

CORRELATION BETWEEN OPEN REPORTING SYSTEM OF PERFORMANCE EVALUATION AND TEACHERS PERCEIVED PRODUCTIVITY IN LAGOS STATE

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ABSTRACT

The study examined the relationship between open reporting system of performance evaluation and teachers' perceived productivity in Lagos State. The descriptive survey design was used for the study. The sample comprises of three hundred teachers randomly selected from five secondary schools in each of the six Education Districts of Lagos State. A modified Likert type questionnaire was prepared and used to collect data for the study. Pearson product moment correlation co-efficient was used for data analysis. The result of the analysis shows that there existed a significant relationship ($P = 0.05$) between the open reporting system of performance appraisal, on the one hand, perceived teachers' productivity and teachers' potential for advancement on the other. Consequently, it was suggested among other things, that teachers performance appraisal system should be based on objectivity and be devoid of prejudices and biases.

Keywords: Objectivity, devoid of prejudices, performance evaluation, productivity, biases.

INTRODUCTION

Every organization is set up to achieve specified goals and objectives. In pursuance of these goals, the organization makes use of certain resources in terms of human, materials and financial resources. Of all these resources, human resources constitute the mobilizing and the engineering force that make things happen in the organization, because they manipulate other resources, hence, most management have always held its workers as the most important and valued assets in the organization.

Banjoko (1982) opines that today, there has

been serious re-definitions, re designation and re-design of human beings beyond what Adam's Smith conception of man as a factor of production. In the 18th century, management theorists like Frederick Winslow Taylor anchored productivity on scientific Management theory, thereby creating a balance in the perception of man by management practitioners and economic theorists.

As time progressed, the professional skill of man beyond being a tender of machines became acknowledge thereby creating another school of management thought called the Human Relations Schools which found a

parallel conception of man as not only providing labour but also entrepreneur. Since organizations have components of man, materials and money which play important roles in the accomplishment of the goals of which the organization pursues, there is therefore, the need to have a basis for measuring and assessing performance against desired results so that organizational members will be aware of what is required of them in their job, the yard stick for measuring their job performance and how they are getting on the job; these are determined by the performance appraisal system.

Iyede (2004) sees performance appraisal as involving the assessment of the employee by his immediate supervisor in relation to the employee's degree of efficiency and effectiveness in performing his assigned roles in order to achieve the goals of the enterprise. It is usually a yearly affair. It involves an interview, in which the superior officer discusses his evaluation with the subordinate, after which the subordinate signs indicating whether he has agreed or disagreed with the ratings and recommendations; giving reasons.

Performance appraisal can be categorized into two; these according to Olaiya (1999) are Annual Reporting System and open Reporting System. **Annual reporting System** according to him was used during the colonial era for the purpose of rewarding employees in the form of promotion as well as for punishing them by way of demotions, stagnation or lay-off. The contents of the reports/assessment were not known to the appraisee and his inputs were never required.

The **open reporting system** on the other hand is meant to give prominence to the

ability and achievement of the employee of the organization against the agreed set standards. This is predicated by Management By Objectives (MBO) Principle, it is meant to appraise performance and identify potentials in individuals for advancements, hence, it is used to find promotable people within the organization.

Adekunle (2002), observes that the open reporting system in the Nigeria Public Service is associated with the Udoji Commission appointed by the Military Administration of General Yakubu Gowon, to review the public service of the country, almost immediately after the Nigeria Civil War. The culmination of the exercise was a government paper, which upheld the need for a complete departure from the well-known confidentiality in performance appraisal. The **open reporting system** makes it mandatory for the assessor or reporting officer to make his assessment about a subordinate known to him to enable him react to any reports which tend to misrepresent him.

Ahmed (2000) observes that in a typical secondary school system, what constitutes the productivity of each teacher is the totality of tasks assigned to him. The three sets of duties found within most secondary schools are: the main duties, adhoc/secondary duties and special duties. The **main duties** refer to the primary assignment of teaching, as well as guidance and Counseling, while the **adhoc duties** include: chairman/membership of school committees, patron/matron of students' clubs and associations, school examination officer, labour master, game master, secretary of staff meeting, education levy collector etc. On the other hand, **special duties** include those assignments that are executed on behalf of the Local, State or Federal Government like national census,

health campaign, public examination supervision etc. haviour.

In order to appraise or assess teacher's performance/Productivity as applicable in the public service all over the country the instrument currently used is generally referred to as the **Annual Performance Evaluation Report Form** otherwise referred to as **APER Form**. Braimah (1996) sees APER as the actual and physical qualification of a worker's contribution towards the accomplishment of an organization's goal and objectives; it is used to determine training needs, utilization of human resources, demand and supply analysis, human resources requirements, organization restructuring and productivity.

Iyede (2004) has therefore observed that appraisal forms are inadequate in assessing staff. He argued further that it is subjective and impressionistic. Besides, ratings of different superior officers are incomparable, because their degree of objectivity might not be the same, since elements of bias and prejudices can not be ruled out.

Statement of the Problem

It has been observed that in the secondary school system as applicable in the public service generally, performance evaluation is viewed and conducted solely in terms of its evaluative aspects, thereby over-looking its use for enhancing growth and development in teachers, through training, counseling and feedback of appraisal information. A technical interpersonal and other problems relating to internal politics often conspire to render the exercise worthless. For instance, employees are often rated on the basis of personality factors, first impression, unusual negative or positive critical incidents or one or two instances of randomly observed be-

In the same vein, reporting officers often allow biasing factors like ratee's sex, tribe, appearance and their personal likeness or hatred to influence their assessment rather than basing it on job behaviour, compliance and productivity level. This study therefore examines these issues in order to determine the extent to which the open reporting system of performance appraisal can help in the enhancement of teacher's productivity level in secondary schools in Lagos State.

Purpose of study

The purpose of the study was to examine the relationship between the open reporting system of performance appraisal and perceived productivity level of teachers. Attempt was therefore made to investigate the effectiveness of the system of teachers' appraisal in the secondary school, with a view to finding out some of the problems associated with the system, and make recommendations on how to improve on the system of performance evaluation of secondary school teachers to enhance better results.

Significance of Study

This study will be of immense significance to secondary school teachers by making them aware of the importance of the performance appraisal system, as a means of assessing their productivity level on the job.

Also, school administrators who serve as reporting officers will be made to realize the need for objectivity, while filling the APER forms in respect of teachers, by ensuring that the rating is devoid of prejudices and biases.

To the educational policymakers, officials of the Ministry of Education and its agencies, the study will enable them to put policy in

place that will ensure the effectiveness of the appraisal system so that it can serve as one of the Basis for teacher's advancement on the job.

Research Questions

The study attempted to provide answers to the following research questions:

1. Is there any significant relationship between open reporting system of performance appraisal and teachers' perceived productivity level?
2. Is there any significant relationship between open reporting system of performance appraisal and teachers' potential for advancement on the job?
3. Is there any significant relationship between the superior officers' comments on performance Evaluation form and teachers' perceived productivity?

Research Hypotheses

The following hypotheses guided the study:

1. There is no significant relationship between open reporting system of performance appraisal and teachers' perceived productivity level.
2. There is no significant relationship between open reporting system of appraisal and teachers' potential for advancement on the job.
3. There is no significant relationship between the superior officers' comments on performance evaluation form and teachers perceived productivity.

METHODOLOGY

The research design adopted for the study was descriptive survey. The population consisted of all public junior and senior secondary school teachers in Lagos State. The sample consisted of 300 teachers selected from public secondary school across the six

Education Districts in Lagos State. Ten teachers were selected in five junior and senior secondary schools in each of the six education districts, using simple and stratified random sampling techniques.

The stratification was by sex, marital status, designation, years of experience and school type (Junior or Senior).

The major instrument used for data collection was researchers' constructed questionnaire tagged 'Open Reporting System of Performance Evaluation and Teachers' Perceived Productivity Questionnaires' (ORSPETPPQ). The questionnaire had two sections, A and B. Section A sought information on the bio- data of the respondents, such as sex, designation, marital status, years of teaching experience, academic/professional qualifications. Section B had three parts 1,2 & 3 patterned along the Likert four points rating scales of Strongly Agree, Agree, Disagree and Strongly Disagree. Part 1, sought information on the relationship between open reporting system of performance evaluation and teachers perceived productivity level; Part 2 was on open reporting system of evaluation and teachers perceived potential for advancement on the job; while Part 3 elicited responses on the relationship between the superior officers comments on performance evaluation form and teachers perceived productivity. The instrument was face validated by experts in research methodology and educational administration in university of Lagos. The Pearson Product Moment Correlation Coefficient statistical tool was used for data analysis.

RESULTS

HO1: There is no significant relationship between open reporting system of perform-

ance appraisal and teachers perceived productivity level.

To test the hypothesis, the Pearson product moment correlation coefficient was used, the result of data analysis is presented in Table 1 below:

Table 1: Relationship between open reporting system of performance appraisal and teachers' perceived productivity level.

Variable	N	X	SD	DF	r-cal	r-critical
Open reporting System of Performance Appraisal	300	15.60	1.36	298	0.92	0.14
Teachers' Productivity Level		12.14	2.53			

Significant at 0.05 level.

Table 1 shows that the r – calculated value of 0.92 is greater than the r –critical value of 0.14 given at 298 degrees of freedom and 0.05 level of significance, therefore, the null hypothesis is rejected. It then means that there is a significant relationship between open reporting system of performance appraisal and teachers perceived productivity level.

HO²: There is no significant relationship between open reporting system of performance appraisal and teachers' potential for advancement.

To test this hypothesis, the Pearson product moment correlation coefficient was used, the result of the analysis is presented in Table 2.

Table 2: Relationship between open reporting system of performance appraisal and teachers' potential for advancement

Variable	N	X	SD	DF	r-cal	r- critical
Open reporting System of Performance Appraisal	300	15.60	1.36	298	0.68	0.14
Teachers Potential for Advancement		12.30	3.52			

Significant at 0.05 level.

Table 3: Relationship between superior officers comments on performance evaluation form and teachers' perceived productivity

Variable	N	X	SD	DF	r-cal	r-critical
Superior officers' comments on Performance evaluation form	300	13.70	3.26	298	0.75	0.14
Teachers' perceived productivity		12.14	2.53			

Significant at 0.05 level.

Table 3 shows that the r- calculated value of 0.75 is greater than the r- critical value of 0.14 given at 298 degrees of freedom and 0.05 level of significance. The null hypothesis is hereby rejected. It means that there is a significant relationship between superior officers' comments on performance evaluation form and teachers' perceived productivity.

DISCUSSION

The results from data analysis in Table 1 indicate that there is a significant relationship between open reporting system of performance appraisal and teachers perceived productivity level. This means that the adoption of open reporting system of appraisal has positive impacts on the level of productivity of teachers. This findings is in support of Banjoko (1982) who asserts that the open reporting system of appraisal is a complete departure from the well known confidentiality in performance reporting, because it is a reporting system in which the employee, not only sees what is written about him, he is encouraged to discuss it with his reporting officers, and he is allowed to react to it before a final decision is reached. In other words, the erstwhile 'guinea – pig' becomes an active part of the decision making process in his appraisal.

Perhaps, it is the two way traffic between the employee and his reporting officer that makes the open reporting system an attractive experiment.

In Table 2, the result of the data analysis shows that there is a significant relationship between open reporting system of performance appraisal and teachers' potential for advancement. This implies that the performance appraisal system is instrumental to the upward mobility of teachers on their jobs. This finding is confirmed by Shogo (1999) who stated that the staff performance appraisal assists the employees to evaluate their performance and in the process identify opportunities, learns to reinforce and build on their strengths as well as address and eliminate their weakness, as well as for career growth and self development, and for future challenges. In the same vein, Ubeku (1975) states that the performance appraisal system helps in identifying employees with good managerial potentials; developing them and in preparation for higher future responsibilities.

Table 3, shows that there is a significant relationship between superior officers comments on performance evaluation form and teachers' perceived productivity. This means that the

comments made by the reporting officer on the performance Evaluation Report Form will help in enhancing teachers' productivity. This findings is in contrast with those of Sanni (1999), Olutade (1999) and Salami (1999) who, observed that the performance evaluation form does not provide room for proper assessment of teachers. In the same vein, Ahmed (2000) opines that the most dangerous part of the evaluation in APER form is the column where the immediate superiors of the teachers are allowed to pass free comments on the staff. Experience has shown that the life of some hardworking teachers had been marred by very fluidly comments made by such officers who perhaps had something to grind with their subordinates, they are to comment upon. When such affected officers send protest to the higher authorities, it usually ends with the support of the superior officers, except where such aggrieved officers have people that matter behind them too.

RECOMMENDATIONS

Based on the findings of this study, the researchers wish to recommend as follows:

1. APER form should be made to occupy its proper position as a tool for ensuring improvement in the performance of duties.
2. In the performance evaluation form, more efforts should be directed towards providing room for the rating of other aspects of teachers, like the possession of higher degrees, attendance at workshops or seminars, number of period taught per Week, the number of *ad hoc* duties handled by each teacher as well as service to the community.
3. The reporting officers should hold two or three seasonal discussions with the teacher being appraised, so as to afford

opportunities to identify observed strengths or weaknesses, such that at the end of the year, the issue of subjectivity would have been removed or reduced to the barest minimum level.

4. There should be conscious maintenance of an atmosphere of cordiality in the school system, however; this must not be allowed to degenerate into too much familiarity.
5. Students' evaluation of their teachers can be encouraged so as to supplement the information supplied by other appraisal methods, and if so used, the identity of the students should be protected to avoid unnecessary harassment.

CONCLUSION

In spite of the importance of performance appraisal in the total personnel management functions in the school system, like other public organizations, the way and manner it is designed and implemented in the school system may dampen its effectiveness both as an evaluative and developmental tool. In the teaching service, rarely is an attempt made to discuss constructively with teachers, as to know whether expected results, as predetermined were met, exceeded or not. Teachers need to know not only how they fit in with the goals of the school system for which they work, but also what aspect of self-improvement is needed in their job performance.

It is however necessary to state that the study is not exhaustive as far as teachers' performance evaluation is concerned; there is the need for further studies to be conducted. Therefore, future researchers may wish to examine students' assessment of teachers as it affects teachers' job performance. In addition, the relationship between appraisal skills of supervisors and teachers

productivity could also be researched into. ited.

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