Teachers' perspective on upward evaluation in basic education departments in Metro Manila

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ABSTRACT

Evaluation is essential in assessing different areas of performance especially in educational institutions. Conversely, upward evaluation is emerging in the Philippine educational institutions. However, issues concerning upward evaluations hinder its regular implementation. This study ascertained the impact between and among instructional supervisory behavior, teachers' trust to instructional supervisors, teachers' emotional exhaustion, need to evaluate and teachers' want to have an upward evaluation. This also found teachers' viewpoint of a bottom-up design of evaluation. With 278 teacher respondents, the multi-aspect survey questionnaires were utilized. This study employed structural equation modelling. Path analysis was also conducted to examine simultaneous relationships and direct effect among latent variables at 0.05 level of significance. This study provides implications to implementation of evaluations in educational institutions.

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1. Introduction

Evaluations of professional practice by teachers in education or administration and management are widely accepted and commonly used in assessing different areas of performance. Generally, most organizations practice the use of top-down logic of evaluation (Angiola, Bianchi, & Marino, 2011). However, utilization of upward evaluations has come to light. Upward evaluation, also known as upward appraisal, is a process that involves the evaluation of supervisors by those they supervise (Howe, Auflick, & Freiburger, 2010, p.91).

Upward evaluation system has been utilized in different fields of profession. For example, it has been used in Italian Local Government (Angiola et al., 2011), in a state police agency (Atwater, Waldman, Atwater, & Cartier, 2000) and field of library science like Arizona Health Sciences Library (Howe et al., 2010). Advantages of implementation of upward evaluation in organizations are also evident. Previous studies show that upward evaluation can give employees a voice (Howe et al., 2010). It can also provide an instrument for professional development to a supervisor (Angiola et al., 2011; Atwater et al., 2000; Brutus &

London, 1999; Howe et al., 2010; Hall, Leidecker, & DiMarco, 1996; Reilly, Smither, & Vasiljopoulos, 1996) and assist in identifying future managers (Koltin, 2008). Though, there are hindrances in the regularized implementation of upward evaluation in educational institutions such as instances where people are given managerial position with no supervisory training or skills. Once there, these supervisors have no opportunity to improve their strengths and weaknesses through feedback (Antonioni, 1993). Furthermore, there are organizations that conduct evaluations for promotion, re-assignment, incentives and rewards, but not for improvement of supervisory skills or strengthening teacher-administrator ties. Romano (1993), on the other hand, states that upward evaluation is to be used for training and development and not for monetary incentives or promotion.

It is deemed important that supervision and supervisors are evaluated (Zarbock, Drews, Bodansky, & Dahme, 2009) in order to validate performance competence. Teachers can observe supervisory performance and leadership behaviors that others cannot view (Atwater, Roush & Fischthal, 1995; Rubin, 1995). They play an important role not only as implementers of organizational programs but as evaluators of their supervisors as well. They are important source of appraisal information for middle managers or supervisors (Bernardin (1986) as cited in Antonioni, 1995). Thus, teachers' participation in upward evaluation is essential for instructional supervisors' improvement in educational

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organizations. However, there is paucity of literature about upward evaluation in the light of educational management especially those that pertain to Asian countries. Hence, the overall purpose of this paper is to determine the teachers' perspective of upward evaluation and the necessity to involve teachers in a regular upward evaluation system. It is hoped that this study can be utilized as a basis for development of evaluation programs in educational institutions that would intensify supervisors' personal growth and professional development and teachers' active participation as evaluators of instructional supervisors. Specifically, the objectives of this study are:

1. *to examine how instructional supervisory behavior of Filipino instructional supervisors relate to teachers' trust, teachers' emotional exhaustion, the need to evaluate and their want to evaluate;*
2. *to assess the relation of teachers' trust to emotional exhaustion, attitude towards upward evaluation and their want to evaluate their instructional supervisor; and*
3. *to determine the impact of teachers' attitude towards upward evaluation to the need and want to evaluate instructional supervisors.*

2. Theoretical framework

2.1. Leader–Member Exchange Theory, reasoned action theory and planned behavior

This paper is theoretically anchored on Graen, Dansereau and Haga's Leader-Member Exchange Theory, and Ajzen and Fishbein's Reasoned Action theory and Planned Behavior. These theories shall serve as the framework in examining the teacher's perspective on instructional supervisory behavior, teachers' trust to instructional supervisors, teachers' emotional exhaustion, the need and attitude towards upward evaluation to teachers' want to participate in an upward evaluation scheme.

In related literature, Leader–Member Exchange Theory or LMX has been used as a basis for explaining significant amount of subordinates' perception of abuse (Martinko, Harvey, Sikora, & Douglas, 2009) and its relation to subordinate organizational citizenship behavior (OCB) (Deluga, 1994). This theory focuses on the two-way relationship of supervisors with subordinates through a high-quality and low-quality relationship continuum. High-quality LMX demonstrates the subordinate's association to the supervisor based on mutual trust, respect and obligation. This proposes that high-quality relationships within a leader-subordinate dyad will lead to positive outcomes such as better performance, lower turnover, job satisfaction, and organizational commitment (Geothals, Sorenson, & Burns, 2004). Naidoo, Scherbaum, Goldstein, and Graen (2011) empirical study shows that leader–member relationship varies over time resulting to rewarding of performing individuals. Alternatively, low-quality LMX displays that the supervisors' minimal effort to motivate subordinates through immediate direction usually results to subordinates complying to the employment contract and not with the supervisor (Geothals, Sorenson, & Burns, 2004).

According to Fishbein and Ajzen theory of reasoned action is based on the proposition that an individual's behavior is determined by the individual's behavioral intention to perform that behavior (Chang, 1998; p. 1826). This theory predicts people's intention based on choices of how they perceive the benefits of a positive outcome and the rewards they associate from that choice. On the other hand, theory of planned behavior is an extension of reasoned action theory. It states that an individual's intentions are motivational factors that influence a behavior and the individual is more likely to perform the behavior when there is a stronger intention (Ajzen, 1991).

The literature shows that these theories have been used to explain certain courses of behaviors in different fields of profession. Rehman et al. (2003) proves the theory of reasoned action integrated with economic modelling. Likewise, theory of reasoned action and planned behavior was applied to business decisions (Southey, 2011). In the field of education, this theory was used as basis in understanding teachers' intentions to perform parent involvement behaviors and how those intentions were formed (Pryor & Pryor, 2009).

Hence, LMX theory presents both transactional and transformational leadership behaviors (Graen & Uhl-Bien, 1995), which are suited in the examination of the relationship of the identified variables in this study. Furthermore, Reasoned Action theory and Planned Behavior (Ajzen, 1991) can provide understanding on the influence of the teachers' view of the need to evaluate and attitude towards upward evaluation on conducting it in their own contexts.

2.2. Research model and hypotheses

2.2.1. Instructional supervisory behavior

Instructional supervision, according to Glickman, Gordon, and Ross-Gordon, (1995), is any action that assists teachers in improving classroom instruction and participation in organizational needs. These include varied roles performed by instructional supervisors in the school to achieve improvement of learning through effective instruction, leadership, colleague relations, releasing of human potentials and empowerment. Instructional supervisory behaviors are set of actions and activities aimed at supporting teachers to enhance student achievement through the varied roles carried out by instructional supervisors.

Supervision has long been defined and redefined by management authorities throughout decades. Historically, the concept of supervision started as inspection before evolving into instructional improvement. It also went through transitory stages of a scientific nature, and then clinical before human relations became considered as a factor (Olivia & Pawlas, 2001). It bears the concept of overseeing other people's work in educational institutions focused on how things are done in the most efficient ways. The major components in the process include directing and controlling; stimulating and initiating; analyzing and appraising; and designing and implementing (Eye, Netzer, & Krey, 1971).

Supervision in the field of education has progressed due to the development of most aspects of education that are, at the same time, affected by changes in social, political and industrial influences. For instance, the purpose of supervision began as a means of monitoring rules and identifying deficiencies. Today it has transformed to helping teachers, improving instruction and expanding students' understanding of classroom activities (Olivia & Pawlas, 2001). These changes were affected by the evolution of conceptions of supervision from administrative inspection to scientific management, cooperative group effort, and research orientation (Eye et al., 1971). Even if the emphasis and thrust of supervisory concept has changed through time, the only remaining constant in the practice of supervision is the focus on improvement of student learning through effective instruction (Bago, 2005).

Supervisory behaviors and its implications to curriculum improvement continuously change to provide help and service for instructional progress and ultimately, student improvement (DiPaola & Hoy, 2008). However, educational supervision in schools complicates the supervisory roles because instructional supervisors are given both administrative and consultative responsibilities. In such cases, supervisors are called to assess the difference between these roles and make sure that both internal and external matters are handled well (Stark, 2002).