Assessing the Dimensionality and Reliability of Teachers' Performance Evaluation in Eastern Zone High Schools, Tigrai National Regional State, Ethiopia

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Abstract
The purpose of this study was to assess the dimensionality and reliability of Teachers Evaluation Questionnaire in Eastern Zone high school; Tigrai National Regional State which was filled by school principal. To this end: 9 high schools in 7 woredas were selected using the lottery method, in which 459 teachers' rate forms were collected. All teachers who were teaching in various departments were also involved in the study. All 459 teachers' evaluation questionnaires were used as sample size of the study groups. Factorial analysis, Pearson correlation, coefficient alphas, and percentage were employed on the data. The use of factor analysis has accomplished by identifying six distinct dimensions of teaching effectiveness in Teachers Evaluation Questionnaire (TEQ). The reliability of each dimensions, coefficient alphas, varied from 0.38 to 0.90 indicating high internal measures of the six factors. The cronbach alpha 0.86 computed in alternative ways indicated that all items of the scale possess high reliability and it is internally consistent. Based on these findings TEQ is multidimensional for its factor includes consecutive items which, on the average, show adequate reliability and is internally consistency. However, No evaluation system can be perfect; once we do, we should use them and improve on them.
Keywords: dimensionality**, Teachers Evaluation Questionnaire

1. Background of the Study
Eastern zone is among the 6 zonal administration of the regional state of Tigrai. In which there are a number of development in various aspects, especially in the expansion and vast development of educational sector, in both governmental and private investment of four cycles of educational level. The first two cycles are known as complete elementary schools where as the other two cycle are called high school.

In Ethiopian modern educational history, eastern zone of Tigrai is also a place where the first school academy had been opened through the efforts of Catholic missionary (Mulugeta, 2002).

It is obvious that education is one of the most important factors in achieving the development goals of a country. Goel and Goel (2001) have discussed that education represents one of the main instruments of change to a country. And that is why it has been rightly said that the destiny of a nation is shaped by quantity and quality of students coming out of different educational institutions.

Thus, high schools, both third and fourth cycles, as well as educational administration need to consider strategies to hold and expand the quality education carefully. Hence, formal instrument rating scale (Mekonen Gorfu, 2006) of teachers' appraisal (Habtamu, 2005) is among the general strategies employed to assess the effectiveness of the teachers' performance in educational institution.

It is undeniable that relatively much has been researched in the area of evaluation of teachers. For instance, as early as 1951, Miller (cited in Mekonen Gorfu, 2006) reported that a large number of educational institutions had been involved with ratings of instructors. And, Melaku (1992:5) has stated "it was in 1937 E.C that appraising the performance of teachers was first introduced in Ethiopia. Accordingly, a team of inspectors was formed to carryout various educational activities. Among these, visiting few operating schools, collecting, organizing and analyzing data on the teaching-learning, and classroom observation of teachers were included".

In line with this, Habtamu (2005) stated that, in Ethiopia, evaluation of teachers' performance had been evaluated by administrators, students and parents since 1995.

Evaluation/rating has not only been praised as being valid and efficient but also criticized as being insensitive and misleading. However, many researchers (Mekonnen Gorfu, 2006: Amanuel, 1999: Marsh et al., 1997: Palmer et al., 1978: Derry and Brandenburg, 1978: Doyle and Crichton, 1978: Elmore and Pohlmann, 1978: Harrison et al., 1996:) agreed that evaluations of teachers' effectiveness, either by students or any other,

are playing an increasingly important role in the determination of merit pay, promotion, tenure, personnel decision, feedback to teachers that could lead to the improvement of teaching and learning processes. As a result, there is a growing interest in what these evaluations actually measure.

Millman and Linda in Habtamu (2005), and Melaku (1992) discussed that evaluation system vary in the extent to which teachers perceive evaluations of their performance to be soundly based: that is, reflective of their true performance.

Never the less, if the objectives that teachers are seeking are unclear, if the criteria for measuring those objectives are vague, and if there is no enough communication of the feedback between appraisers and the appraisee, teachers are likely to develop negative attitude towards the appraisal and work below their potential. This in turn can contribute to the poor performance of the institution as a whole (Habtamu, 2005)

From this, we can put the rationale that teachers' evaluation should be for the effectiveness of the teaching and learning process as long as the main purpose of evaluation is to give them feedback so that they can see their weakness and strong sides.

To mention a few on the rationale and purpose of evaluation, Mekonen Gorfu (2006) reported that the process of evaluation is justified for different purposes, such as improvement of instruction, directing and guiding staff efforts, and to gather data for research on teaching and learning .

1.2 Statement of the Problem

There is an increased pressure to use evaluative data on high school teaching performance. The major reasons seem to be that teaching staff want information which will aid them in improving their instruction and administrators want this information to make objective decisions related to promotion and farther educational competition award.

A system of evaluation, if carefully designed and systematically used, is believed to have a potential value to enhance professional development of teachers and hence to improve students' achievement. However, "teachers' performance evaluation has not proved to be an easy task to successfully accomplish in many school systems. The task of teachers' performance evaluation has been troublesome to both teachers and their evaluators" (Melaku, 1992: 90).

In line with this, Amanuel (1999) has suggested that administrators' evaluation as a measure of teacher competency remains mandatory within the framework of total quality control so as to assess the effectiveness of an instructor in teaching. Thus, the use of evaluation for judging and improving classroom instruction in various high schools become an accepted tradition.

There could be a heated debate regarding evaluation of teachers, some in favor and others against among themselves too. However, what is always essential, as a number of researchers have recommended, is that continues research has to be conducted on the dimensionality and reliability of teachers' evaluation of teaching effectiveness.

According to Richardson (2005) various evaluation forms have been developed in different educational institution. Universities often choose to invent their own rating scales or to modify one that they already have or that someone else has developed, where as high schools in Ethiopia have no mandate to develop their own rating scales although woreda or regional educational officers shoulder it for its change. Whichever way it may be, the ministry of education or the regional bureau for education should make the final product more acceptable. Therefore, there should be several revisions and presentations of evidence for dimensionality, reliability and validity of rating instruments, and (Chang, 2003) awareness of instructors should also be investigated on same way.

High schools in Tigrai, as every school in the country, have been using evaluation of teachers on teaching effectiveness since their conception. These schools were used the evaluation performance the so called "result-based" is filled by principals or unit leaders. However, this "result-based" evaluation performance is the summation of points given by students, various club coordinators, department head, unit leaders, and the school principals.

Towards this instrument, there is no evidence which shows that how many dimensions or factors of effective teaching that the evaluation questionnaire supposes to measure. Rather, both educational administrative in the woreda level or school principals designed the instrument for teaching performance based on the regional educational offices' "result based" evaluation measurement. However, there is no reported evidence for the reliability and dimensionality of TEQ. Considering these problems, the present study had tried to assess the dimensionality and reliability of TEQ in eastern zone high schools of Tigrai region.

Specifically, the researchers have intended to address the following research questions regarding the TEQ.
1. How many dimensions of effective teaching do the TEQ measures?
2. and how much is the reliability among different items which are found to measure the same dimension?
3. Are items in the TEQ reliable?

1.3 Objectives of the Study

The main objective of this study was to assess the Dimensionality and Reliability of Teachers' Performance Evaluation in Eastern Zone High Schools, Tigrai National regional State, Ethiopia. More specifically;

- To identify the dimensional pattern of the teachers' evaluation questionnaire.
- To assess the general reliability of the questionnaires.

2. Methods

2.1 Stduy Design

For the purpose of this study, a descriptive method was employed with the intent that it could help to analyze the reliability and dimensionality of TEQ. Besides, an attempt was made to infer some variables from the sample population to the population under study.

Regarding the instrument which was intended to be filled by the school principals, the researchers have translated the Tigrigna version of the TEQ in to English version. To see the appropriateness of the translation, the researcher gave the English version to department of English and linguistics of Adigrat University to convert it into Tigrigna so that the researchers could check the translation with the original one. And those which were similar had been taken for granted.

Besides, The Statistical Package for the Social Science (SPSS) version 16.0 program was utilized to tabulate data and compute the statistical tests. Teachers' evaluation questionnaire was dependent, and the dimensionality and reliability of the instrument were considered as independent variable. In general, the data were analyzed in accordance with the research questions and objective of the research using factor analysis and coefficient alpha. Of course, percentage as statistical tool was also used to describe different characteristics of the evaluated teachers in each school

2.2 Sampling Design

2.2.1 Population

The population consists of a total number of 1392 high school teachers M=1085 and F=307 in the eastern zone of Tigrai region of 9 woreda administration.

2.2.2 Sampling

One-third of the high schools, among the schools in the zone, were selected using lottery method from each woreda administration. In which we collect the performance evaluation data of all teachers found in selected school.

2.3 Description of the Instrument

Teachers' performance evaluation questionnaire at Tigrai region is calculated using the sum of evaluation by students' performance, and the processes in teaching-learning. Therefore, the teachers' performance evaluation questionnaire held in this study is part of the general performance (result-based plan) evaluation which is administered to each teacher with a number of variables in teaching-learning processes.

Thus, teachers' evaluation questionnaire that currently used in all high schools has four levels of "standard measurements")in which 3 of the scales are visible in the instrument such as 2 point (satisfactory), 3 point (good) and 4 point (very good) [and the fourth scale 1 point (not good)] is understood in the way that Likert-scale method used and it is intended to rate teachers as per by general and detail measurement of each item based on the plan to be fulfilled. Therefore, the instrument being studied in this paper is the large part (having 27 items) of the general performance evaluation which has 31 items in total.

2.4 Data Collectionand AnalysisProcedures

2.4.1 Data CollectionProcedure

The following procdures has been used to collect data from the sample woredas (local administration).

The researchers had called each woreda educational officers and school principals to Adigrat University for discussion on the research we undertake to study. After having the agreement of both administrators, upon their willingness to collaborate, we had deep discussion over the evaluation system and quality of education with them. The school principals finaly allow us to use the annual data of evaluation of each teacher in their respected school.

2.4.2 Data AnalysisProcedure

After collecting the data, descriptive analysis and statistical tools were employed to analyze the data in line with the research quesion of the study. Therefore, the following steps were applied:

1) Factorial analysis was used to determine the number of dimension in TEQ which measures the effectiveness of teaching by set of questions in the schools.
2) Coefficient alpha for each of the identified factors or dimensions was computed.
3) The reliability of the items used in the TEQ was determined using Coefficient alpha with respect to overall teachers' evaluations.

4) The internal consistancy of the TEQ was computed using coefficient alpha and Pearson product correlation of sub items .

3. Result and Discussion

The results of the study are presented and described in the following order: Characteristics of the evaluated teachers, dimensions of TEQ, item reliability of TEQ, and internal consistency of TEQ.

3.1 Characteristics of the evaluated teachers

From the selected woreda administration of eastern zone, a public high school is drown using lottery method. In which, a total of 459 completed data have been used. However, TEQ were analyzed for evaluation data rate of 81.26% because two schools among the sample were used fragmented items in the evaluation system although it has similar items in other aspect. The demographic characteristics of the evaluated data of each school are listed out in table 3.1. The total sample was comprised of 32.97% of the total high school teachers in the zone.

3.2 Dimensions of TEQ

The questionnaire has 27 items. Factor analysis was used to determine the factor patterns that teachers' evaluation questionnaire in high school, Tigrai region, is designed to measure. Thus, the research questions to be answered, in this part of the study, were: how many factors or dimensions of effective teaching do the TEQ measures? And how much is the reliability among different items which are found to measure the same dimension?

The analyses were performed for the total rating forms (N=373). And SPSS program was conducted in the analysis with the following particular steps.

1) The correlation matrix for all variables (all 25 items) was computed (it is indicated in appendix B_1). At this step, items that do not appear to be related to other variables were identified.
2) The factor extraction was determined through principal component analysis. As can be seen in the appendix B_2, an initial inspection of the eigen values indicated six dimensions or components greater than 1 were extracted.
3) The Scree Test also presented that suggests the dimensions with the value of their respected eigenvalues in figure 1.1
4) The rotation method i.e. varimax with Kaiser normalization was performed which, as table 4.1 shows, focused on transforming the items to make them more interpretable in its categories or components that is called the dimensions, that designed to define the set of items in TEQ.

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Table 1 Item Loading on six Dimensions of TEQ

Rotated Component Matrix[a]						
Teachers' Evaluation items	Factor pattern loading					
	I	II	III	IV	V	VI
I. Enthusiasm/ Professional Ethics						
13. Participation in induction and other related matters	.859		.230		-.113	.144
16. Perception of educational policy and motivation to innovate	.816			.237		
18. Evaluating text books and other teaching material	.806	.107	.127	.190	.104	
14. Participation in Teachers network, and strengthening the result.	.784		.130			.125
17. Portfolio of Teacher's plan	.748		-.176		.123	.142
19. Motivation to use ICT as teaching aid to develop the curriculum	.670	.303		.162		
15. Creativity of the teacher in Module preparation and other teaching aid	.540		.377	.212		.216
II. Individual Rapport /Interaction						
22. Interaction with peers or other colleague		.838	.121	-.100	.188	
20. Interaction with students		.748		.158		.171
24. Interaction with society, and have good overall personality	.131	.743	-.208			
21. Interaction with leaders of the school and cooperation to work together		.741		.156	.142	.150
25. Additional Effort for development of the school individually & in group	.153	.644	.320	.179	-.125	
23.Documented interaction with students parent	.365	.631		.156		.114
III. Presentation and Exposition Skills						
5. Motivation to give additional tutorial class to girls		.106	.685	.128		
4. Usage of Laboratory and other teaching aid to deliver the course	.177		.642		.147	-.133
6. Additional tutorial class to all students	.499		.555	.205		
3. Creating conducive class and course covered in a semester	-.250		.539	.375	.405	
IV. Assessment Skills and Global Teaching Effectiveness						
9.Typs of evaluation given to students types of tests done	.357	.113		.724		
10. Making Students network done to have positive influence each other.	.264		.191	.581		.410
8. Participation in club and other committee to support teaching-learning	.353	.226	.228	.571		
7.Compensated hours, and ability of monitoring students		.442	.203	.542		-.193
V. Intellectual Preparation and Organization/Plan						
2. Preparation of clear and neat annual plan					.837	
1. Preparation of clear and neat daily and Weekly plan		.164	.113		.768	
VI. Management Skills and Affective Factors						
12. Participation in continual professional development work.	.153	.203			.122	.748
11. Individual effort of teacher at reduction of attrition rate in her/is class		.197	-.254			.636
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.						
a. Rotation converged in 6 iterations.						

Note:- factor loading in the boxes are loadings for items designed to measure each factor with absolute value greater than .539.

As can be seen from table 1 the teachers' evaluation questionnaire appears to measure six evaluation dimensions

of the result center yardstick such as Enthusiasm/ Professional Ethics, Individual Rapport/ Interaction, Presentation and Exposition Skills, Assessment Skills and Global Teaching Effectiveness, Intellectual Preparation and Organization/ Plan, and Management Skills and Affective Factors in which items are loaded higher on the factors they were designed to measure than other factors.
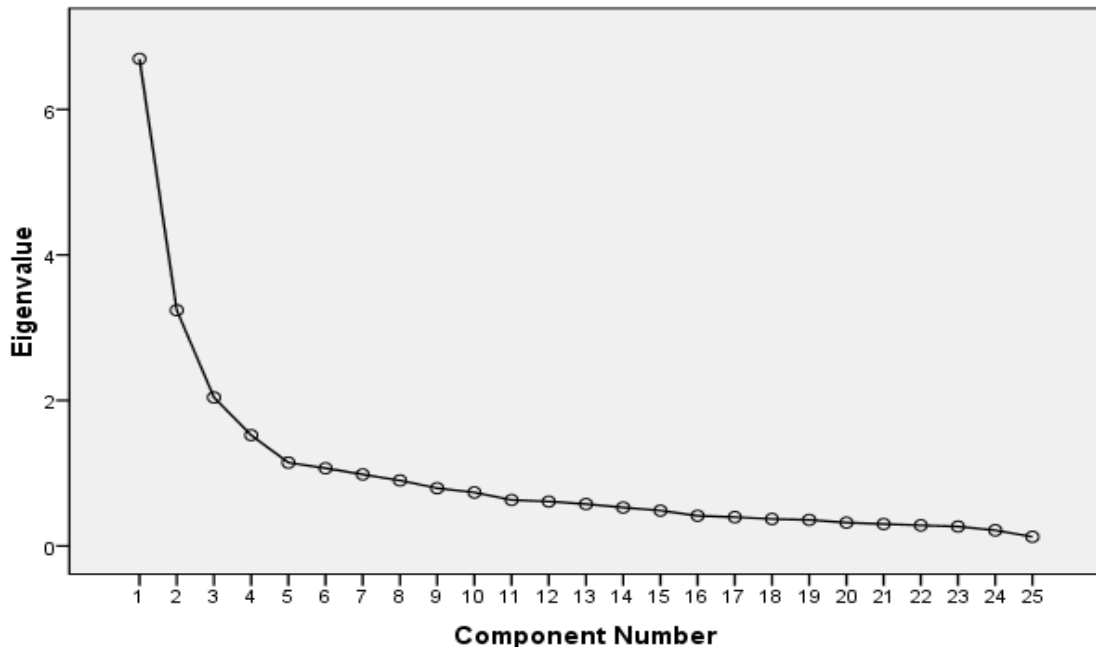
Scree Plot

Figure 1 Scree Test plot of the dimensions in TEQ with the value of their respective eigenvalues.

As indicated in figure 1 and in appendix C_2, the majority portion of variance is explained by the first six factors for the reason that the break in the trend line commencing at the 7th component number.

Field (2005) stated that factorial analysis is frequently used to develop questionnaire and so do in the development of teachers' evaluation questionnaire. Marsh as cited in Mekonen (2006) indicated, factor analysis provides a safeguard against as 'halo effect' that is a generalization from subjective feeling about the instructor which affects rating all the items. For instance, items in TEQ in high schools of Tigrai are identified as separate component, that has three or two sub items, are classified to indicate one question of teaching effectiveness, this could let assessors to evaluate on related consecutive items subjectively.

Therefore, all items should not to be distinguished as the separate components of teaching effectiveness that the evaluation form was designed to measure. As it is show in the appendix A_2 or A_1 items in TEQ are not well categorized. That is, its factorial composition reveals that almost all dimensions comprise consecutive items are in a consecutive manner but not categorized in various dimension.

3.3 Coefficient Alphas of Dimension in TEQ

Coefficient alpha can be calculated for each item to indicate reliability of the instrument based on the correlation of items. As table 2 shows the value of coefficient alphas for each of the dimensions is identified based on the correlation between item and identified dimension in the questionnaire. Thus,the reliability of each dimension in TEQ, after factor analysis is utilized to identify the dimensions, the coefficient alphas for different evaluation factor of TEQ vary between 0.38 and 0.90. Hence, coefficient alpha can be used as an alternative indicator of reliability of the rating instrument. Therefore, it is a good support that TEQ has six dimensions and these coefficients confirmed that the questionnaire was reliable instrument.

Table 2 coefficient alphas for the six dimensions and the correlation between dimensions and variables loaded indicating internal consistency of TEQ.

Dimensions of TEQ	items (symbolized)	Correlation (γ)	Coefficient alphas (α)
I. Enthusiasm/ Professional Ethics	13. Participation in induction and other related matters	0.824**	0.902
	16. Perception of educational policy and motivation to innovate	0.814**	
	18. Evaluating text books and other teaching material	0.792**	
	14. Participation in Teachers network, and strengthening the result.	0.806**	
	17. Portfolio of Teacher's plan	0.756**	
	19. Motivation to use ICT as teaching aid to develop the curriculum	0.679**	
	15. Creativity of the teacher in Module preparation and other teaching aid	0.491**	
II. Individual Rapport /Interaction	22. Interaction with peers or other colleague	0.777**	0.847
	20. Interaction with students	0.700**	
	24. Interaction with society, and have good overall personality	0.579**	
	21. Interaction with leaders of the school and cooperation to work together	0.698**	
	25. Additional Effort for development of the school individually & in group	0.553**	
	23.Documented interaction with students parent	0.493**	
III. Presentation and Exposition Skills	5. Motivation to give additional tutorial class to girls	0.654**	0.602
	4. Usage of Laboratory and other teaching aid to deliver the course	0.565**	
	6. Additional tutorial class to all students	0.525**	
	3. Creating conducive class and course covered in a semester	0.558**	
IV. Assessment Skills and Global Teaching Effectiveness	9.Typs of evaluation given to students types of tests done	0.710**	0.700
	10. Making Students network done to have positive influence each other.	0.603**	
	8. Participation in club and other committee to support teaching-learning	0.604**	
	7.Compensated hours, and ability of monitoring students	0.669**	
V. Intellectual Preparation and Organization/Plan	2. Preparation of clear and neat annual plan	0.848**	0.605
	1. Preparation of clear and neat daily and Weekly plan	0.776**	
VI. Management Skills and Affective Factors	12. Participation in continual professional development work.	0.700**	0.377
	11. Individual effort of teacher at reduction of attrition rate in her/is class	0.594**	

Note:-All items descriptions are paraphrased. γ means correlation between dimension of TEQ and variables loaded; α means cronbach alpha of internal consistency; ** ρ< 0.01 (2 tailed).

3.4 Internal Consistency of TEQ

Internal consistency is another important quality to be considered for any evaluation questionnaire. Thus, to estimate the internal consistency of the items of TEQ which measures the result centered evaluation (value added model evaluation), coefficient alpha was used. Using this method the estimate of reliability of the rating instrument, based on the overall sub scale items, is found to be 0.862. And by compute variable (items) and transforming in to various dimensions using SPSS, the reliability of the rating instrument can also be performed based on the 6 main dimensions. Hence, the reliability of these six items, using the coefficient alpha, is found to be 0.672. This also assured that the evaluation questionnaire has a very high internal consistency.

5. Conclusions and Recommendations
5.1 Conclusion
From the forgoing results it could be possible to arrive at the following conclusion about the TEQ, and the opinion of teachers towards TEQ.

TEQ is multidimensional for its factor includes consecutive items which, on the average, show adequate reliability and it is internally consistency.

In addition, one of the significance of the present study was to provide feedback on the strength and weakness of teachers' evaluation system. Thus, being multidimensional and reliable is the strengthen of the instrument.

5.2 Recommendations
In spite of widespread and continued application of various evaluations in schools across the country, teachers' evaluation system remains suspect as means of evaluating teaching effectiveness.

No evaluation system can be perfect—in teaching or in any other profession. But we can develop systems that are dramatically better than current ones, and that teachers and school leaders believe are fair and accurate. Once we do, we should use them and improve on them.

Thus, this research is grounded in the genuine belief that there is a better way to evaluate teaching. Accurately measuring a teacher's effectiveness is a complex and difficult task. Like building a multipurpose dam, developing a teacher evaluation system requires multiple pieces that must be placed together in a purposeful way to create a holistic evaluation system.

It might be important to create various evaluation systems to each department, cause in our setting forced to do so: for instance, to sport science and biology teachers' evaluation. While the former needs not to be evaluate on the items of laboratory usage the latter is a must.

Thus, to create a basis for smooth and effective teaching-learning process and to achieve the desired quality educational ends, TEQ requires some improvement. In view of this the following suggestions are forwarded:

1. Keeping the multidimensional and reliability of the TEQ as strong as it is but still there is a need to rearrange items in TEQ in a way that appraisee could understand it easily. This in turn could help to add more standardized dimensions in the instrument like what other western schools use. However, evaluation system should not be copied and adopted simply because that system works well in another country with different socioeconomic context or that works well in another organization like textile factory which requires quality, quantity, time, and expense in regard to product performance of workers. Thus, since teachers have relatively a stronger dispense on the items of TEQ it is worthwhile to revise and scrutinize teachers' evaluation questionnaire currently at work in high schools.

2. The administration of TEQ should be supported by professional evidence.

3. Hence, teachers' performance evaluation has to be properly designed and well thought of prior to the implementation of the evaluation scheme, if the required objective has to be met. "The teachers' performance evaluation system that is properly designed and implemented is believed to have positive consequences in teachers' professional development, in their job satisfaction, and in the academic performance of the learner as a whole" (Melaku, 1992:3).

4. In relation to the above, a shared understanding of the criteria on the judgments of teaching must be developed. The specific criterion should be stated in clear expression to avoid ambiguity. Thus, the quality of evaluation and evaluator competence should regularly be assessed and there should also be an assessment that proves whether the main purposes of teacher evaluation correspond to the process of evaluation.

5. Thus, Evaluations should provide all teachers with regular feedback that helps them grow as professionals, no matter how long they have been in the classroom. Evaluations should give schools the information they need to build the strongest possible instructional teams, and help administrators hold school leaders accountable for supporting each teacher's development. Most importantly, they should focus everyone in a school system, from teachers to the supervisor, on what matters most: keeping every student on track to complete high school and ready for success in colleges/universities or a career.

6. Besides, the data should be documented well like in Edagahamus and Wukro high schools. Every teacher should know the calculation of the result and in which items they receive how much. Therefore, it could increase the positive opinion they have. Consequently the quality of education they worked at.

7. Finally, a more comprehensive and relatively detailed research should be conducted on the problems that affect teachers' attitude towards TEQ.

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