvement of teacher's job performance based on appraisal processes; periodic process of reviewing all aspects of teaching in secondary school system which sets a remarkable goals for productivity. Periodic review of all teaching processes effectuates best teaching technique for teachers. Appraisal system leads to the actualization or realization of quality output and feedback among teachers and students in school.

Productivity is achievable through periodic review of the entirety of all teaching processes in secondary school system. That was the reason Eseyin (2016), opined that the major objective of any organization that is involved in the production of goods and services is to produce output that has the highest standard which can meet the needs of end users. So, in every school system review of all teaching processes should be constantly re-visited to be abreast of contemporary changes in the society. This review in various areas of teaching and its processes eliminates weaknesses, incompetence and administrative bottleneck. Through the review, areas of weakness will be identified and strength will be noticed. Darra (2006), pointed out that in some cases, task can be analyzed for the purpose of eliminating bottlenecks or barriers. In school environment, when a difficult subject, responsibilities or workload is identified through this review

processes, and cannot be handled by a single individual or the original person carrying out that responsibility, it should be re-delegated to a more active teacher that is very competent. The review of teaching process practices executes new techniques in teaching and administrative styles for students' service delivery. It challenges teacher's efforts, knowledge and spur their spirit to deliver quality services in school. It also engenders innovations and interest for in-service training to circumspect demotion and negligence in various workplaces. More so, to enhance school productivity tasks that are reviewed as major challenges, should be broken down into manageable sizes, units and departments. When this is done, teacher's commitment will be enhanced for productivity. That is why Embrey (2001:1) stated that "task analysis methods can be used to eliminate the preconditions that give rise to errors before they occur". Review of teaching process practice effectuates task analysis which eliminates obstacles in teaching and learning outcomes. Analysis of task brings about quality teaching and other responsibilities for greater and improved productivity. It is upon this backdrop that the researchers investigated how teachers' appraisal technique practice enhances productivity in secondary schools in Bayelsa State, Nigeria.

#### *Statement of the Problem*

It's incontrovertible that in recent times, researchers and experiences have shown that some of the secondary school teachers appear to exhibit lackadaisical attitude in performing their imparting, guidance and counseling functions which has affected academic activities drastically resulting to high rate in students' academic failure, disorder and other restiveness in the society. Conversely, the teaching staff who are the drivers of teaching and counseling programmes that are suppose to carry out their duties effectually and efficiently to ensure that the students are serious in performing their academic activities as a necessary objective of secondary education are not carefully doing so. Though, most teachers do not take their responsibilities which should be a sine qua non to sustainable national development. When individuals are rightly and actively produced, sustainability of the nation is assured. More so, enormous numbers of teaching staff do not teach using practical demonstrations, discovering and discussions, method to effectively impart good counsels to students in order to achieve meaningful educational feedback. Some teachers also find it difficult to adopt and adapt to some teachers appraisal technique practices that can ameliorate school productivity. It is against this backdrop that the researchers examined how periodic teacher's appraisal technique practices will enhance secondary school productivity in Bayelsa State, Nigeria.

#### *Aim and Objectives of the Study*

The aim of this study was to investigate whether teacher's appraisal technique practices can enhance productivity in secondary schools in Bayelsa State, Nigeria.

Specifically, the study sought to:

1. find out whether performance interview practices can enhance productivity in secondary schools in Bayelsa State, Nigeria.
2. examine whether review of teaching process practices can enhance productivity in secondary schools in Bayelsa State, Nigeria.

### Research Questions

The following research questions guided the study

1. To what extent does performance interview practices can enhance productivity in secondary schools in Bayelsa State?
2. How does review of teaching processes practice enhances productivity in secondary schools in Bayelsa State?

### Hypotheses

This hypothesis was tested at 0.05 alpha level:

There is no significant difference between the mean ratings of male and female teacher's opinion on how the review of teaching processes practice can enhance productivity in secondary schools in Bayelsa State.

## II. METHODOLOGY

The study adopted a descriptive survey design. The population of the study comprised of all the One Hundred and Ninety (190) public senior secondary schools in Bayelsa State, Nigeria, which has the total number of Three Thousand, Six Hundred and Seventy Eight (3,678) teaching staff drawn from the Eight(8) education zones of Bayelsa State.

A sample size of Two Hundred and Twenty Five (225) teaching staff representing Six (6) percent of the entire population using a stratified random, sampling technique was drawn out of which One Hundred and Twenty (120) were males and One Hundred and Five (105) were female. A self-designed instrument, titled Teacher's Appraisal Technique Practices for Enhanced Productivity Scale (TATPEPS) was used for data collection. Two Hundred and Twenty Five (225) copies of instrument were sent out, completed and returned for data analysis. The instrument was divided into two sections. Section A Bio data and section B, elicited information on teacher's Appraisal Technique Practices for Enhanced Productivity in Secondary Schools. The instrument was patterned according to modified likert four point scale of strongly agreed (4), Agreed (3), Disagreed (2) and Strongly Disagreed (1) respectively. The instrument was administered by the researchers and three (3) other trained research assistant to the participants. Face and content validities were adopted by experts in educational psychology (measurement and evaluation) and a reliability coefficient of 0.84 was established using Cronbach alpha. Mean scores and standard deviation was used to answer research questions and z-test was used to test the hypothesis at 0.05 level of significance.

## III. RESULTS

*Research Question 1:* To what extent does performance interview practices enhance productivity in secondary schools in Bayelsa State?

Table 1: Weighted mean and standard deviation scores on the extent performance enhance productivity in secondary schools in Bayelsa State

S/N	Indications for Performance Interview Practices	Mean	Std	Decision
1	Performance interview practice builds teacher's strength.	2.82	.59	High extent
2	It builds their knowledge for a preferred productivity.	2.88	.71	High extent
3	It enables them to study ahead of time.	3.01	.64	High extent
4	It motivates teachers for greater productivity.	2.13	1.11	Low extent
5	It actualizes results.	2.86	.62	High extent
6	It exposes weak teachers.	3.23	.68	High extent
7	It help the teachers to become effective.	2.86	.52	High extent
8	It brings efficiency in classroom management and control.	3.11	.55	High extent
9	It enhances teachers' skills	2.91	.51	High extent
10	it brings about quality lesson plan	3.07	.88	High extent
	<b>Grand mean and standard deviation</b>	<b>2.89</b>	<b>0.68</b>	<b>High extent</b>

Table 1 showed that items with serial numbers 1, 2, 3, 5, 6, 7, 8, 9 and 10 have their various mean values above the criterion mean value of 2.50 and were therefore agreed by the respondents to a high extent as the performance interview practices that can enhance productivity in secondary schools in Bayelsa State. The finding showed that performance

interview practices can enhance productivity to high extent in secondary schools in Bayelsa State.

On the contrary, item with serial number 4 has mean value below the criterion mean value of 2.50 and was disagreed by the respondents to a low extent as performance interview



practices can enhance productivity in secondary schools in Bayelsa State

*Research Question 2:* How does review of teaching processes practice enhances productivity in secondary schools in Bayelsa State?

Table 2: Weighted mean and standard deviation scores of male and female teachers on how review of teaching processes practice can enhance productivity

S/N	Indications for Review of Teaching Process Practices						
		Mean	Std	Decision	Mean	Std	Decision
11	Review of all teaching processes effectuates best techniques for teachers.	2.69	.74	Agreed	2.85	.36	Agreed
12	It helps in the actualization of quality output.	2.70	.79	Agreed	3.06	.46	Agreed
13	It realizes quality feedback.	2.94	.69	Agreed	2.95	.59	Agreed
14	It brings about school productivity.	2.52	1.05	Agreed	2.98	.22	Agreed
15	It eliminates teaching weaknesses.	2.73	.72	Agreed	2.80	.74	Agreed
16	It identifies areas of weaknesses.	3.23	.68	Agreed	3.05	.79	Agreed
17	It brings about re-delegation of duties.	2.87	.56	Agreed	2.74	.44	Agreed
18	It motivates the interest of teachers to teach effectively.	3.01	.70	Agreed	3.10	.44	Agreed
19	It executes new techniques in teaching.	2.78	.61	Agreed	3.04	.43	Agreed
20	It engenders teachers' interest for in-service training	3.13	.86	Agreed	3.03	.85	Agreed
		<b>2.86</b>	<b>0.74</b>		<b>2.96</b>	<b>0.53</b>	

Table 4.2 showed that items with serial numbers 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20 have their various mean values above the criterion mean value of 2.50 and were therefore agreed by the respondents as how review of teaching processes practice enhances productivity in secondary schools in Bayelsa State. The various ways review of teaching practice can enhance productivity are that: review of all teaching processes effectuates best techniques for teachers, It helps in the actualization of quality output, it realizes quality feedback, it brings about school productivity, it eliminates

teaching weaknesses, it identifies areas of weaknesses, it brings about re-delegation of duties, it motivates the interest of teachers to teach effectively, it executes new techniques in teaching and it engenders teachers' interest for in-service training.

*Hypothesis 1:* There is no significant difference between the mean ratings of male and female teacher's opinion on how the review of teaching processes practice can enhance productivity in secondary schools in Bayelsa State.

Table 3: z-test mean scores difference between male and female teachers on how the review of teaching processes practice can enhanced job performance

Gender	n	Mean	Std	Df	z-cal	z-crit.	Decision
Male teachers	120	2.86	0.74	224	1.11	1.96	Hypothesis is accepted
Female teachers	105	2.96	0.53				

Table 3 revealed that male and female teachers have mean and standard deviation scores of 2.86 and 0.74 while female teachers have mean and standard deviation scores of 2.96 and 0.53 respectively. With degree of freedom of 198, the calculated z-test value of 1.11 is less than critical z-test value of 1.96. Therefore, the null hypothesis is accepted. By implication, there is no significant difference between the mean ratings of male and female teacher's opinion on how the review of teaching processes practice can enhance productivity in secondary schools in Bayelsa State.

IV. DISCUSSION OF THE FINDINGS

It was revealed that performance based interview is a strategy that enhance the skills of teachers performance in lesson planning, presentation and management and control of the

classroom. This is in consonance with Wikipedia, the free encyclopedia (2019), opines that performance based interview is a method to increase the effectiveness of interviewing process in selecting and promoting quality staff. Performance interview stimulates teachers' interest to teach effectively, motivate their interest to participate in all school academic activities for promotion and rewards. It is a clear way for enhanced quality productivity which is dependent upon periodic performance interview practices in schools.

The findings from the second research question averred that productivity is achievable and obtainable through periodic review of the entirety of all teaching process in secondary school system. This corroborates with Eseyin (2016) who opines that the major objective of any organization that is

involved in the production of goods and services is to produce output that has the highest standard which can meet the needs of end users. Therefore, in every school system, review of all teaching process should be constantly re-visited to the abreast of contemporary changes in the society. This review in various areas of teaching and it's process eliminates weaknesses, incompetences and administrative bottlenecks. Through the review, areas of weaknesses will be identified and strength will be noticed and sustained.

## V. CONCLUSION

Periodic appraisal practices of teachers is a panacea for enhanced job productivity in secondary schools in Bayelsa State, Nigeria. For teachers' job to flourish, and for the school system to function effectively, periodic teachers appraisal practice is sine quan non. This practice must be carried out in all secondary schools for effective achievement of school goals and objectives. Ensuring periodic teachers' performance appraisal practice based on the finding ensures better teachers' teaching methods.

## VI. RECOMMENDATIONS

1. School administrators should help to the introduction of performance interview practice.
2. Schools board through the Ministry of Education should conduct periodic review of teaching process for quality educational goals achievement and student excellence. It effectuates best techniques for teachers and also helps the actualization of teachers' quality output and feedback.
3. Government and school proprietors should ensure teachers participate in the performance appraisal process which enables identify areas of manpower shortages.

## VII. CONCLUSION

Secondary education is sine quan non level of education. The level of government's involvement in the balancing of teachers reward in the active performance of school goals determines its functionality and productivity and effective performance. Based on the strategic position it occupies in our economic and social advancement, school administrators should be more proactive to the welfare of teachers. Rural and urban teachers should be treated accordingly if school goals and objective would be attained positively. These goals and objectives can be attained if school administrators are devoid of partiality and sentiments, treating everyone equal will enhance greater participation and productivity of the school goals.

## VIII. SUMMARY OF FINDINGS

The findings of the study are summarized as shown below.

1. The finding showed that performance interview practices can enhance productivity to high extent in secondary schools in Bayelsa State.

2. Review of all teaching processes effectuates best techniques for teachers, It helps in the actualization of quality output, it realizes quality feedback, it brings about school productivity, it eliminates teaching weaknesses, it identifies areas of weaknesses, it brings about re-delegation of duties, it motivates the interest of teachers to teach effectively, it executes new techniques in teaching and it engenders teachers' interest for in-service training.
3. There is no significant difference between the mean ratings of male and female teacher's opinion on how the review of teaching processes practice can enhance productivity in secondary schools in Bayelsa State.

## REFERENCES

- [1]. Agboola, B.M. & Akporche, D. (2016). Personnel administration in higher education. In C.M. Uche, L. Nwikina, S.C. Anyamele & J.N.D. Meenymikor (Eds). *Administration and organization of higher education: Theories tasks and techniques*. (pp:66-83). Port Harcourt: Uniport Press.
- [2]. Agina-Obu, T.N. (2005). *Fundamental skills in classroom teaching*. Port Harcourt: Panagraphil.
- [3]. Asedilu, J.D. (2016). Application of balanced scorecard (B.Sc) in Educational Institutions. In S.O. Oluwuo and J.D. Asodike (Eds) *Managing schools for productivity: Emerging perspectives* (pp 111-124). Port Harcourt: Pearl.
- [4]. Asodike, J.D. & Ogbu, T. (2014). Teacher utilization and staff appraisal in school organization. In F. N. Obasi & J.D. Asodike (Eds) *Educational Resource Management* (pp: 97-117). Port Harcourt: Pearl.
- [5]. Ayeni, F.U. (2016). *Education sector and the national economy*. Ibadan: Longman Publishers.
- [6]. Darra, M. (2006). *Productivity improvements in education: A replay*. European research studies. 9(3-4). 101-124.
- [7]. Embrey, D. (2001). Task analysis techniques. Retrieved on 26<sup>th</sup> July, 2019 from <https://www.humanreliability.com/articles/task%20analysis%20techniques.pdf>.
- [8]. Eseyin, E.O. (2016). Task analysis and school productivity. In S.O. Oluwuo, & J.D. Asodike (Eds) *Managing schools for productivity: Emerging perspectives* (pp:94-110). Port Harcourt: Pearl.
- [9]. Igwe, L.E.B. (2006). *Fundamental theories, concept principles and practices of educational administration*. Port Harcourt: Petrup.
- [10]. Jones, R. & George, M. (2009). *Contemporary management. 6<sup>th</sup> edition*. McGraw-Hill international edition.
- [11]. Nwabueze, A.I. (2011). *Achieving MDG's through ICTs usage in secondary schools*. Germany: Lambert Academy Publishing.
- [12]. Robbins, S.P. & Coulter, M. (2013). *Management: Pearson horizon edition (87-88)*. England: Pearson education publishing.
- [13]. Wehrich, H. & Koontz, H. (2006). *Management: A global perspective*. Eleventh edition. India: Tata McGraw Publishers.
- [14]. Wikipedia, The free encyclopedia (2019). Appraisal retrieved from <https://en.wikipedia.org/wiki/appraisal>.
- [15]. Wikipedia, The free encyclopedia (2019). Performance based interview. Retrieved from <https://en.wikipedia.org/wiki/performancebasedinterview>.
- [16]. Wikipedia, the free encyclopedia (2019). Performance interview. Retrieved from <https://en.wikipedia.org/wiki/performanceinterview>.