



**MULTIDISCIPLINARY  
INTERNATIONAL JOURNAL  
(LLBSUKMIJ)**

**PERFORMANCE APPRAISAL SYSTEMS INFLUENCE ON  
TEACHERS' DEVELOPMENT IN PRIMARY SCHOOLS IN  
ENUGU NORTH LGA**

**By**

**CHINYERE EUNICE EKPERE**

[Chinyereogar315@gmail.com](mailto:Chinyereogar315@gmail.com)

**+2348167457525**

**MASTER OF BUSINESS ADMINISTRATION (MBA)  
LEARN TO LIVE BUSINESS SCHOOL UK**

**OCTOBER, 2024**

## ABSTRACT

*The study aimed to examine the influence of performance appraisal systems on teachers' development in primary schools in the Enugu North Local Government Area; to this end three purposes and corresponding research questions and null hypothesis. The study adopted a descriptive survey design and the instrument used to obtain information was a structured questionnaire and null hypotheses. The data collected were analyzed using SPSS to determine the mean, Standard Deviation, and T-test for the study. The population of the study comprised 481 primary school teachers in Enugu North LGA. Out of the population, the researcher sampled 202 primary school teachers. Taro Yamane's formula was used to determine sample size. The data was collected and Cronbach Alpha reliability estimate was used to ascertain its internal consistency and the coefficient of 0.96 was obtained. Based on the presentation and interpretation of the data analyzed, the findings of this study revealed that the top-down appraisal, 360-degree feedback appraisal, and Objective-based evaluation appraisal have a positive influence on teachers' development in primary schools in Enugu North Local Government Area. This research recommends that (i) teachers should be encouraged to open communication channels for feedback on performance to ensure teachers feel supported and valued in their development.*

**Keywords:** Performance Appraisal Systems, Teachers' Development, Objective Based Evaluation, 360 Degree Feedback

## INTRODUCTION

### Background to the Study

The national policy on education (2014) stated that “no education system can rise above the quality of its teachers”. The policy document has always attempted to positively influence the qualities and characters of pre-service and in-service teachers, at all levels of the Nigerian education system. In this way, there is the optimism to produce highly motivated, conscientious, and efficient classroom teachers, who will be encouraged to further the spirit of inquiry and creativity. The policy document also seeks to provide intellectual and professional backgrounds that are adequate to enhance total commitment to the teaching profession. However, the physical, social, and psychological conditions of teachers are replete with general decay, infesting the entire educational system in the country, due to obvious years of neglect of staff personnel management in public schools about staff: recruitment, welfare, appraisal, development/in-service training and discipline practices. Teaching activities are ultimately tied to effecting desired changes in the behavior of the learners. For real teaching to take place, there must be an improvement in the condition of service of teaching staff in our schools (Okeke, 2016).

Performance appraisal presents a reasonable mechanism or methodology to determine personal employee involvement towards organizational accomplishment of objectives and accomplishment, claim Khan, Waqas, and Muneer (2017). It is a challenging managerial function that calls for extra maturity, fairness, and objectivity when evaluating each employee's performance on the job based on clear job-related criteria. Performance evaluation is increasingly becoming an integral component of a more comprehensive strategy to bring together operations related to human resources and business policies (Zayum, 2017). Performance evaluation can be seen as a general term covering a variety of activities through which organizations are looking to evaluate team members while improving their expertise, strengthening how they perform, and distributing rewards.

Employee development refers to the process through which organizations support and enhance the skills, knowledge, abilities, and behaviors of their employees. It involves providing employees with opportunities for growth, learning, and advancement, both personally and professionally. Employee development initiatives aim to increase employee competence, engagement, and satisfaction, ultimately benefiting both the individual and the organization (Carol and Florah, 2019).

Top-down performance appraisal systems are commonly used in organizations to evaluate employee performance. These systems involve the assessment of employees by their supervisors or managers. Top-down appraisal involves a high-level analysis of economic indicators, market influences, and industry performance to understand the broader context surrounding an asset's value. This approach then delves deeper into specific factors such as the asset's location, condition, and potential risks to arrive at a final valuation. By following this top-down approach, appraisers can gain a comprehensive understanding of the asset's worth based on both macroeconomic trends and micro-level details (DeNisi and Murphy, 2017). 360-degree feedback appraisal is a performance evaluation method that gathers feedback from multiple sources, including supervisors, peers, subordinates, and even external stakeholders, providing a well-rounded view of an individual's strengths and areas for development. This comprehensive feedback helps employees gain insights into their performance from different perspectives, aiding personal and professional growth (Groysberg and Polzer, 2014).

Objective-based evaluation appraisal is a performance review method with focus on specific, measurable goals set at the beginning of a performance period. This approach emphasizes quantifiable achievements and outcomes, making it easier to assess an individual's performance against predetermined objectives. By clearly defining expectations and metrics, employees have a precise understanding of what is expected of them, facilitating a more accurate and fair evaluation process. Objective-based evaluation appraisal has a profound impact on teacher development. It fosters a culture of continuous learning and self-improvement. By setting clear benchmarks, it enables teachers to track their progress and take proactive steps toward growth (Evans and Mitchell, 2015).

Poor employee performance may be related to a flawed system for evaluating employees' work (Adler, Campion, Colquitt, Grubb, Murphy, Rob, Elaine, and Pulakos, 2016). The current literature has a lot of investigations. To promote both individual development and organizational success in the public sector, the Nigerian government has worked to develop a systematic appraisal process since the country's independence in the 1960s. The poor performance continues despite this effort. As a result, the public primary schools in Nigeria are often thought to be ineffectual and inefficient. Therefore, according to Lawal (2011), the public service in Nigeria has setbacks mostly as a result of the failure to implement those measures that can enhance employee performance; in considering this, the study examined the performance appraisal systems and employee development in Primary Schools in Enugu North Local Government Area of Enugu State.

### Statement of the Problem

People are responsible for the management and direction of organizations, and it is through the efforts of individuals that goals and objectives established in the organizations are achieved (Toppo and Prusty, 2012). That is, the cumulative performance of an organization's members is directly proportional to the organization's performance as a whole. Because of this, an organization's ability to correctly evaluate its members' performance and objectively use that information to maximize those members is essential to its success. Also, due to the intense competition in the market today, organizations need to ensure that their employees maintain their high performance consistently to compete effectively and thrive in the marketplace (Toppo & Prusty, 2012). Some research has been done on the performance appraisal in the Nigeria Education System, where researchers looked at teachers' perceptions of the performance appraisal. Their studies revealed that most teachers had a positive impression of the performance appraisal process, and were pleased with the outcome (Onyije, 2015).

To achieve this, employee performance appraisals are important in the organization as they shed light on how each worker contributed to achieving the school's goals. In addition, employees can benefit from receiving constructive criticism on how they could have done better. Therefore, conducting performance appraisals on employees is one of the world's most important and widely used human resource management and development practices. Furthermore, performance appraisal requires that the head of the teacher evaluate the work performance of their teaching and non-teaching staff regularly to facilitate the implementation of any necessary actions to improve their performance.

### Purpose of the Study

This study examined the influence of performance appraisal systems on teachers' development in primary schools in Enugu North Local Government Area.

## Objectives

Specifically, the study sought to determine:

1. The top-down appraisal influences teachers' development in primary schools in the Enugu North Local Government Area.
2. The 360-degree feedback appraisal influence on teachers' development in primary schools in Enugu North Local Government Area
3. The objective-based evaluation appraisal influence on teachers' development in primary schools in Enugu North Local Government Area

## Research Questions

The following questions guided this work:

1. What is the influence of top-down appraisal on teachers' development in primary schools in Enugu North Local Government Area?
2. What is the influence of 360-degree feedback appraisal on teachers' development in primary schools in Enugu North Local Government Area?
3. What is the influence of objective-based evaluation appraisal on teachers' development in primary schools in Enugu North Local Government Area?

## Hypotheses

The following three null hypotheses were formulated to guide the study and will be tested at a 0.05 level of probability:

- Ho1: There is no significant difference between top-down appraisal systems and teachers' development in primary schools in Enugu North Local Government Area.
- Ho2: There is no significant difference between the 360-degree feedback appraisal systems and teachers' development in primary schools in Enugu North Local Government Area.
- Ho3: There is no significant difference between the objective-based evaluation appraisal systems and teachers' development in primary schools in Enugu North Local Government Area.

## Scope of the study

The scope of this study is restricted to performance appraisal systems' influence on employees' development in primary schools. The individuals involved in this study are the primary school teachers in Enugu North Local Government Area. The study determined the top-down appraisal influence on teachers' development in primary schools in Enugu North Local Government Area. The 360-degree feedback appraisal influence on teachers' development in primary schools in Enugu North Local Government Area and the objective-based evaluation appraisal influence on teachers' development in primary schools in Enugu North Local Government Area

## Significance of the Study

The result of this study will be of great importance to the teachers, head teachers, Policy Makers, and Governments.

Performance appraisal systems serve as a valuable tool for enhancing teacher development across various levels of the education system. Teachers benefit from receiving meaningful feedback on their performance, which can guide their professional growth and ultimately improve their teaching practices.

Head teachers can use appraisal data to identify specific areas for improvement among their staff, tailor professional development initiatives, and provide targeted support where needed.

Policymakers can leverage performance appraisal insights to design evidence-based policies that support continuous teacher development and overall school improvement.

The information that will be generated may be significant to the government on the need to improve the conditions of service of staff personnel under its service; these will go a long way in improving staff personnel development in schools and enhancing teachers' effectiveness and efficiency in service delivery. Governments can use the data gathered from appraisal systems to inform resource allocation, training programs, and policy decisions that enhance teaching quality and student outcomes on a broader scale.

## VIEW OF RELATED LITERATURE

The review of related literature for this study is presented under the following major headings:

### Conceptual Framework:

- Performance Appraisal
- Performance Appraisal System
- Employee Development

### Theoretical Framework:

- Herzberg's Two-Factor Theory (1968)

### Related Empirical Studies

### Summary of Related Literature

## Performance Appraisal

A performance appraisal, according to Obi (2016), is "an evaluation done on an employee's job performance over a period". If done correctly, it can assist employees improve their productivity, income, and prospects for promotions, encourage communication between managers and staff, and boost individual and group effectiveness. Performance evaluation "offers a reasonable, substrate, or mechanism for evaluating the significance of each employee to the accomplishment and performance of organizational desired outcomes," claims (Onyije, 2015). It is a challenging managerial function that calls for extra maturity, fairness, and objectivity when evaluating each employee's performance on the job based on clear job-related criteria.

Performance appraisal is a formal process of evaluating organizational members including establishing performance standards, appraisal-related behaviors of ratters, determining performance rating, and communicating the rating to the employee under scrutiny (Debrincat, 2015). The primary focus of all appraisals is to measure the actual performance of the employee and to perceive the areas of flaws on the part of employees.

Although the relationship between appraisals and performance may not be direct and causal, their influence on performance may be attributed to their ability to enhance role clarity, communication effectiveness, merit pay and administration, expectancy and instrumentality estimates, and perceptions of equity (Yehuda, 1996). Factors that contribute to poor performance appraisal include inadequate knowledge of appraisal systems; unclear performance standards, lack of inputs from staff in designing assessment tools there by staff perceiving the whole process as unfair and rather biased; lack of feedback to employees; inadequate training to both staff and supervisors on the appropriate design and use of the appraisal tool (Okoro, Nebo and Nwosu, 2017).

### **Performance Appraisal System**

A performance appraisal system (PAS) is a set of procedures designed to track, evaluate, and improve workers' contributions to the organization's growth (Brefo-Manuh et al., 2016). It entails a methodical and formal approach to establishing the strengths and weaknesses of the employee's roles and functions through observing, identifying, developing, measuring, and recording. In the Nigerian educational system, performance appraisal allows for accurate competence assessments. It establishes certain targets for improvement, data recording, and information analysis, and it also helps administrators reward teachers based on their work output. The process begins with setting clear performance objectives, followed by establishing performance standards and communication with employees, then analyzing employee performance on the job and honest discussion of their evaluations (Kyei & Junior, 2021). The Nigeria Educational System is responsible for appraising teachers once or twice a year through the Circuit Supervisors and head teachers, based on reviewing teachers' lesson plans, grading student work, monitoring teachers' attendance, etc. Those responsible for that duty for some time now are not functional or not active as teachers have not been supervised for so long (Okeke, Onyekwelu, Akpua, and Dunkwu, 2019).

A performance appraisal system is a structured process that organizations use to assess and evaluate the job performance of their employees. The system typically involves setting clear performance expectations, collecting and analyzing performance data, providing feedback, and using the information gathered to make decisions about compensation, promotions, training, and professional development. The first step in a performance appraisal system is to establish clear and specific performance expectations for roles in an organization. This may involve setting goals, defining key performance indicators (KPIs), or outlining the competencies and behaviors expected of employees (Orga, Ekechukwu, and Mbah, 2018).

A well-designed performance appraisal system should be transparent, fair, and aligned with the organization's goals and values. It should also encourage open communication between employees and management, fostering a culture of accountability and continuous improvement. Additionally, it should be regularly reviewed and updated to ensure it remains effective and relevant in supporting the organization's objectives (Mollel, Mulongo, and Razia, 2017). In the context of primary schools in Enugu North, a tailored performance appraisal system for teachers and staff should consider the unique aspects of the educational environment and the specific competencies and qualities that contribute to successful teaching and learning outcomes. The system should be designed to support professional growth, align with the school's educational objectives, and ultimately contribute to the improvement of the learning experience for students.

## Employee Development

Employee training and development are at the heart of employee utilization, productivity, commitment, motivation, and growth. Many employees have failed in organizations because their need for training was not identified and provided for as an indispensable part of management function (Nwachukwu, 2017). In this study, staff development, training, and in-service training are defined as follows: staff development is the process whereby the teachers are empowered to grow in the teaching job, through experiences and increasing confidence resulting from the exercise of varied and tested responsibilities. The aim is to enable them to reach the top or achieve their best in their teaching profession. Training is an organized, coordinated development of knowledge, skills, and attitudes for one to master teaching and learning situations to enable them to perform teaching and learning tasks in school. In-service training, on the other hand, is any activity or process intended to improve the skills, attitudes, understanding, or performance of teachers in their present or future teachings in schools. In-service training is an organizational effort aimed at helping teachers acquire basic skills required for the efficient execution of the teaching functions for which they are employed. No matter the efficiency of performance on his job, no matter the effectiveness of pre-service education received by any teacher, there will necessarily be areas of inadequacies. In-service education not only addresses these inadequacies but also imparts new skills and technologies that were yet to exist during the teacher's pre-service training programs. It upgrades the teachers in areas of special needs and improves their knowledge, skills, attitudes competence, and innovative potential (Bosah, 2015). Staff development deals with the activities undertaken to expose teachers to perform additional duties and assume positions of performance in the school hierarchy (Odo, 2016).

Teacher productivity is a function of ability will and situational factors. An organization such as a school may have teachers of ability and determination, with appropriate equipment and managerial support yet productivity falls below expected standards (Nwachukwu, 2017). The missing factor in many cases is the lack of adequate skills and knowledge which are acquired through training and development.

## Herzberg's Two-Factor Theory (1968)

The Theoretical framework adopted for this study is Herzberg's theory of Motivation. It was propounded by Frederick Herzberg in 1968. Herzberg carried out studies to determine which factors in an employee's work environment caused satisfaction or dissatisfaction. He found that the factors causing job satisfaction were different from those causing job dissatisfaction. He called the satisfiers motivators and the dissatisfiers hygiene factors. According to him, people are influenced by these two factors. Motivation factors are needed to motivate an individual to higher performance. Hygiene factors are to ensure that an individual does not become dissatisfied. They do not lead to higher levels of motivation, but without them there is dissatisfaction. Motivation factors that lead to satisfaction are promotion opportunities, opportunities for personal growth, recognition, responsibility, and achievement. Hygiene factors that lead to dissatisfaction are quality of supervision, salary, policies, working conditions, status, relations with others, and security.

We should note that to encourage high productivity at workplaces workers must be motivated by management. Management must design meaningful roles that help employees derive recognition, a sense of achievement, growth, and responsibility.

Knowledge of the existence of the two groups of factors is essential to management. They are both essential factors for employee motivation and retention, while the satisfaction of the motivation factors leads to better performance, the satisfaction of hygiene or maintenance factors will enhance employee's job stability or retention.

Many teachers in Nigeria leave the teaching profession in search of better work simply because of job dissatisfaction. Some teachers who cannot leave the profession completely are just hanging on waiting for the slightest opportunity to move out. This unfortunate situation leads to brain drain which adversely affects the Nigerian educational system. Governments and educational managers at all levels should understand that regular payment of salaries and allowances is just a hygiene factor that eliminates job dissatisfaction among teachers and not a motivating factor *per se*. Workers at every level of the education industry should be motivated to work by the authorities concerned. Nigerian teachers generally and particularly teachers in primary schools in Enugu North Local Government Area need to be given the front seat in the scheme of things. Teachers need to be held in high esteem and their efforts towards nation-building should be recognized in both actions and utterances. Research has tremendously shown that no human being whose ego and personal worth are not valued puts in his best in the organization where he works. The basic lesson of Herzberg's research is that managers such as employers of teachers in the primary school should first eliminate dissatisfaction, making sure that working pay levels and organizational policies are reasonable. They should then concentrate on spurring motivation by providing opportunities for achievement, recognition responsibility, and personal growth.

### Empirical review

Mandara, Ibrahim, Zailani, and Ali Manir (2019) conducted research on the impact of performance evaluations on employee productivity in the Abuja headquarters of the Federal Ministry of Education. The method of investigation for the present investigation utilized questionnaires. Information for this investigation was gathered using standardized survey responses and quantitative and OLS procedures were run to examine the results. The findings demonstrate that worker productivity during the investigation period was positively and significantly impacted by the factors of appraising effectiveness and input from employees. The employee training and compensation coefficients had a positive, albeit minor, impact on staff productivity over the research period.

The distinguishing differences between the current study and that of Mandara, Ibrahim, Zailani, and Ali Manir (2019) were in the areas of scope, methodology, subject area, and statistical analysis procedure among others. However, the current study and that of Mandara, Ibrahim, Zailani, and Ali Manir (2019) have no similarities.

### Summary of Related Literature

Literature was reviewed under conceptual framework, theoretical framework, and empirical studies. The conceptual framework talked about performance appraisal, performance appraisal system, employee development, performance appraisal, and employee productivity. The review covered Herzberg's Two Factor Theory (1968) Herzberg carry out the studies to determine which factors in an employee's work environment caused satisfaction or dissatisfaction. He found that the factors causing job satisfaction were different from those causing job dissatisfaction. He called the satisfiers motivators and the dissatisfiers hygiene factors. According to him, people are influenced by these two factors. Motivation factors are needed to motivate an individual to higher performance.

A well-designed performance appraisal system should be transparent, fair, and aligned with the organization's goals and values. It should also encourage open communication between employees and management, fostering a culture of accountability and continuous improvement. Additionally, it should be regularly reviewed and updated to ensure it remains effective and relevant in supporting the organization's objectives.

However, the researcher observes that much research has been carried out in the area of Imperatives of performance appraisal on employee performance, Performance appraisal, and employee development in the university of education and Performance appraisal system and teacher effectiveness in public secondary schools but it appeared no aspect highlighted or discussed the performance appraisal systems and employee development in Primary Schools. This is the gap this study is set to fill as a contribution to knowledge.

## METHODOLOGY

This chapter presents the procedure that was used in carrying out this study.

### Research Design

This study adopts a descriptive survey research design. A descriptive survey research design, according to Nworgu (2016) uses a sample of an investigation to document, describe, and explain what is in existence or non-existence on the present status of the phenomena being investigated. The author further stated that in a descriptive survey study views and facts are collected through questionnaires and/or interviews scheduled for answering research questions. A descriptive survey research design was suitable for this study because data was collected through a questionnaire from primary school teachers.

### Area of the Study

The area of the study is Enugu North Local Government Area. Enugu North Local Government Area is one of the seventeen Local Government Areas in Enugu State. The study covered all the public primary schools Enugu North Local Government Area. Enugu North Local Government Area is located within the Enugu Urban part of Enugu State. There are fifty-four (54) primary schools in Enugu North Local Government Area. The area was chosen for the study.

### Population for the Study

The population for the study is 481 primary school teachers in Enugu North Local Government Area. The available statistics from the State Universal Basic Education Board (SUBEB, 2024)

### Sample and Sampling Technique

A sample size of 218 Public primary school teachers was used for the study. The sample size was determined using Taro Yamane's formula:  $n = N/(1+N(e)^2)$

Where N = Population size (481), n = Required sample size, e = tolerate error (0.05), and 1 = Constant.

### Instrument for Data Collection

The instrument used for data collection was a structured questionnaire. The instrument is titled "Performance Appraisal Systems and Employee Development Questionnaire (PASEDQ). The questionnaire was made up of three research questions.

Research question one was made to elicit information on the influence of 360-degree feedback appraisal on teachers' development in primary schools. Research question two was made to elicit information on the influence of 360-degree feedback appraisal on teachers' development in primary schools and research question three was made to elicit information on the influence of objective-based evaluation appraisal on teachers' development in primary schools. The instruments were an 18-item questionnaire structured in line with the research question. The questionnaire is modified Likert scale of four points with a scaling of Strongly Agree, (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) with scores of 4, 3, 2, and 1 respectively.

### **Validation of the Instrument**

The instrument was validated by two lecturers from the Business Education Department and Measurement and Evaluation from Enugu State College of Education (Technical), Enugu. Each validator was given a copy of the instrument to eliminate any irrelevant statement presented by the researcher and to make suggestions for improving the instrument. The suggestions from validates were integrated into the final copy of the questionnaire that was developed.

### **Reliability of the Instrument**

To determine the reliability of the instrument, the researcher sampled the questionnaire to the same group of teachers at two different points in time and then calculated the correlation between the two sets of results. To test the reliability of the instrument, ten (10) copies of the instrument were administered to Public Primary School Teachers in Enugu South Local Government Area. The choice of Enugu South Local Government Area for the reliability test is informed by the number of common factors in the social and educational development of the two Local Government Areas. The internal consistency of the instrument was established using Cronbach's Alpha method. The value of the reliability coefficient established is as follows: Research question one, what is the influence of top-down appraisal on teachers' development in primary schools 0.91; Research question two, What is the influence of 360-degree feedback appraisal on teachers' development in primary schools 0.98 and Research question three, What is the influence of objective-based evaluation appraisal on teachers' development in primary schools 0.98. To get the average we added  $0.91 + 0.98 + 0.98 = 2.87/3$  amounting to 0.96. The reliability coefficient is 0.96 indicating that the instrument was of highly reliability.

### **Method of Data Collection**

To ensure a high percentage of returns, the questionnaires were administered to the respondents by the researcher with the aid of one trained research assistant. The questionnaires were collected back from the respondents after two weeks of administration. Out of 218 questionnaires administered, 202 were duly filled by the respondents and were returned. It was this number that was analyzed to generate the data used for answering the research questions and hypotheses. The rate of return was 92.66%.

### **Method of Data Analysis**

Data collected were computed using Mean and Standard Deviation. The Mean and Standard Deviation were used to answer the three research questions. The statistic was used to test the three null hypotheses at 0.05 level of probability.

All computations were carried out using Statistical Package for Social Sciences (SPSS). The boundary limits for interpreting mean scores of the questionnaire items in order to answer the research questions are as follows;

#### Scaling Statement Real Limit

Strongly Agreed (SA) = 4 points 3.50 – 4.49

Agreed (A) = 3 points 2.50 – 3.49

Disagreed (D) = 2 points 1.50 – 2.49

Strongly Disagree (SD) = 1 point 0.50 – 1.49

From the above real limit, a mean of 3.50 – 4.49 was accepted as Strongly Agreed, 2.50 – 3.49 was accepted as Agreed, 1.50 – 2.49 was accepted as Disagreed, and 0.50 – 1.49 was accepted as Strongly Disagreed.

#### Decision rule

Descriptive statistical tools of mean were used to analyze the data. Nominal values of 4, 3, 2, and 1 were assigned to the response options; Strongly Agree is 4, Agree is 3, Disagree is 2, and Strongly Disagree is 1. The mean was calculated by using the formula:  $X = \frac{\sum fx}{N}$  where X = mean,  $\sum$  = summation factor, f = frequency, x = nominal values, and N = total sample size. To get the cut-off point for the interpretation of the respondents the average of the weighted score nominal values assigned to the response options. Thus:  $\frac{4+3+2+1}{4} = \frac{10}{4} = 2.50$

Thus 2.50 was used as the benchmark for interpreting the respondent's mean score. As a result, any item with a mean score of 2.50 and above was interpreted as Agree (A) while any mean score below 2.50 was regarded as Disagree (D). Concerning the hypotheses, the hypotheses were accepted because the calculated t-value is less than the critical value also the P-value is greater than the alpha value of the .05 level of probability. All computations were carried out using version 23.0 of the Statistical Package for the Social Sciences (IBM SPSS 23) was employed for the goal of carrying out descriptive statistics on the respondents as well as the basic data analysis such as mean and standard deviation analysis. In the second step, IBM SPSS was used to analyze the Independent Samples T-Test for the hypotheses.

## RESULTS AND ANALYSIS

In this chapter, the data for the study were presented and analyzed based on the research questions and hypotheses that guided the study. The presentation and analyses were as follows.

### Research Question 1

What is the influence of top-down appraisal on teachers' development in primary schools in Enugu North Local Government Area?

**Table 1: Mean Responses on the influence of top-down appraisal on teachers' development in primary schools**

No	ITEMS	SA 4	A 3	D 2	SD 1	No	$\bar{X}$	S.D	Decision
	The top-down appraisal helps maintain professional standards by ensuring that teachers meet the expected benchmarks	68	79	28	27	202	2.93	1.005	Agree
	Top-down appraisal holds teachers accountable for their performance and adherence to set standards	26	68	104	4	202	2.57	0.738	Agree
	It led to professional growth by setting clear expectations and goals for improvement	77	74	34	17	202	3.04	0.943	Agree
	A top-down appraisal provides teachers with evaluation from higher authorities that identify areas for improvement	66	47	72	17	202	2.80	0.993	Agree
	It encourages teachers to enhance their skills and competencies	61	79	57	5	202	2.97	0.828	Agree
	It led to recognition that boosted morale and motivation among teachers	47	18	76	61	202	2.92	0.924	Agree
	<b>Grand Mean</b>						<b>2.87</b>		

The results of the data analyses in Table 1 revealed that out of the six (6) items in Table 1, the respondents agreed that all the items on the influence of top-down appraisal on teachers' development in primary schools in Enugu North Local Government Area as they recorded from mean Scores of 2.93, 2.57, 3.04, 2.80, 2.97 and 2.92 respectively. These scores are more than the cut-off point of 2.50. The table also showed that the respondents recorded a grand mean of 2.87. All the standard deviation scores are small signifying that their responses are homogenous. Going by the benchmark for the interpretation of the respondent's mean score; the answer to research question 1 is that top-down appraisal positively influences teachers' development in primary schools.

### Research Question 2

What is the influence of 360-degree feedback appraisal on teachers' development in primary schools in Enugu North Local Government Area?

**Table 2: Mean Responses on the influence of 360-degree feedback appraisal on teachers' development in primary schools**

No	ITEMS	SA 4	A 3	D 2	SD 1	No	$\bar{X}$	S.D	Decision
	360-degree feedback increased self-awareness through multiple perspectives	60	65	72	5	202	2.89	0.863	Agree
	It enhances communication and collaboration skills	84	14	57	47	202	2.67	1.235	Agree
	Promotion of growth mindset among teachers	77	65	45	15	202	3.01	0.952	Agree
	Fostering a supportive and constructive feedback environment	80	36	86	0	202	2.97	0.908	Agree
	Building trust and rapport among colleagues	30	89	35	48	202	2.50	1.014	Agree
	Encouraging ongoing dialogues about professional development	82	57	48	15	202	3.02	0.972	Agree
	<b>Grand Mean</b>						<b>2.84</b>		

The results of the data analyses in Table 2 revealed that out of the six (6) items in Table 2, the respondents agreed that all the items on the influence of 360-degree feedback appraisal on teachers' development in primary schools in Enugu North Local Government Area as they recorded from mean Scores of 2.89, 2.67, 3.01, 2.97, 2.50 and 3.02 respectively. These scores are more than the cut-off point of 2.50.

The table also showed that the respondents recorded a grand mean of 2.84. All the standard deviation scores are small signifying that their responses are homogenous. Going by the benchmark for the interpretation of the respondent's mean score; the answer to research question 2 is that 360-degree feedback appraisal positively influences teachers' development in primary schools.

### Research Question 3

What is the influence of objective-based evaluation appraisal on teachers' development in primary schools in Enugu North Local Government Area?

Item	English	Likert Scale					No	X̄	S.D
		4	3	2	1	5			
1	Objective-based evaluation helps teachers clearly understand what is expected of them	4	3	2	1	5	2.93	0.12	
2	Objective-based evaluation provides professional development opportunities	4	3	2	1	5	2.89	0.11	
3	Objective-based evaluation helps teachers actively engage in their professional development	4	3	2	1	5	2.76	0.10	
4	Objective-based evaluation helps teachers towards enhancing their teaching skills	4	3	2	1	5	3.07	0.13	
5	Objective-based evaluation helps teachers towards their professional growth	4	3	2	1	5	2.69	0.09	
6	Objective-based evaluation helps teachers make informed decisions about teacher development initiatives	4	3	2	1	5	2.90	0.11	
<b>Grand Mean</b>							<b>2.87</b>	<b>0.10</b>	

**Table 3: Mean Responses on the influence of objective-based evaluation appraisal on teachers' development in primary schools**

The results of the data analyses in Table 3 revealed that out of the six (6) items in Table 3, the respondents agreed that all the items on the influence of objective-based evaluation appraisal on teachers' development in primary schools in Enugu North Local Government Area as they recorded from mean Scores of 2.93, 2.89, 2.76, 3.07, 2.69 and 2.90 respectively. These scores are more than the cut-off point of 2.50. The table also showed that the respondents recorded a grand mean of 2.87. All the standard deviation scores are small signifying that their responses are homogenous. Going by the benchmark for the interpretation of the respondent's mean score; the answer to research question 3 is that objective-based evaluation appraisal has a positive influence on teachers' development in primary schools.

### Null Hypothesis 1 (Ho1)

There is no significant difference among the mean responses of male and female teachers on top-down appraisal systems and teachers' development in primary schools in Enugu North Local Government Area.

**Table 4: t-test analysis of the difference between the mean ratings of male and female teachers on top-down appraisal systems and teachers' development in primary schools in Enugu North Local Government Area.**

Independent Samples Test									
	Levene's Test for Equality of Variances		t-Test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval Difference	95% Interval of the Difference	
								Lower Bound	Upper Bound
Gender	1.269	.269	-2.69	194	.008	1.11	[-.88, 3.11]	1.92	3.11
Gender assumed.	1.264	.264	-2.64	195	.008	1.11	[-.88, 3.11]	1.94	3.11

The t-test analysis presented in Table 4 revealed that the t-value is -.269 which is less than the critical value of 1.962 meaning that there is no statistically significant difference in the mean ratio of male and female teachers on top-down appraisal systems and teachers' development in primary schools in Enugu North Local Government Area. Moving further, as we can see in Table 4 the P-value is .788 which is greater than the alpha value of .05. This indicates that there is no statistically significant difference in the mean ratio of male and female teachers on top-down appraisal systems and teachers' development in primary schools in Enugu North Local Government Area. Therefore, the null hypothesis of no significant difference is accepted.

### Null Hypothesis 2 (Ho2)

There is no significant difference among the mean responses of male and female teachers on 360-degree feedback appraisal systems and teachers' development in primary schools in Enugu North Local Government Area.

**Table 5: t-test analysis of the difference between the mean ratings of male and female teachers on 360-degree feedback appraisal systems and teachers' development in primary schools in Enugu North Local Government Area.**

Table 5: Independent Samples Test									
	Levene's Test for Equality of Variances		t-Test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval Difference	95% Interval of the Difference	
								Lower Bound	Upper Bound
Gender	1.269	.269	2.69	194	.008	1.11	[-.88, 3.11]	1.92	3.11
Gender assumed.	1.264	.264	2.64	195	.008	1.11	[-.88, 3.11]	1.94	3.11

The t-test analysis presented in Table 5 revealed that the t-value is 1.007 which is less than the critical value of 1.962 meaning that there is no statistically significant difference in the mean ratio of male and female teachers on 360-degree feedback appraisal systems and teachers' development in primary schools in Enugu North Local Government Area. Furthermore, as we can see in Table 5 the P-value is .315 which is greater than the alpha-value of .05. This indicates that there is no statistically significant difference in the mean ratio of male and female teachers on 360-degree feedback appraisal systems and teachers' development in primary schools in Enugu North Local Government Area. Therefore, the null hypothesis of no significant difference is accepted.

### Null Hypothesis 3 (Ho3)

There is no significant difference among the mean responses of male and female teachers on the objective-based evaluation appraisal systems and teachers' development in primary schools in Enugu North Local Government Area.

**Table 6: t-test analysis of the difference between the mean ratings of male and female teachers on the objective-based evaluation appraisal systems and teachers' development in primary schools in Enugu North Local Government Area.**

Table 6: Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	P-Value or Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.570	.451	1.260	200	.209	.340	.270	-.192	.871
Equal variances are not assumed.			1.295	76.724	.199	.340	.262	-.183	.862

The t-test analysis presented in Table 6 revealed that the t-value is 1.260 which is less than the critical value of 1.962 meaning that there is no statistically significant difference in the mean ratio of male and female teachers on the objective-based evaluation appraisal systems and teachers' development in primary schools in Enugu North Local Government Area. Furthermore, as we can see in Table 6 the P-value is .209 which is greater than the alpha-value of .05, this indicates that there is no statistically significant difference in the mean ratio of male and female teachers on the objective-based evaluation appraisal systems and teachers' development in primary schools in Enugu North Local Government Area. Therefore, the null hypothesis of no significant difference is accepted.

### Summary of the Major Findings

Based on the presentation and interpretation of the data analyzed, the major findings of this study can be seen as follows:

1. Top-down appraisal has a positive influence on teachers' development in primary schools in Enugu North Local Government Area.
2. 360-degree feedback appraisal has a positive influence on teachers' development in primary schools in Enugu North Local Government Area
3. Objective-based evaluation appraisal has a positive influence on teachers' development in primary schools in Enugu North Local Government Area.
4. Data analyzed in Table 4 showed that there is no significant difference between the mean ratings of male and female teachers on top-down appraisal systems and teachers' development in primary schools in Enugu North Local Government Area.
5. Data analyzed in Table 5 showed that there is no significant difference between the mean ratings of male and female teachers on 360-degree feedback appraisal systems and teachers' development in primary schools in Enugu North Local Government Area.
6. Data analyzed in Table 6 showed that there is no significant difference between the mean ratings of male and female teachers on the objective-based evaluation appraisal systems and teachers' development in primary schools in Enugu North Local Government Area.

## Discussion of the Findings

The finding in Table 1 revealed that the respondents agreed that Top-down appraisal has a positive influence on teachers' development in primary schools in Enugu North Local Government Area. The finding was in support of Cardy and Dobbins(2014) who posited that top-down appraisal in educational settings can significantly influence teacher development by shaping their professional growth trajectory. When implemented effectively, it can serve as a roadmap for improvement, highlighting areas of strength and areas needing enhancement. Clear expectations and feedback provided through this process can help teachers align their practices with school objectives and student needs. The top-down appraisal can contribute to a culture of continuous learning and development within a school community. Promoting accountability and setting standards for performance, motivates teachers to strive for excellence and engage in ongoing reflection on their teaching practices. This, in turn, can lead to increased student achievement and overall school success.

The finding in Table 2 revealed that the respondents agreed that the 360-degree feedback appraisal has a positive influence on teachers' development in primary schools in Enugu North Local Government Area. The above result is in line with the view of Bracken and Rose(2011)who agree that the 360-degree feedback appraisal is a valuable tool in providing a holistic assessment of an individual's performance and behavior within an organization. By collecting feedback from various sources, employees receive a more comprehensive and diversified perspective on their strengths, weaknesses, and areas for improvement.

The finding in Table 3 revealed that the respondents agreed that the Objective-based evaluation appraisal has a positive influence on teachers' development in primary schools in Enugu North Local Government Area. The findings were supported by Nathan and Andrew (2012)that the Objective-based evaluation appraisal has a profound impact on teacher development. It fosters a culture of continuous learning and self-improvement. By setting clear benchmarks, it enables teachers to track their progress and take proactive steps toward growth. Teachers can receive constructive feedback based on specific objectives, leading to targeted professional development opportunities.

This approach also promotes a sense of accountability and ownership in teachers, encouraging them to strive for excellence. Furthermore, objective evaluation aligns individual teacher goals with school priorities, ensuring a cohesive approach to professional development within the institution.

### **Educational Implications**

Performance appraisal systems influence on teachers' development in primary schools in Enugu North Local Government Area looked at top-down, 360-degree, and objective-based evaluation appraisal as types of performance appraisal systems and the influence on teacher development. The top-down appraisal emphasizes authority and control, potentially hindering teacher empowerment and growth. 360-degree feedback encourages a well-rounded assessment, fostering collaboration and reflective practice among teachers. Objective-based evaluation promotes clear goals and criteria for improvement, enhancing accountability and skill development. By combining these approaches, primary school teacher development can benefit from a balanced mix of structured guidance, collaborative feedback, and goal-setting, leading to a more comprehensive and effective professional growth strategy.

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter presents the concluding part of the study and is presented under the following sub-headings: summary of the study, conclusion, recommendations, limitations of the study, and suggestions for further studies.

#### **Summary of the Study**

The study sought to determine the performance appraisal systems' influence on teachers' development in primary schools in Enugu North Local Government Area. In carrying out this research, three specific purposes with their corresponding research questions and three null hypotheses were formulated to guide the study. Relevant theory was reviewed to guide the study. The design of the study is a descriptive survey design. The population of the study comprised 481 primary school teachers in primary schools in Enugu North Local Government Area. The sample size comprised two hundred and two (202) primary school teachers and was determined using Taro Yamane's formula.

The instrument for data collection was the researcher's developed questionnaire and hypothesis to elicit information from the respondents. After developing the structured questionnaire, it was properly validated by two experts in the relevant field, all in Enugu State College of Education Technical. The reliability coefficient was 0.96 which showed that the test was reliable. The statistical tool used to determine mean, standard deviation, and t-test is Statistical Package for the Social Sciences (IBM SPSS 23).

#### **Conclusion**

This study examined the performance appraisal systems' influence on teachers' development in primary schools in Enugu North Local Government Area. This study has shown that performance appraisal systems can serve as a basis for identifying training needs and designing targeted professional development programs for teachers.

By evaluating teacher performance against set criteria and standards, these systems can highlight areas where additional support or training may be necessary. This personalized approach to development can lead to more effective teaching practices and ultimately benefit students' learning experiences.

Moreover, performance appraisal systems help to recognize and reward outstanding teachers for their hard work and dedication. By acknowledging and celebrating teachers' achievements, these systems can boost morale, motivation, and job satisfaction, creating a positive work environment conducive to continuous improvement and growth.

## Recommendations

The following recommendations were made:

1. Teachers should be encouraged to open communication channels for feedback on performance to ensure teachers feel supported and valued in their development.
2. The Ministry of Education should provide clear guidelines and training on how to effectively implement appraisal systems to promote consistent evaluation across all schools.
3. Educational administrators should offer resources and opportunities for professional development tailored to address areas identified through appraisals for continuous growth.
4. Teachers should foster a culture of continuous learning and improvement by encouraging self-reflection and goal-setting based on appraisal feedback.
5. The Ministry of Education should invest in technology solutions that streamline the appraisal process, making it more efficient and ensuring data-driven decision-making.
6. Educational administrators should establish support mechanisms such as mentorship programs and peer learning communities to allow for collaboration and sharing of best practices.

## Limitations of the Study

In the course of collecting information, tools, and materials for this study, certain limitations were met. They are inadequate resources, finance, and data collection challenges.

**Inadequate resources:** there were inadequate resources in the libraries like books on the topic and the ones available were not current.

**Finance:** The researcher finds it challenging to assess some materials due to finance to get them.

**Data Collection Challenges:** the researcher finds it difficult to assess some materials due to protocols and waiting for approval from the authorities in charge.

However, these constraints did not prevent the researcher from carrying out this study.

## Suggestions for Further Study

Based on the findings, the following is suggested for further study.

1. This study can be replicated by other researchers using the same subjects in a different location or different subjects in the same or different locations.
2. Performance appraisal systems and the teacher's effectiveness on students' performance in primary schools.

## REFERENCES

- Abdullah, A., Bilau, A. A., Enegbuma, W. I., Ajagbe, A. M., Ali, K. N., & Bustani, S. A. (2018). Small and medium-sized construction firms job satisfaction and evaluation in Nigeria. *International Journal of Social Science and Humanity*, 2 (1), 35-40.
- Adler, S., Campion, M., Colquitt, A., Grubb, A., Murphy, K., Rob Ollander-Krane, R., Elaine D., & Pulakos, E. D. (2016). Getting rid of performance ratings: genius or folly? A debate. *Journal of Industrial and Organizational Psychology*, 9(2), 219-252.
- Agbionu, C.U. (2019). Human resource management and industrial relations in Nigeria: A simplified approach. Awka: Unique Press and Computers.
- Bosah, H.O.N. (2015). Repositioning the teacher for improved effectiveness in Nigerian schools. In H.O.N. Bosah, O. Obiagwu (eds.). *Refocusing the Nigerian education system on the Nascent democracy*. Onitsha: Oform Publishers.
- Bracken, D. W., & Rose, D. S. (2011). When Does 360-Degree Feedback Create Behavior Change? And How Would We Know It When It Does? *Journal of Business and Psychology*, 26(2), 205-212.
- Brefo-Manuh, A., Anlesinya, A., Ama, A., Odoi, S., & Owusu, D. (2016). Evaluating Organisational uses of performance appraisal system: a conceptual analysis and framework for the future. *International Journal of Business and Management Review*, 4, 8-20.
- Cardy, R., & Dobbins, G. (2014). Performance appraisal in management: An evaluation of top-Down and 360-degree feedback. *Journal of Management*, 20(4), 881-903.
- Carol, O and Florah, O. (2019). Performance Management Practices and Employee Productivity At State Department of Labpur, Kenya. Project on Human Resource Management, University of Nairobi, Kenya.
- Cook E. and Crossman, D. S. (2014). Cook, J., & Crossman, A. (2004). Satisfaction with Performance Appraisal systems: a study of role perceptions. *Journal of Managerial Psychology*, 19(5), 526-541.
- Debrincat, G. (2015). *The effectiveness of performance appraisal systems: Employee relations and human resource management*. Retrieved from <http://search.ebscohost.com/login.aspx?>
- DeNisi, A. S., & Murphy, K. R. (2017). Performance appraisal and performance management: 100 years of progress? *Journal of Applied Psychology*, 102(3), 421-433.
- De Waal, M. P. (2014). The Big Five Personality Dimensions and Job Performance: A meta-analysis. *Journal of Personnel Psychology*, 17(1), 3- 32.
- Dunmade, E. O and Adeyemi, O. S. (2017). A study of the relationship between employees performance Management in the Nigeria Telecommunication Industry. CARD International Journal of Management Sciences, Business, and Entrepreneurship Research Vol. 2 (4)
- Evans M. and Mitchell P. (2015) "Implementing Objective-Based Evaluation Systems: Lessons Learned from Case Studies," *Performance Improvement Quarterly*.
- Federal Republic of Nigeria. National Policy on Education (2014) NERDC: Lagos.
- Fletcher C., (2021). *Performance appraisal and management: The development research Agenda*. *Journal of Occupational and Organizational Psychology*, 73, 473-487
- Gabriel P. and Ihrke I. H. (2020). The relationship between reward management system and employee performance with the mediating role of motivation: A quantitative study on global banks. 7th International Strategic Management Conference. *Procedia Social and Behavioral Sciences* 24, 1510–1520.

- Groysberg, B., & Polzer, J. T. (2014). How 360-Degree Assessments Can Help Sustain Great Teams. *Harvard Business Review*, 92(4), 94-101.
- Khan, N., Waqas, H. & Muneer, R. (2017). Impact of Rewards (Intrinsic and extrinsic) on employee performance: with special reference to courier companies of the city of Faisalabad, Pakistan. *International Journal of Management Excellence*, 8(2), 937-945.
- Kyei, B., & Junior, J. (2021). Appraising teachers' performance in the Ghana education service: a Case of Birim Central Directorate of Ghana Education Service (G.E.S.). *Education, Sustainability & Society*, 4, 15–24. doi:<https://doi.org/10.26480/ess.01.2021.15.24>
- Lawal M.B (2011). An assessment of pre-primary school programme activities in Kwara State, Nigeria. *European Scientific Journal*. 8(8),
- Mensah, J. K. (2015). “A coalesced framework of talent management and employee performance for further research and practice”. *International Journal of productivity and performance management*. 64, (4).
- Molle E. R., Mulongo L. S. & Razia M. (2017). The influence of performance appraisal practices On employee productivity: A case of Muheza District, Tanzania. *Issues in Business Management and Economics*, 5(4), 45-59.
- Nathan B. and Andrew B. (2012) "The Use and Effectiveness of Objective-Based Performance Appraisal Systems," *Human Resource Management Review*, 2012.
- Nwachukwu, C.C. (2017). *Management, Theory, and Practice* (Rev. ed.). Onitsha: Africana Publishers Ltd.
- Nworgu, B.G. (2016). *Educational research: Basic issues and methodology*. Ibadan: Wisdom Publishers Ltd.
- Obi J.N., (2016). *Performance appraisal is a tool for enhancing productivity in an organization*. *International Journal of Innovations in Sustainable Development*, 7(2), 1-34.
- Odo, F.A. (2016). Problems of data management for educational administration and planning in Ebonyi State secondary education system. *Unpublished M. Ed. Thesis*. University of Nigeria Nsukka.
- Okeke, B.S. (2016). *Teaching in Nigeria: The Bureaucracy and professionalism* (2<sup>nd</sup> ed.). Enugu: Mercury International Publishing Company Limited.
- Okeke, M.N, Onyekwelu, N.P. Akpua, J. and Dunkwu, C. (2019). Performance management and Employee productivity in selected large organizations in South East Nigeria. *IJRDO Journal of Business Management*. Vol. 5 (3).
- Okoro, B. C., Nebo, O. E. S. and Nwosu, O. (2017). Effects of organizational design on Employee productivity in the manufacturing industry. *International Journal of Business systems and Economic* Vol. 11(1).
- Onyije O.C., (2015). *Effect of performance appraisal on employee productivity in a Nigerian University*. *Journal of Economics and Business Research*, 21(2), 65-81.
- Orga, Ekechukwu, and Mbah F. (2018) conducted a study on Performance Appraisal as Bedrock for the Growth of Nigerian Money Deposit Banks in South East, Nigeria
- Orhero, A.E. and Okolie, E.C. (2020). Performance Appraisal and its Effect on Employee's Job Performance in Edo State Internal Revenue Service, Benin City, Nigeria. *International Journal of New Economics and Social Sciences* 1 (11) 2020: 93 – 116
- Terry, R. L., & Franklin, J. H. (2013). *Human resource management* (13th ed.). Mason, OH: Thomson/South-Western.
- Toppo, L., & Prusty, T. (2012). From performance appraisal to performance management. *IOSR Journal of Business and Management*, 3(5), 1–6. doi:<https://doi.org/10.9790/487X-0350106>

Yehuda, B. (1996). Self-performance appraisal vs direct-manager appraisal: A case of congruence. *Journal of Managerial Psychology*, 11(6), 50-65.

Ziyaminyana, N. and Pwaka, O. (2019). An investigation into the impact of performance management systems on employee productivity: The case study of information and communication technologies (ICT) companies in Harare, Zimbabwe. *European Journal of Business and Management*, 11(3).



## Research Question 2

What is the influence of 360-degree feedback appraisal on teachers' development in primary schools in Enugu North Local Government Area?

S/No	ITEMS	SA	A	D	SD
7	360-degree feedback increased self-awareness through multiple perspectives				
8	It enhances communication and collaboration skills.				
9	Promotion of growth mindset among teachers				
10	Fostering a supportive and constructive feedback environment				
11	Building trust and rapport among colleagues				
12	Encouraging ongoing dialogues about professional development				

## Research Question 3

What is the influence of objective-based evaluation appraisal on teachers' development in primary schools in Enugu North Local Government Area?

S/No	ITEMS	SA	A	D	SD
13	Objective-based evaluation helps teachers clearly understand what is expected of them.				
14	It allows for targeted professional development opportunities.				
15	Motivate teachers to engage in their development actively.				
16	Help teachers identify areas for improvement and work towards enhancing their teaching skills.				
17	It led to increased commitment and responsibility towards their professional growth.				
18	Objective evaluations provide data that can be used to make informed decisions about teacher development initiatives.				