

Teachers ' Opinions About Performance Evaluation And Exam System In Education

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Abstract

Self- One of the two goals determined for the public employment regime in the 10th Development Plan prepared in 2012 is flexible working and the other is performance evaluation. In order to measure the success, efficiency and efforts of all teachers affiliated to the ministry according to the Ministry of Education Teacher Appointment and Relocation Regulation, the directors of the educational institution they work at are evaluated at the end of each academic year. " It was arranged in accordance with the qualitative research design. It was conducted with in-depth interviews, one of the qualitative research methods. The study group was composed of twenty teachers who were actively working in Ankara in the 2017-2018 academic year. Teachers were interviewed using purposeful sampling method. Teachers' opinions were based on their responses to open-ended questions. It has been analyzed with content analysis technique. With the MEB performance evaluation system, its aim is to transform education by ensuring the standardization of both education and teachers. It has been concluded that teachers who think rationally will not be evaluated objectively, that there will be relationships of interest in the evaluation of parents and students, and that subjective situations such as us or not will arise in the evaluation. As a result of the research, it was found that standard exams would not show teacher success.

Keywords: Standardization , Teacher Performance, Performance Evaluation, Performance Measurement

INTRODUCTION

South African educators are faced with problems of Define performance, which is used as a concept based on competition, as accomplishing the tasks that make up the work of the individual [2]. Performance evaluation system, by [14], compares the employee's performance with the previously determined standards of the job; It is defined as the systematic evaluation of the success and development ability of the employee in his / her job. Based on scientific management theory, it can also be defined as standard production in standard time [15]. Of course, when less or more than the desired product is produced in the standard time, the pricing is determined according to this situation. While developing this theory, Taylor brings forward the enterprises (organizations) that produce more.

In many regions of the world, with the perspective of "new public management", various regulations that differ according to countries and local dynamics are implemented in public schools. One of these interrelated regulations, such as total quality management and flexible employment practices, is to ensure that the performances of both schools and institutions and educational components are measured in the axis of new competencies. With these practices, which are a result of commercialization and commodification in education, knowledge and skills that increase competitiveness are tried to be compared and

measured using various techniques, while the adaptation of educational components to changing education policies is tried to be guaranteed based on the results obtained [3].

In the capitalist world, the system proposed as an alternative to the social state due to the assurance of civil servants is the liberal state model that puts individual initiative to the fore. Accordingly, in the liberal state, social rights and civil service will not be burdened by the state, and free entrepreneurship will be supported. Liberal state advocates also argue that the corruption and favoritism that occurs in the social state models will decrease in the liberal state. However, the Coronavirus epidemic that broke out in the world in 2020 has shown how important the principle of social state and security is in working life [4].

Education can be expressed as a process that enables the individual to discover himself and the world and to realize himself. There is a need for teachers who can manage and guide this process well. Standardization of education, together with the abolished teacher autonomy in the classroom, will ignore individual differences. Anyway, concepts such as standard, performance, and quality are also the concepts of neoliberal policies. While has a predominantly managerial, commercial and industrial history, the standard concept is now used in almost every field including education and health. Parallel to

the widespread use of the concept, its "technical" and "positive values" aspect leads to the standardization discourse being approved without discussion. The easy acceptance of the standard concept also reveals the relationship of the standard with the hegemonic / dominant [5].

Performance evaluation system is basically based on result-oriented measurement approach. The result-oriented measurement approach put into practice through standard test results and performance indicators in schools brings along the definition of the quality of education on the axis of efficiency. While the knowledge and skills that increase competitiveness are tried to be compared and measured using various techniques, the implementation of centrally planned policies is evaluated based on the results obtained. At this point, accountability emerges as an important slogan of the new process, and this mechanism operates on the basis of the results obtained. Y en consists of four elements of accountability in education in the framework of public management approach: test results that provide information about the performance and centralized examinations, standards have been created based on measuring performance, achievements according to the state awards or are the norms regarding whether the penal system and met the standards [12]. Therefore, based on a result-oriented audit approach, training services are audited and evaluated in line with the determined efficiency targets.

Performance evaluation in education will also lead to standardization of teachers and education. One of the two targets determined for the public employment regime in the 10th Development Plan prepared in 2012 is flexible working and the other is performance evaluation. This line on March 14, 2014 and by 6528 numbered Law No. 1739 National Education prepared in accordance with amendments to the Basic Law and 17/04/2015 date and 29329 numbered Official Gazette published by the Ministry of Education Teacher Appointment and Relocation Regulations 54th "Within the scope of this regulation, teachers who work in all degrees and types of educational institutions affiliated to the Ministry and who have completed their candidacy process are evaluated by the director of the educational institution at the end of each academic year in order to measure their success, efficiency and efforts." The phrase has been added.

The Ministry of Education has published a draft Regulation on Teacher Performance Evaluation and Prospective Teaching Work and Operations. According to this draft, teachers, school principals, parents, students, colleagues and themselves are asked to be evaluated with self-assessment. In addition, it was stated that a

professional competence exam will be held every four years. It is seen that the teacher training and appointment system is intended to be built into a structure that defines schools as a commercial enterprise, and students and parents as customers through marketist concepts such as 'Performance', 'Competition', 'Productivity', 'Career', 'Quality' etc. [13].

For this purpose, MEB prepared teacher performance evaluation criteria and announced that teachers would evaluate teachers with their parents, students, colleagues, and group teachers with their own self-evaluation and professional competence exam, and prepared regulations in this direction, and at the same time faced an intense reaction from teachers. This regulation can be expressed as the re-emergence of Taylorism, which was put forward a little more than a hundred years ago. The aim of this research is to reveal teachers' views on performance evaluation system in education.

METHOD

This study, which aims to reveal the teachers' views on the performance evaluation system in education, was organized in accordance with the qualitative research design. It was conducted by in-depth interview method, one of the qualitative research methods. Semi-structured interview form prepared by the researcher was applied. The study group of the research consisted of twenty teachers who were actively working in Ankara in the 2018-2019 academic year. Interviews were made with the teachers selected by purposeful sampling method. Based on the available information, units, events and facts that show characteristic features in terms of analysis are taken and sampled. The interview form was composed of semi-structured questions developed by the researcher, the opinions of seven faculty members, who were experts in the field, were taken and the final version was rearranged in line with their opinions. In addition, questions were applied to five teachers and the comprehensibility of the questions was tested.

Teachers' views on the performance evaluation system in education were analyzed using content analysis technique based on their answers to open-ended questions. According to [10], it is based on the classification of the elements of a text according to predetermined categories. Text, book, document, etc. Content analysis, which is a kind of scanning with the aim of determining certain properties of the material, is to examine the material in the light of certain expectations by developing the quantization measures in advance [6].

The data of the research were analyzed by content analysis method, which is one of the qualitative data analysis approaches. In the

content data analysis process, four stages were followed, as stated by [16], consisting of creating a framework for content analysis, processing the data according to the thematic framework, defining the findings and interpreting the findings.

On the other hand, the new categories defined over the codes that stand out with their similarities and differences by repeatedly reading the qualitative data obtained as a result of the deciphering of the interview records were effective in shaping the thematic titles. The first of these titles includes evaluations based on the function of central exams as performance indicators and the practices developing in this axis, and the other one is based on teachers' opinions and experiences regarding the performance evaluation system that is planned to be implemented in the near future. Since there is no generalization concern in the qualitative research approach, which provides understanding of the details of many "visible" phenomena, processes and relationships in the social world rather than their appearance [9], the study has not been digitized. Because, in a qualitative study conducted with a limited number of participants, statistical analysis is not needed in order to gain an in-depth idea on a subject. For this reason, percentage and frequency distributions were not used while reporting the findings, and the performance criteria and approaches that teachers experienced in their daily practices and their approaches to performance evaluation were presented with comments from teachers' own narratives.

RESULTS

7 secondary schools, 6 secondary schools, 7 primary schools, seniority 18 people 20 and above, 1 person over 15 years, 1 person 10 years, 11 women, 9 men, 19 of the participants heard it from the press and social media, and 1 from their union,

1. Content of the performance evaluation system in education Most of the participants stated that they do not have information about the content of the performance evaluation system in education. All three participants stated that they have the necessary knowledge about the content. The opinions of the participants who have information about the content are as follows:

P-6. Content in the form of summaries of the evaluation scores of teachers, students and parents that among the various components and unnecessary as these patients and their caregivers scoring doctors, He lowers humiliating and devaluing anything.

P-18. This practice can be considered as an attempt to increase competition among teachers, take away their wages and job security, and destroy their autonomy by making them dependent.

2. Purposes of MEB performance evaluation system Some of the participants stated that they aimed to increase the quality in education, some stated that they tried to standardize the teachers

in the classroom by taking the teachers under strict control.

One participant stated that they aimed to create a submissive technician by destroying job security, two participants stated that the aim was to privatize training, and one participant stated that there may be problems during the implementation phase, but it is a positive situation. Some of the participants' views are as follows;

P-11. Under the discourse of increasing teacher qualification and getting out of the crisis of education, I see it as an initiative that will serve the purposes of taking teachers under control, increasing their workload, removing job security and turning them into obedient technicians.

P-1. The application aims to increase the quality of education, but whether this is the way to increase the quality should be discussed.

3. Objectivity of the performance evaluation system

Not all participants believe that the assessment will be done objectively. He has concerns that the mood of the society is not appropriate, that there is no objective evaluation where there is nepotism, that there is no objective evaluation in the absence of administrative appointments that are not based on merit, that the teacher will be evaluated according to the note given to the student, that the students and parents can not make an objective evaluation, that they will be presented with reasons such as not from us or from us. Some of the participants' views are as follows;

P-12. The objective of an evaluation depends on multiple

variables. Therefore, even the evaluations claimed to be objective are controversial in my opinion. However, attempting to evaluate teachers over obscure criteria does not have any equivalent in the philosophy of education science. The mode of evaluation that has been specifically voiced is nothing more than populism or striving to present a so-called democratic view.

P-7. It is not possible to do it objectively. A teacher that gives a good grade means good, and a bad grade means bad. Can it be mentioned that the evaluation is objective in societies where head-to-arm relationships are common like ours?

4. The effects of having students and parents among those who will make the performance evaluation on the teaching profession All participants think that it will affect the teaching profession negatively. Participants stated that by destroying the dignity of the profession, they will become worthless in the eyes of the students and parents, the relationships of interest will be effective, the teacher will prevent the students from evaluating the students objectively in exams and in-class activities, the working climate in the work environment may be disrupted, and the teachers can be pushed

to professional burnout. Some of the participants' views are as follows;

P-3. In a smoothly functioning education system, it can be thought of as an understandable method for parents and students to be included in the process through various channels and their suggestions are met. However, in a field of education that has decayed in all its dimensions, and oppression-oppression relations, lack of authority, inadequacy, threats, intimidation and dependency, indifference, etc. Including students and their parents in a vital dimension such as evaluation will carry the process to an inexhaustible level. In this sense, the participation of parents and students in the evaluation process will have different results for teachers working in different places, and will serve to break professional criteria.

P-1. Of course, the negative effects spoil the psychology and humiliate the students.

5. The effects of regional differences (can be in the same city) on teacher performance All the participants stated that regional differences affect the success of the teacher, and this is reflected in the performance. The participants stated that the socio- cultural infrastructure of the parent and the student, the economic situation, the value that the parents and their environment put on education, the region where the school is located, and whether there are refugee children in their class directly reflects on their performances. Some of the participants' views are as follows;

P-5. Students ready bulunuşlug to, factors such as parent teacher performance culture is very influences.

P-15. For example, there were 2 Iraqi children in my class the previous year. But this year there are 7 immigrants. It is clear that the average grades of an exam I will apply in the fourth grade will make me very unsuccessful, but I am at the most productive period of my profession. How to explain this situation to those who do not understand...

P-10. Negative effects. Student and parent education level causes differentiation.

6. The devaluation of the teaching profession by the performance evaluation system All the participants stated that the performance evaluation system in education would devalue the teaching profession. Participants stated that they have concerns such as grade relationship with students and parents, evaluations such as personal or official pressure anxiety, increase in interests, and this situation will devalue the teaching profession. Some of the participants' views are as follows;

K-13. It makes it worthless. Because it turns it into a relationship of interest.

K-4. It makes it worthless. Responses in a formal evaluation can be personal or under pressure.

P-20. It devalues of course. " My teacher, I'm going to give you weak " haaa " would a student respect this teacher?

7. Standardized examination system and measurement of teacher performance

All of the participants stated that teacher performance cannot be measured with a standardized examination system. The participants stated that the most important inputs of the school are people, not just any material, there are individual differences, and education is a process. Some of the participants' views are as follows;

P-10. It cannot measure. It can only measure the reality teachers are in, how they memorize the exam preparation books by ignoring their efforts. It cannot measure because my assessment test is not a central exam that I will take at the same time with all teachers, but it is hidden in items such as what I do at my school, my effort and love for my student, my personal development line, my understanding of philosophy of education, and whether I am comfortable with conscience.

P-14. I don't think the exam alone will measure performance. I think it can be evaluated by being educated that put people at its focus and respect those values.

P-2. It cannot measure, because the input of each class is human and is different. Teacher's success is success in the classroom. This success cannot be measured by the standard exam.

CONCLUSION AND DISCUSSION

The following results were obtained in this study, which aims to reflect the teachers' views on the performance evaluation system in education. Participants follow developments in their professional future, but the result is that most of the teachers do not have any information about the content of this system, reflecting the lack of reading[7]. The purpose of the [11] performance evaluation system is to transform education by standardizing both the education and the teacher. The responses given by the teachers in the research show this as well (as the teachers were tried to be standardized in the classroom by taking the teachers under strict control, aimed to privatize the education with this system and turned the teacher into a technician) .

With the appointment of administrators based on political structure instead of merit, it was concluded that teachers who think differently will not be evaluated objectively, that there will be relationships of interest in the evaluation of parents and students, and that subjective situations such as us or not will emerge in the evaluation. Today, dozens of examples can be given for the devaluation and evacuation of the teaching profession. As a result of the study, it was concluded that the profession would be devalued even more by the teachers' performance evaluation system, and the evaluators could not make an objective assessment. It was

concluded that the inequalities brought about by regional differences in education were also reflected in teacher success.

The findings of this study revealed that teachers do not have enough information about performance evaluation. Performance evaluation on [1], to and [8] is also in their work carried out by the school head teacher's performance evaluation to cause more adverse effects; its positive or negative effects are open to change and fragile; It can be concluded that the positive effects are in the detection of deficiencies, self-renewal and increase in performance.

It is thought that the school environment should be democratic, healthy and free for teachers to feel better. It was stated that a teacher who feels good will work more efficiently and contribute more to the school and students.

The union thinks that these democratic, free and autonomous conditions should be provided in the school environment before a performance evaluation system. It was stated that continuous support for the professional and personal development of teachers and providing a peaceful environment where the teacher would feel good would be more beneficial than a performance evaluation system [17].

It is mentioned in newspaper reports and politicians 'discourses that teachers' achievements are measured with standardized exams. As a result of the research, it was found that standard exams would not show teacher success. It is overlooked that schools are not places that prepare for exams, but places that prepare individuals for life. Most of the teachers interviewed think that performance evaluation will have negative results. The basis of teachers' negative approach to the performance evaluation system is the belief that performance evaluation is not suitable for the nature of education and will destroy the solidarity relations, and the belief that there will be injustices in its implementation due to the social inequalities in education and it will bring some rights losses. Considering the negative effects of central exams as a performance indicator in school culture, it can be predicted that the performance-based assessment and evaluation system may cause many negativities in the educational environment.

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