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EXAMINATION OF OPINIONS OF TEACHERS AND DIRECTORS IN SCHOOL MANAGEMENT ON PERFORMANCE APPRAISAL SYSTEM ACCORDING TO MULTIPLE DATA SOURCES

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Abstract

The purpose of the present research is determining the ideas of principals and the teachers in public elementary and the secondary schools about 360 Degree Performance Appraisal System. In this scope of purpose, principal and teacher views about 360 Degree performance appraisal were examined according to the differentiation of gender, seniority, duty and branches. In the present study, quantitative research method had been used. In data analysis, frequency, descriptive statistic methods, independent group t-test, One Way Analysis Of Variance (ANOVA), Mann Whitney-U and Kruskal Wallis-H tests together with Scheffe Test of multiple comparative tests had been used. In this research, we tried to explain that different aspects of teachers and administrators' opinions about the evaluation system was based on multiple data sources. 149 teachers and 66 administrators participated from public schools in the present study. This study showed that there were differences between views of teachers and administrators about multiple data sources.

INTRODUCTION

The concept of performance has different meanings in accordance with different processes. At the same time, this concept is multidimensional and there are many factors that influence performance. Each definition would exclude some content and scope, so it is difficult make an exact description of the performance. Performance; The concept is described in general and intended for many activities and the results are obtained in accordance with qualitative and quantitative results (Uzoğlu, 2011, p.5)

Performance is- within the framework of the tasks in order to meet predetermined criteria which fulfilment of the mission and the realization of the objectives set forth in the direction-goods, services or ideas (Helvacı, 2002, p.156).

At the same time, performance may be defined as a result of interaction of the target organization with the integrity of the individual in terms of human resources management. The

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performance of the organization will directly be affected by the performance of the individuals. Therefore, whatever the type of organization is, one of the most important functions of the organization managers is to increase the performance level of the employees who work in the organization (Çalık, 2003, p.7- 8). Evaluation is the judgement of comparison between the obtained and the expected. Evaluation systems exist in any complex organization and are important educational processes (Taymaz, 2001, p.49).

The performance appraisal is the one of the most important function of human management while providing performance feedback to individuals and groups (Helvacı, 2002, p.155).

In general terms, performance evaluation means analysing someone according to the job which is done by him/her and potential of someone's features for this job and to determine the degree of achievement of business (Erdoğan, 1991, p.155).

Performance appraisal doesn't mean ordering the employees from the best to the worst. Besides, its aim isn't only to reveal the level of performance shown in the past (Lepsinger, 1997: 264 280).

As understood from the definitions, performance evaluation provides employees with self-progress opportunity by revealing what is expected from him/her, what should be done in order to reach the agreed goals, his/her current situation with manager, future development and at what points education is needed. From the employer point of view, performance appraisal enables the recognition of employee in detail by allowing selection based on objectives criteria for advancement and reward (Helvacı, 2002, s.157).

Nowadays, when the concept of performance management is examined in education organization, it can be explained as taking high efficiency from organizations by raising the approach of human resources management. Performance management should be approached as positive and supportive. Performance management in schools can create an atmosphere that reveals the potential of the highest performance of the employees.

According to Harrison (cited in: Cemaloğlu, 2002), the main purpose of performance evaluation in schools is to control. Performance evaluation in the schools is checking the goals set for teachers and standards reached by the teachers, and to check the teacher's performances by rewarding when over the standards and hiding the award when under the standard. According to Brown (2005), as noted, one of the main reasons for the government applying the performance management in the schools is ensuring the implementation of teacher's professional development.

Performance management can be defined as developing, evaluating and defining of the employee with the aim of strategic goals and objectives in an effective manner in schools. Performance management is a process of human resources participation. This process is also designed to be useful for the schools, teachers and students by increasing the quality of teaching. Performance management helps raising the standards, teacher's job satisfaction and developing professionalization and specialization (Demirel, 2007, s.1).

Especially when public schools are examined about performance evaluation in our country, it cannot be observed that there is a stable progressive in the evaluation system. It is possible to use different kinds of performance evaluation to determine the people's differences, similarities, superior sides and weaknesses and to measure the teacher's performance. While teachers and administrators' performance are evaluated, any criteria mentioned above are not used in public schools in Turkey. In the Turkish evaluation system, generally there is a system that is based on a single source.

Examination Of Opinions Of Teachers And Directors In School Management On Performance Appraisal System According To Multiple Data Sources

In this study, multiple data sources based performance evaluation system that aims at decreasing the problems which are based on the evaluation, performed by a single person is examined. Nowadays, managers and employees think that this method is very effective in improving the performance of the employees (Barutçugil, 2002, p.205).

While measuring the performance of someone in education, what should be used is multiple data sources which is more reliable and valid than single data source.

The present study seeks answers to the following questions: What are the opinions of primary and secondary school teachers about performance system based on multiple data sources? Do the manager and teacher opinions about multiple evaluation system differ regarding the duty, gender, major, and professional seniority variables? Do manager and teacher opinions about being evaluated by colleagues differ regarding the duty, gender, branches and seniority? Do manager and teacher opinions about being evaluated by parents differ regarding the duty, gender, branches and seniority? Do administrator and teacher opinions about being evaluated by students differ regarding the duty, gender, branches and seniority? Do the manager and teacher opinions about the current performance assessment system differ regarding the duty, gender, major, and professional seniority variables?

RESEARCH MODEL: The present study that aims at revealing perceptions of teachers and directors working in primary and secondary schools in Maltepe, one of the districts of Istanbul, concerning 360-degree performance appraisal system is a screening type of study since it aims at describing the existing situation. Screening model is a research approach that aims at describing a past or existing case as it is. Case, individual or object that is subject to research are tried to be described in their own conditions and as they are. Any effort for changing or influencing them is not made (Karasar, 2009, pp.79).

WORKING GROUP: Since the universe constituted by teachers working in formal primary schools is large, sampling method was preferred instead of working on the universe. Sample of the research comprises of 166 teachers and 49 directors, who work in formal primary schools subordinated to Ministry of National Education, located in Maltepe District of Istanbul, in the academic year of 2013-2014. 139 out of 215 people in total who participated in the research are female and 76 are male. When 215 people who played a part in the study are examined in terms of position variance, 49 people are directors and 166 people are teachers. While 40 out of 215 people have 1-5 years of seniority, 39 people have 6-10 years of seniority, 45 people have 11-15 years of seniority and 45 have 16-20 years of seniority and finally, 46 people have 21 years and above of seniority. 72 class teachers and 143 branch teachers participated in the study.

DATA COLLECTION TOOL AND DATA COLLECTION: Data were obtained via literature screening and scale application. The scales used for data collection are directly focused on the target audience, i.e. teachers and directors of formal primary and secondary schools, and their opinions on 360-degree-performance appraisal system were tried to be set forth. The scale developed by Şengül (2008) was used in the study as data collection tool.

DATA ANALYSIS AND EVALUATION

Descriptive statistics methods and techniques were used for the analysis of research problem. Statistical Packet for Social Studies (SPSS) 15.0 program was used for the analysis of

data obtained from the scales. Frequency (f), percentage (%) and arithmetical average were used for sub-problems. Independent group t-test and one-way variance analysis (ANOVA) were used for variances with normal distribution and analyses such as Kruskal Wallis-H and Mann-Whitney U were used for variances that do not have normal distribution in order to determine the differences among opinions of teachers and directors on performance appraisal system based on multiple data sources.

The research is generally composed of homogenous data with normal distribution. Thus, it was deemed necessary to implement one-way variance analysis (ANOVA) since the number of groups is more than 2 in line with the sub-goal. In the results of one-way variance analysis, the most suitable of post-hoc tests was determined by taking into account the high number of groups to be compared in order to interpret the significant difference among the groups. Scheffe test was preferred because of its practicability in the comparison of all matches that could be made among the groups (Kayri, 2009, pp.54).

FINDINGS

The findings obtained in the present research are as follows:

Opinions of directors and teachers on multiple appraisal system

When this aspect is examined according to **gender** variance, women look more positively than men to the use of multiple performance appraisal system in schools. In the result obtained according to **position** variance that is another variance of the aspect, directors look more positively than teachers to the multiple appraisal system. When opinions on multiple appraisal system are examined according to **branch** variance, it was concluded that branch teachers expressed more positive opinions than class teachers in relation to the use of multiple appraisal system in schools as the performance appraisal system. When **seniority** variance that is the last variance of this aspect is examined, the significant difference appeared among “1-5 years and 11-15 years and 21 years and above”. According to this result, teachers and directors with “1-5 years of seniority”, who were newly appointed, support the use of multiple appraisal system in schools as performance appraisal system more than teachers and directors with higher seniority such as “11-15 years and 21 years and above”.

Opinions of directors and teachers on being appraised by their colleagues

When this aspect is examined, it was determined that the significant differences were in favour of "*directors*" in **position** variance. Directors think more positively than teachers about being appraised by their colleagues. It was concluded that the significant difference was in favour of “branch teachers” in **branch** variance that is another variance of this aspect. It was found that while branch teachers were thinking that their colleagues could make comments on their performances in the multiple appraisal performance system, class teachers did not express positive opinions in this aspect as much as branch teachers. When the aspect of appraisal of directors and teachers by their colleagues is examined in terms of **seniority** variance, the significant difference appeared among “1-5 years and 11-15 years and 21 years and above”. While teachers and directors with 1-5 years of seniority do not have negative opinions about the contribution of their colleagues to their performance appraisal, those with 11-15 years and 21 years and above of seniority do not think positively about this issue as much as those who were

newly appointed. Any significant difference was not found between women and men according to gender variance that is the last variance of this aspect.

Opinions of directors and teachers on being appraised by students' parents

When opinions of teachers and directors about being appraised by student parents that is another aspect of the study are examined according to **position** variance, the significant difference was in favour of "directors". This aspect resulted in favour of "branch teachers" in **branch** variance. It was concluded that while branch teachers regarded getting opinion of parents on their performance appraisal more positively, class teachers were not positive about this issue as much as branch teachers. When **seniority** variance of this aspect is examined, the difference shows parallelism with previous aspects. Teachers and directors with less seniority (1-5 years) said that it would not cause any problem for them if opinions of parents were obtained for their performance appraisal while teachers and directors with 11-15 years and 21 years and above of seniority were not as much positive as those with less seniority. Any significant difference has not been encountered in this aspect in **gender** variance that is the last variance.

Opinions of directors and teachers on being appraised by students

Significant differences of this aspect were in branch, seniority and position variances. When **branch** variance is examined, the significant difference was in favour of "branch teachers" as in the other aspects. Opinions of directors and teachers on appraisal of their performance by students were examined according to **position** variance, the significant difference was found to be in favour of "directors". While directors did not express negative opinions about getting students' opinions for their performance appraisal, teachers did not think as much positively as directors about this issue. In the **seniority** variance that is the third variance of this aspect, the significant difference appeared among "1-5 years and 11-15 years and 21 years and above". It was concluded that directors and teachers with higher seniority were more negative than directors and teachers with less seniority about getting students' opinions for their performance appraisal. Any significant difference was not found concerning **gender** variance in this aspect.

When **opinions of directors and teachers on being appraised by the existing system** were examined, the only significant difference was found in the **seniority** variance. The significant difference in the seniority variance was found among "1-5 years and 11-15 years and 21 years and above". Accordingly, it was concluded that directors and teachers with less seniority regarded the appraisal of their performance by existing system more positively than their colleagues with higher seniority.

RESULT AND DISCUSSION

Opinions of directors and teachers about 360-degree performance appraisal system were examined in the present study and it was concluded in the overall result of the research that participants looked positively to the system. This result showed parallelism with the research conducted by Demirtaş (2005). When performances of school directors were appraised in the study by Demirtaş (2005), it was seen that they expressed positive opinions on the use of different data sources. It was also stated that teachers who participated in "Performance Appraisal Model and Register Reports for Teachers" research by EARGED (2001) expressed

that performance appraisal that would be constituted by using multiple data sources would be more acceptable and information should be obtained from different sources such as colleagues, parents, students and directors for performance appraisal. It can be said that two researches have similarities in this respect. When opinions on multiple performance appraisal system in the research are examined in terms of sex, it is concluded that “female” participants regard the system more positively than the men. It was concluded that female participants approached more cautiously to the multiple performance system in the study conducted by Örencik (2007) and this result showed differences with the research. Opinions on multiple appraisal system were examined according to gender variance in the study conducted by Şengül (2008) and a positive result was obtained in favour of women. In other words, the results showed parallelism in both researches according to gender variance. When it was examined whether this aspect varied according to position variance, it was concluded that “directors” were more inclined to 360-degree performance appraisal system and regarded the system more positively than teachers. When this result is compared to the research made by Şengül (2008), it was observed that there was a difference between the researches because Şengül (2008) presented in her research that teachers regarded multiple appraisal system more positively than directors. When opinions on performance appraisal system in the research were examined according to branch variance, "branch teachers" were seen to accept the system more than the classroom teachers. Şengül (2008) could not find any significant difference when she examined the branch variance about multiple appraisal system in her research. When we consider the difference in seniority variances in relation to the subject matter of the research, it was concluded that teachers and directors with “1-5” years seniority regard the system more positively than teachers and directors with “11-15 years” and “21 years and above” of seniority. Şengül (2008) obtained a significant result in her research in favour of participants with 1-5 years of seniority from among participants with 1-5 years and 11-15 years of seniority. Both researches show parallelism with each other in terms of these results.

It was determined in the research that answers of directors and teachers in relation to being appraised by colleagues in the scope of performance appraisal system based on multiple data were at the level of “I agree”. This result showed parallelism with the study conducted by Akşit (2006) titled “Teachers’ Opinion on Performance Appraisal”. Teachers declared in the study by Akşit (2006) as well that they had positive opinions about being appraised by their colleagues. When the study by Demirtaş (2005) that is a different study is examined, it was observed that similar results were obtained in both researches. Tonbul (2009) also reached at a similar result in his research and especially, teachers who participated in this study declared that they found it necessary to be appraised by a group of colleagues. The research shows differences with the research made by Uysal (2011). Because participants of this research stated that they had some concerns about being appraised by their colleagues. When opinions on being appraised by colleagues in Multi-Appraisal system in the research were examined according to gender, it was concluded that a significant difference did not exist between both genders. Şengül (2008) reached a significant difference in favour of women with regards to this aspect in her research. When it was examined whether this aspect varied according to position variance, it was concluded that “directors” were more inclined to being appraised by their colleagues and regarded this aspect more positively than teachers. This result does not show similarity with the research made by Şengül (2008) because teachers stated in the research made by Şengül that they regarded being appraised by their colleagues more positively. It was observed in the research that when opinions on appraisal by colleagues were examined according to branch

variance, "branch teachers" were more positive than classroom teachers. When we consider the difference in seniority variances in relation to the subject matter, it was concluded that teachers and directors with "1-5" years seniority were more open to appraisal by their colleagues than teachers and directors with "11-15 years" and "21 years and above" seniority.

When the results of the research about getting opinions of parents for the appraisal of directors and teachers in educational institutions were considered, it was concluded that directors expressed positive opinions but teachers had negative opinions on the subject matter. A similar result was obtained in the research conducted by Demirtaş (2005). The result of research shows similarity with the results obtained by Akşit (2006) in his research. Teachers who participated in the research by Akşit stated that they were unwilling about being appraised by parents. The research participants expressed negative opinions about being appraised by parents since they did not know which aspects would be the basis for appraisal. Participants of the research with the title of "Examination of Performance Appraisal Model for Primary School Teachers in terms of Certain Variances" that was conducted by Tonbul (2009) stated that they could not be certain about being appraised by parents. The results of this research showed parallelism with the results of studies conducted by Tunç, İnandı, Öksüz and Çal (2013). Tunç et al. concluded that directors had serious concerns about getting opinions of parents for performance appraisal of teachers and directors. When we examine gender variance in the research in relation to the appraisal by parents, it was concluded that a significant difference did not exist between genders in this regard. A significant result was not obtained in favour of women in terms of gender in the research by Şengül (2008) in relation to this aspect. When the results of position variance related to this aspect were examined, it was concluded that "directors" regarded the issue more positively than teachers. This result differs from the research by Şengül (2008) and Şengül obtained a result in favour of teachers in her research. When the results of branch variance related to being appraised by parents in the research were examined, it was seen that the result was in favour of branch teachers. This result showed similarity with the result of research made by Şengül (2008). In the seniority variance that is the last variance in this aspect, it was concluded that teachers with 1-5 years of seniority were more positive than teachers with 11-15 years and 21 years and above of seniority. Şengül (2008) did not find any difference in terms of seniority variance in relation to this aspect.

When the research results concerning the aspect related to being appraised by students in 360-degree performance appraisal system were examined, it was seen that the teachers were indecisive and the directors expressed negative opinions. According to the research made by Alay (2006), participants stated that they thought that students' opinions could be used for performance appraisal, and this does not show parallelism with the result of this research. The research that shows parallelism with the research result is the study conducted by Uysal (2011). Teachers who participated in the research made by Uysal (2011) stated that they were uneasy about the fact that opinions of students would be asked for the appraisal to be made, which would be based on the opinion about whether a teacher had adequate information, knowledge and opinion on education. It was also concluded in the researches made by Demirtaş (2005) and Tonbul (2009) that teachers had negative opinions about the contribution of student opinions to the appraisal. Akşit (2006) reached at a different conclusion in his research compared to this research. Teachers who participated in the research by Akşit stated that they thought that student opinions should be taken into account for the performance appraisal. It was concluded in the research made by Tonbul (2009) that participants could not make a clear decision about whether student opinions should be taken. When the research results concerning opinions of directors

and teachers on being appraised by students in the performance appraisal system based on multiple data sources were examined first in terms of gender variance, it was seen that there was not a significant difference about the issue between men and women. In the research made by Şengül (2008) who made a similar research, a significant result was obtained in favour of women in terms of gender. When the research result of position variance related to this aspect was examined, it was seen that “directors” were more positive like in previous aspects. The result differs from the research made by Şengül (2008). The researcher stated in her research that teachers regarded having their performances appraised by students more positively than directors. When the aspect of appraisal by students was examined according to branch variance in the research, it was concluded that “branch teachers” were more positive about having their performances appraised by students. Finally, when the aspect of appraisal by students was examined according to seniority variance, it was concluded that teachers and directors with 1-5 years of seniority were more positive about getting student opinions for their performance appraisal than teachers with 11-15 years and 21 years and above of seniority. The results of these two aspects differ from the research made by Şengül (2008). The researcher did not come up with any significant difference between relevant variances about both aspects.

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