



EÖTVÖS LORÁND UNIVERSITY
FACULTY OF EDUCATION AND PSYCHOLOGY
Doctoral School of Education

Leader of the Doctoral school- Dr. Aniko Zsolnai, DSc, professor
Name of the programme module Teacher Education and Higher Education Studies
(EDiTE)
Leader of the doctoral Dr. Erika Kopp
Programme

AYE AYE MYINT LAY

EXPLORING THE INTERPRETATION OF
PERFORMANCE APPRAISAL BY THE KEY STAKEHOLDERS
TO DEVELOP A PERFORMANCE APPRAISAL FRAMEWORK FOR TEACHER
EDUCATORS IN MYANMAR UNIVERSITIES OF EDUCATION

Theses of Doctoral (PhD) dissertation

Supervisor: Dr. Keczer Gabriella

2024

Significance of the Study

Education plays an important role in developing a sustainable society, which is seen as a continuous process of learning involving various actors that provide guidance and leadership in formal, non-formal and informal learning (Odina, 2014). This requires a corresponding enhancement in the competencies of educators, leaders and decision-makers at all levels of education. To ensure the development of educators' competencies, staff management practices such as performance evaluation, and constructive feedback is instrumental.

Performance appraisal can help teacher educators identify areas of strength, assess their ability to nurture the students, track their students' results, review teaching competencies, develop personal development plans, and articulate innovations and other contributions to institution development. It cannot be denied that performance appraisal is an effective tool that can help the development of a teacher educator's professional growth and the management of educational institutions.

There has been relatively little research on Myanmar teacher educators, especially from the viewpoint of performance evaluation during one's career with special regard to the universities of education (UOE). To enhance the quality of teacher education, performance appraisal for teacher educators is called for. This research will delve into key aspects of teacher performance appraisal in the context of educational institutions with the importance of developing a comprehensive teacher performance appraisal framework. It will also contribute to the further development of policy recommendations in terms of teacher performance evaluation.

Study Context

Myanmar, officially the Republic of the Union of Myanmar, is the largest country in mainland Southeast Asia and is situated geographically at the strategic location between the economic hubs of China, India and ASEAN countries. According to the country's 2017 census, the population is about 54 million. Myanmar is a multi-ethnic country with 135 distinct ethnic groups. 68% of the Myanmar population is Bamar people and other ethnic minorities make up the remaining 32% of the population. Some of the ethnic minorities include Kachin, Kayin, Rakhine, and Shan. The Gross Domestic Product per capita in Myanmar was recorded at 1347.46 US dollars in 2023 (<https://tradingeconomics.com/myanmar/gdp>). In Myanmar, agriculture is the most

significant sector of the economy, generating 43% of GDP and providing a livelihood for over 70% of the population (World Bank, 2013).

In 1989, the nation's legitimate English name was transformed from the Union of Burma to the Union of Myanmar; in the Burmese language, the nation has been known as Myanmar- since the thirteenth century. The English name of the city that filled in as the nation's capital from 1948 to 2006, Rangoon, was dropped in 1989 for the basic Burmese name, Yangon. In 2005, the administration started to move its focus, first to Pyinmana (200 miles [320 km] north of Yangon) and then to Naypyidaw, a recently built city close to Pyinmana. Naypyidaw was announced as Myanmar's capital in 2006.

Myanmar is implementing a National Education Strategic Plan (NESP) 2016-2021 to ensure a quality national education system. The NESP is a comprehensive, widely owned and evidence-based roadmap intended to reform the entire education sector.

The training needs of teacher educators are often neglected in Myanmar. The stimulus of further professional development and an environment that encourages reflective practice and research capacity through links with universities of education are rare. Most teacher educators had limited or no teaching experience in schools and needed more opportunities to develop their own core instructional and more broadly professional skills.

Research Purpose

The aim of this study is to explore key stakeholders' interpretation of performance appraisal in order to develop a performance appraisal framework for teacher educators in Myanmar universities of education.

Research Questions

Key research questions were designed as follows.

1. What could be the aims and objectives of a performance appraisal (PA) system to be introduced for teacher educators in universities of education of Myanmar, with special regard to the quality of teacher education?
2. Do teacher educators and the management team perceive the interrelatedness of PA and the quality enhancement of teacher education?
3. How do teacher educators and the management team in universities of education understand and interpret "performance"?

4. What are the most important competencies for teacher educators according to teacher educators and management team? (Comparing the results with the Teacher Competency Standard Framework in Myanmar)
5. What can be the major domains and performance indicators that should be used to evaluate the teacher educators' performance in Myanmar universities of education?

Literature Review

The role of appraisal in personal and organizational performance

Many researchers and practitioners confirmed that PA has the greatest impact on overall organizational effectiveness (Robbins & Judge, 2009). It is said that it can also contribute to employee motivation, development, and confidence which lead him to be self-empowered. In addition, loyalty and commitment can be also preserved through performance appraisal and at the same time, corporate values are reinforced. Many studies have suggested that fair and clear performance appraisal systems help organizations satisfy their employees, which further leads to better job performance.

To create competitive advantages, performance appraisal is used for assisting personnel development which can support a better qualified and a highly motivated team in an organization. According to McGregor (1972), performance appraisal can be used as the basis for training, coaching, and counseling of the individual employee by the superior (cited in Nyasha, 2016). Similarly, Teke (2002) points out that development activities (such as training) should be based on performance gap that are identified at performance appraisal result. Continuously, he states that relevant training and development intervention and regular performance feedback are important factors in skill retention. Moreover, Black and Lynch (1996) stressed that a good training should improve the quality and quantity of organization outputs that can contribute organizational success. In this regard, performance appraisal can develop the work performance of the employee in the organization (Delery & Doty, 1996).

In 1990, Derven notes that there is a straight connection between the job of an individual and the strategic goals of the organization and this can directly increase the profitability of the company. He gives an example that advantage can be achieved when a company builds its appraisal systems on measuring customer satisfaction. Outcomes of performance appraisal can lead to improvements in work performance and therefore overall business performance via, for example, increased productivity or customer service. The importance of performance appraisal for

quality improvement is also discussed by Mullins (1999). Performance appraisal can improve the employees' future performance by considering the past performance of the employees. It gives the staff the opportunity to improve the quality of their work based on a fair and analytical feedback on their performance.

According to Bowman (1994), performance appraisal helps to analyze processes for identifying barriers to quality, satisfy internal and external beneficiaries of the work performed, and finally to create an atmosphere where continuous improvement is encouraged. Hyde (1991) has similar views with Bowman that when there are more co-operations and less competition among employees, then quality can certainly be achieved.

For achieving high performance goals of organization, performance appraisal is very important component of HRM (Armstrong, 2000). It is argued that performance appraisal allows the manager or appraiser to make comments upon the employee's performance and progress. This is done under the headings such as quality of work produced, speed of work and the work performance, attitude to supervision, and so on (Barber, 1973; Hackman & Oldham, 1980). In this regard, the employees are encouraged to improve their knowledge and skill to promote employee's growth and development based on information resulting from performance appraisal. It can finally lead to the quality of the services provided by the organization through the quality maintenance of the work of the employees (Sidin, 2016).

Key Issues in Faculty Evaluation

Evaluation is regarded as an important component in increasing faculty motivation, satisfaction, and productivity. Kerr (1976) argued evaluation as the crucial component of all MBO (management by objectives) organizational planning and control systems. Others, however, contend that teaching is an art and far too complex to be reduced to a set of questions or too subtle to be observed perceptively by outsiders (Highet, 1950). As evaluating faculty is a sensitive issue, it offers a few challenges, more specifically, methods, procedures, and desirability of evaluating faculty, its validity, reliability, and sources of evidence.

The tension between academic freedom and responsibility is one of the first philosophical issues of faculty evaluation (Hollar, 1986). The right to teach, study, and conduct research without interference, a concept implicit in the principle of academic freedom, is often cited as a strong argument against evaluation. Another issue relating to the effects of evaluation, which has gained widespread attention in recent years, is the effects of evaluation on the intrinsic motivation of

faculty. Opponents of evaluation believe that the use of external evaluations undermines the intrinsic motivation to teach by decreasing autonomy and self-determination and by decreasing opportunities for creativity and innovation (Deci & Ryan, 1980). To solve this, Morgan (1984) suggested that if evaluation should be properly administered, it can increase intrinsic motivation.

It is not surprising that one controversial issue related to performance indicators is that a faculty member must publish in quality journals. In reviewing the teaching evaluation studies, there are several educational objectives, and these can be categorized in the cognitive and affective domains (Dilts, et al, 1994). Ignoring the affective domain for the moment, if research is required for one to be classified as a good teacher, then only the cognitive domain is relevant. Research and teaching both require knowledge of the subject matter; however, they require mastery of different media for that knowledge to be presented. A lecture is far different from writing for a scholarly journal, but if knowledge can be presented in both activities (an assumption most would be willing to accept), then does it not necessarily follow that a single individual will always possess both talents? In practice, competent teachers may be relatively common, but researchers with the ability to consistently publish the results of original and meaningful research may be relatively rare. In my opinion, it is essential to develop research culture especially in developing countries to promote knowledge creation and knowledge transmission while traditions of research excellence is already rich in developed countries.

There have been some controversies regarding identifying the work of the faculty and what is being assessed. According to Flaniken (2009), faculty are more willing to support the assessment of their research compared to the assessment of their teaching or service activities. Generally, the work of faculty includes three categories which are research, teaching, and service (Clement & Stevens, 1989; Dilts, Haber, & Bialik, 1994). Faculty work includes four main parts which are teaching, research and creative activity, practice and professional service, and citizenship (Braskamp & Ory,1994).

It is effectively argued that faculty performance appraisal must be tailored to the specific needs and missions of the institution for it to serve both the organization and individual faculty members (Dilts, et al, 1994). There is no single system of performance appraisal that has gained universal acceptance and thus, universities need to be attempted to tailor their systems to increase the efficiency of the process. There are many questions and topics for continued research and study of faculty evaluation.

Research Design

The researcher used exploratory sequential mixed-methods design which includes a two-phase project whereby the researcher collects the qualitative data first. This was followed by quantitative data analysis. A sequential qualitative-quantitative design was used to develop theoretical concepts or measurement instruments in a qualitative study, which were further elaborated and tested in a quantitative study (Kelle, Kühberger & Bernhard, 2019). The rationale for using exploratory sequential mixed methods design is grounded in the fact that the researcher can initially explore views by listening to participants rather than approaching a topic with a predetermined set of variables to gain a better understanding of the research problem. This can help the researcher understand underlying hidden processes, by providing detailed information about the setting or context.

In a semi-structured interview, three education experts, two rectors, four heads of department and twenty-one teacher educators at Yangon university of education and Sagaing university of education were participated in this study.

After reviewing the concepts related to developing performance appraisal of faculty members thoroughly, an interview guide was developed to collect the required data. The first section of the research instrument included questions related to biographical information. The second section included questions related to the understanding of performance appraisal and important features in developing performance appraisal, whereas the questions in the last section were aimed to explore interviewees' views on possible performance indicators in a performance appraisal system.

Thematic analysis was used in this study as it is an appropriate and powerful method to use when seeking to understand a set of experiences, thoughts, or behaviors across a data set (Braun & Clarke, 2012).

As a second phase of study, a questionnaire survey was carried out to identify the major domains and performance indicators that should be used to evaluate the teacher educators' performance in Myanmar universities of education. There are 350 teacher educators working at two universities of education. Random sampling technique was used. A valid response rate was 244 (70%).

The instrument includes 53 items with 5 items for demographic data and 48 items for identifying the possible major domains and indicators for teacher educators' performance appraisal

framework with five-point Likert-type items (1=Not at all important, 2=Slightly important, 3=Moderately important, 4=Very important, 5=Extremely important) was developed. The collected data of this study were systematically analyzed by using the SPSS software version 28.

To identify the components that should be included in the proposed Performance Appraisal Framework for Teacher Educators at UOEs in Myanmar, the importance level that perceived by all participants was determined as the percent, the mean values, and standard deviations of the total responses for items included in the questionnaire. Moreover, exploratory factor analysis and confirmatory factor analyses were used to identify and validate the major domains and teacher performance indicators that should be used to evaluate the teacher educator's performance.

Results

1. The possible aims and objectives of a performance appraisal system to be introduced for teacher educators in universities of education of Myanmar

Regarding the possible aims and objectives of a performance appraisal (PA) system to be introduced for teacher educators in universities of education in Myanmar, the participants responded that the aims of PA should be personal development, organizational development, accountability, administrative purpose, recognizing and rewarding good performance.

Firstly, all the interviewees responded that personal development should be one of the aims of PA. Delery and Doty (1996) described that PA may serve developmental and administrative purposes. Moreover, Ying (2012) claimed that managing performance helps employees to think about what kind of work they did good, then they could recognize how and in what ways they can use for developing, finally leads to personnel development. Thus, the present study's result was consistent with the findings of Delery and Doty (1996) and Ying (2012).

Secondly, the interviewees reported that another main aim of PA should be organizational development. This is in line with Kim (2014), who claimed that PA should be used more for administrative decisions that may heavily affect employee career advancement and their well-being in general. Furthermore, PA can contribute to improving organizational performance. This idea was further supported by Bowman (1994), who argues that PA helps to analyze processes for identifying barriers to quality, satisfy internal and external beneficiaries of the work performed, and finally to create an atmosphere where continuous improvement is encouraged.

Thirdly, the interviewees answered that PA should have accountability purposes to increase efficiency, productivity and morale of teacher educators. PA should focus on accountability function and careful analysis of human resources affecting educational outcomes. Bland et al.

(2002) also highlighted the notion that PA had two purposes: to enhance motivation and performance, and to increase the accountability of our faculty toward departmental goals. This finding is echoed by OECD review (2013) on international perspectives on evaluation and assessment in education; the balance between developmental and accountability functions of the appraisal process is crucial for the overall design.

Fourthly, the participants reported that PA should be for administrative purpose. It has been highlighted in the work of Joseph (1983) that the appraisal should fulfil a management function and its major purposes should be focused on the training, deployment, and dismissal of teachers. The study of Lay (2022) noted that performance appraisal has a controlling function in giving feedback and identifying future areas for growth and development. PA can be used to control employee behaviors (rewarding desirable behaviors and punishing undesirable behaviors).

Finally, interviewees responded that one of the purposes of PA should be recognizing and rewarding good performance. This reflects Conger, & Riggio, (2012) who argue that performance appraisal provides a good method of documenting performance-related information and can help facilitate future career development needs and rewards. PA has become a general heading for a variety of activities through which organizations seek to assess employees and develop their competence, enhance performance and distribute rewards (Fletcher, 2001).

To sum up, this finding is generally congruent with the work of First (1996) that the purposes of teacher appraisal can be categorized under three headings: development, improved communication and quality control and assurance. According to the current research findings, the purposes of appraisal should be to improve skills and performance, develop organizational performance, increase the faculty's accountability, improve the institution's management, support career development and recognize achievement.

2. Views of performance appraisal in teacher education institutions

When exploring the views on performance appraisal in teacher education institutions, three themes were found in the analysis of data. Firstly, the interviewees described PA as a tool for quality enhancement, showing their confidence in the interrelatedness of PA and quality of teacher education. This research confirms the findings of Taylor and Tyer's (2012) longitudinal analysis that evaluation can improve teacher performance by improving teacher skills in ways that persist in the long run. Lustick and Sykes (2006), Hattie (2009), and Bailey (2010) assert that teacher evaluation that provides feedback and opportunities for professional learning can have a sustainable impact on teacher quality.

The second theme of the interviewees' responses is that PA is one of the important activities of human resource management. Pegulescu (2018) claimed that performance appraisal has many important functions, such as assessing and giving award for performance, analyzing training and development needs, identifying potential for career development, gathering information to assert HR planning, and selecting candidates for promotion. The present study's result is consistent with the findings of Robbins and Judge (2009) that PA has the greatest impact on overall organizational effectiveness, including employee motivation, development, confidence, loyalty, and commitment.

Thirdly, the participants reported that PA can be used as a professional development tool in teacher education institutions. The finding suggests that PA can help achieve professional development objectives by measuring teacher educators' accomplishments and deficiencies. Cohen & Brawer (1994) assert that performance evaluation is helpful in defining good teaching with specific regard to the faculty and their respective courses and providing for the improvement of instruction and curriculum to achieve good teaching. Dilts et al. (1994) have claimed that in performance appraisal process, supervisors evaluate the faculty member's performance, analyze strengths and weaknesses against set criteria, and plan for professional development. Thus, the present study's result is consistent with the findings of Dilts et al. (1994).

To sum up, all the interviewees noticed the quality enhancement aspect of PA. On the other hand, most respondents expressed their views on PA as a human resource management aspect concerning motivation and job satisfaction. Moreover, they showed a high level of enthusiasm to utilize PA in the future as a professional development tool.

3. What is good performance?

In order to design a performance appraisal framework for teacher educators that could be applied in Myanmar universities of education, it is essential to explore the knowledge and understanding of teacher educators and the management team on "performance". In the interview participants were asked how (good) performance can be interpreted. Firstly, education experts, HoDs, and teacher educators said that good performance means effective teaching, which involves having content-related and pedagogical knowledge, teaching and management skills. This study confirms that an important characteristic of the teaching profession is the availability of a body of knowledge (Eraut, 1994; Hoyle & John, 1995; Jansma & Wubbels, 1992; McGaghie, 1991).

Moreover, the interviewed experts described that a good teacher needs teaching skills and continuous professional development in order to teach effectively and successfully. This is congruence with Gay, (2018) claiming that teachers need teaching skills to help diverse students.

According to the interviewees, it was also found that good performance of a teacher means having professional attitude and value, understanding students' needs and how to motivate them. This finding was similar to the findings of the study of Koster et al. (2005) claiming that quality teachers should possess important and tangible attitudes (taking part in guidance, support, and tutoring). Falus (1997) claimed that a teacher's high performance; professional skills (assessment skills, pedagogical skills, classroom management skills) are essential ingredients for success in the teaching profession. It can be concluded that professional knowledge, professional skills and professional attitude can provide a useful starting point for describing a sensible and objective set of criteria for performance appraisal.

4. Core Competencies of teacher educators

In response to the questions relating to the most important competencies of teacher educators perceived by interviewees (experts, HoDs, teacher educators), most respondents expressed their views that teaching skill is the most important competency to improve student learning outcomes. In the 21st century, students in teacher education need to acquire new knowledge and skills and hence, teacher educators need a high level of teaching competence to support their learning. Different teaching strategies and using information and communication technology (ICT) appropriately in teaching-learning situations are important for teacher educators. Compared to TCSF in Myanmar, it was mentioned that teachers must possess professional skills and practices -- a repertoire of teaching strategies for different educational contexts to meet the needs of individual students. Thus, this study confirms that teaching or professional skill is the most important competency.¹

Next, the respondents reported that teacher educators should possess leadership and management competence. This is in line with Myanmar TCSF where professional skills and practices such as classroom management is required for effective teaching of students at the different grade levels. Moreover, this study aligns with the results of Koster et al. (2005) claiming

¹ In Myanmar, a further three levels of proficiency related to teacher competency standard framework – experienced, expert, and leader teachers are being developed. Therefore, a 'Teacher Educator Competency Standards Framework' (TECSF) should also be developed and informed by the TCSF in order to provide an immediate benchmark and assessment tool for TE quality and upskilling (UNESCO, 2016).

that being able to manage group processes is considered a necessary competency for teacher educators. The study of Dengerink, et al.(2010) showed that teacher educators must also be model in the following five competency areas:

- content competencies
- pedagogical competencies
- organizational competencies
- group dynamic and communicative competencies
- developmental and personal growth competencies.

The qualitative study also revealed that academic and research competency is also considered important for teacher educators. In the interviews, one expert mentioned that teacher educators should have initiative for research as research culture is rare in Myanmar higher education institutions. He also highlighted that conducting research and applying empirical information to practice plays a key role in upgrading the teacher education system. The study by Global Development Network (2020) showed that there are a number of challenges in Myanmar, from lengthy authorization processes to the lack of familiarity of the research concepts such as research policy, research council, ethics review processes and mentoring. It was recommended to establish a national research body that will oversee, facilitate, coordinate, support and document research activities conducted in Myanmar, increase research budget and improve flexibility, strengthen international funding support to boost quality, ethics and equity in the research system.

5. Major domains and performance indicators

Descriptive statistics showed means and standard deviations of performance domains. Among the four domains, teaching activities and professional ethics had the highest mean scores, while research and innovation activities had the lowest mean score (See Table 1). It can be concluded that teacher educators perceived that teaching activities and professional ethics are extremely important, while research and innovation activities are very important. Some teacher educators thought that performance appraisal should not rely on research activities so much. According to interview results, aged teacher educators do not agree that having a number of scientific articles should be one of the performance indicators.

Table 1 Mean values showing importance level on domain 1 (Teaching Activities), Domain 2 (Activities related to Teaching Profession), Domain 3 (Research and Innovative Activities) and Domain 4 (Professional Ethics) (N= 244)

Variables	Mean (SD)	Importance Level
Domain 1 (Teaching Activities)	4.51 (.370)	Extremely important
Domain 2 (Activities related to Teaching Profession)	4.48 (.408)	Very important
Domain 3 (Research and Innovation Activities)	4.47 (.419)	Very important
Domain 4 (Professional Ethic)	4.51 (.390)	Extremely important

Scoring direction - 1.00-1.49=Not at all important,

1.50-2.49=Slightly important,

2.50-3.49= Moderately important,

3.50-4.49 =Very important,

4.50-5.00 =Extremely important

Under the factor of professional ethics, professional responsibilities of code of ethics of teacher educators are included. Teacher educators need the characteristics of being honest in action and speech, having intimate and warm interaction with students, establishing trust with parents and community as a professional. Moreover, teacher educators exhibit qualities such as caring attitude, respect, and integrity. Teacher educators reflect their practice to improve the quality of teaching and identify things that are working well, areas that need to be improved. Teacher educators are aware of existing laws and regulations related to teaching profession for professional engagement.

The domain of activities supporting teaching profession consisted of fourteen specific indicators. Teacher educators collaborate and network with others with the purpose of learning their ideas, experiences, and feedback. Teacher educators engage in the new education curricular reform for improving the quality of teacher education. Teacher educators are conducting ESD (Education for Sustainable development) that is relevant for the communities and the wider society that these institutions serve. Teacher educators share a responsibility as members of local, state, and national professional organizations for active participation.

The domain of teaching activities was composed of a set of 8 activities. Effective modeling of teaching practices is at the heart of a successful teacher education program. Teacher educators model teaching by using assessment tools to evaluate learning process and outcomes. Teacher educators demonstrate a variety of teaching-learning materials including appropriate ICTs to

support teaching-learning activities for the improvement in the teaching and learning experience. Teacher educator design learning experiences that ensure student teachers collaboration, inquiry, problem-solving and creativity.

Teacher educator conduct basic educational research to improve educational practice. Teacher educator apply innovations to the teaching and learning process with the aspect of increasing the confidence and skills to continue to adapt. Teacher educators supervise master and doctoral students' dissertations one of the way of assimilation of knowledge. Teacher educator give research advice to colleges across disciplines and contexts.

Discussion

Research Question 1. What could be the aims and objectives of a performance appraisal (PA) system to be introduced for teacher educators in universities of education of Myanmar, with special regard to the quality of teacher education?

Regarding the possible aims and objectives of a performance appraisal (PA) system to be introduced for teacher educators in universities of education in Myanmar, the participants responded that the aims of PA should be personal development, organizational development, accountability, administrative purpose, recognizing and rewarding good performance.

Research Question 2. Do teacher educators and the management team perceive the interrelatedness of PA and the quality enhancement of teacher education?

When exploring the views on performance appraisal in teacher education institutions, three themes were found in the analysis of data: PA as a tool for quality enhancement, PA as a human resource management tool, and PA as a tool for professional development. These themes shed light on the multifaceted role of PA in the context of teacher education.

Research Question 3. How do teacher educators and the management team in universities of education understand and interpret “performance”?

In order to design a performance appraisal framework for teacher educators that could be applied in Myanmar universities of education, it is essential to explore the knowledge and understanding of teacher educators and the management team on “performance”. In the interview participants were asked how (good) performance can be interpreted. The results showed that the word “performance” involve three attributes: effective teaching, teaching skills and continuous professional development, and professional attitudes and values.

Research Question 4. What are the most important competencies for teacher educators according to teacher educators and management team?

In response to the research questions relating to the most important competencies of teacher educators perceived by interviewees (experts, HoDs, teacher educators), the interview analysis shows that a good teacher educator should have the following competencies: (a) Teaching skill (b) Leadership and management skills (c) Academic and research competency.

Research Question 5. What can be the major domains and performance indicators that should be used to evaluate the teacher educators' performance in Myanmar universities of education?

Regarding the major domains that should be used to evaluate the teacher educators' performance in Myanmar universities of education, survey was conducted to find out teacher educator's opinions on the importance level of the major domain. The survey was designed based on a comprehensive literature review and semi-structured interview results. It was found that teaching activities and professional ethics are extremely important, while research and innovation activities are very important. Next, exploratory factor analysis was conducted to study performance indicators. The results showed that the domain of professional ethics contained 13 items that can capture the essential aspects of professional ethics, activities supporting teaching profession consisted of 14 items, teaching activities, was a set of 8 items and research and innovation activities was also made up of 6 items.

Practical Implications

Nowadays, universities and higher education institutions play an important role in the education of an efficient human force who also play crucial roles in the economic, social, cultural and political development of a country. Surely, performance appraisal plays an important role in the quality of education and if no effort is made in the respect of improving the educational performance of teacher educators, the quality of teaching/learning would considerably decrease and lead to the dissatisfaction of teacher educators and students. In this case, the outcome of education won't be desirable and the social, economic, political and cultural development of the society would be at risk. Thus, conducting research in the field of the evaluation of the faculty members seems essential.

With the aim of identifying major domains and performance indicators that are relevant in the current Myanmar context -- in addition to providing a review of the relevant literature,

reporting different models of appraisal and presenting example of appraisal in a Hungarian university -- it provides an overall picture of the current background for teacher appraisal in Myanmar universities of education. Moreover, the information received provides a good foundation for human resource management. It can be useful for self-imposed individual improvement. This research can be applicable to education practitioners, experts and policy makers in developing the national teacher educator competency standard framework.

Based on the research findings, there is growing numbers of teacher educators, managers who are aware of an increasing need for performance appraisal. Moreover, experts, managers teacher educators have an understanding of the nature, concept, aims of performance appraisal and their attitudes and opinions tend to undergo a profound change and the majority supports the idea of introducing appraisal. It would be suggested that there are certain vital conditions which must be satisfied so that appraisal will be used as an effective and useful tool in quality management in Myanmar. It is essential that all those concerned should be informed about the aims and processes of appraisal: policy makers at Myanmar Ministry of Education should pay more attention to appraisal-related training and publicity issues. Furthermore, education authorities need to determine if performance domains and indicators are in harmony with the goals of the institution.

A summary of the implications for practice is listed below:

1. To promote the quality of teacher educators, it is essential to understand “What is performance appraisal?”
2. Institutions that do not have an objective assessment system of staff performance should devote the necessary resources to develop and implement such a system.
3. Institutions should use their appraisal systems for both administrative and developmental purposes.
4. Teacher educators need to be involved in designing and testing performance indicators for the performance appraisal system.
5. It is necessarily important to identify appraisal methods in appraising teacher educators’ performance.
6. Mutual understanding and trust need to occur among teacher educators and evaluators.
7. It is necessary to establish a systematic reward system for proficient teacher educators.
8. Institutions should use performance appraisal to identify their staff's training and development needs.

9. The impact of potential biases in the appraisal process should be taken into account, and regular and thorough training for the evaluators is needed.

Finally, “A Handbook of performance appraisal system for teacher educators in Myanmar” should be developed.

References

- Armstrong, M. (2000). *Performance management: Key strategies and practical guidelines*. (2nd ed.). Kogan Page.
- Bailey, L.B. (2010). The impact of sustained, standards-based professional learning on second and third grade teachers’ content and pedagogical knowledge in integrated mathematics. *Early Childhood Education Journal*, 38(2), 123–132.
- Barber, D. (1973). *Basic personnel procedures*. Exeter: Institute of Personnel Management
- Black, S. E., & Lynch, L. M. (1996). Human-capital investments and productivity. *The American Economic Review*, 86(2), 263–267.
- Bowman, J. S. (1994). At last, an alternative to performance appraisal: Total quality management. *Public Administration Review*, 54(2), 129–136.
- Clement, R. W., & Stevens, G. E. (1989). Performance appraisal in higher education: Comparing department of management with other business units. *Public Personnel Management*, 18(3), 263-78.
- Cohen, A.& Brawer, F. (1994) *Managing Community Colleges: A Handbook for Effective Practice*. ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
- Conger, J. A., & Riggio, R. E.(2012). *The practice of leadership: Developing the next generation of leaders*. John Wiley & Sons.
- Deci, E. L., & Ryan, R. M. (1980). The empirical exploration of intrinsic motivational processes. In L. Berkowitz (Ed.), *Advances in experimental social psychology* (pp. 39–80). Academic Press
- Delery, J. E., & Doty, D. H. (1996). Modes of Theorizing in Strategic Human Resource Management: Tests of Universalistic, Contingency, and Configurational Performance Predictions. *The Academy of Management Journal*, 39, 802–835.
- Dengerink, J., Lunenberg, M., & Korthagen, F. (2015). The professional teacher educator: Six roles. *Beiträge zur Lehrerinnen-und Lehrerbildung*, 33(3), 334-344.

- Dilts, D. A., Haber, L. J., Haber, L. J., & Bialik, D. (1994). *Assessing what professors do: An introduction to academic performance appraisal in higher education*. Greenwood Publishing Group.
- Derven, M. G. (1990). The paradox of performance appraisals. *Personnel Journal*, 69(2), 107–111.
- Flaniken, F. W. (2009). *Performance appraisal systems in higher education: An exploration of Christian institutions*. University of Central Florida.
- First, (1996) *Handouts for the EAQUALS training course*. Unpublished
- Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice*. teachers college press.
- Hight, G. (1950). *The art of teaching*. Alfred A. Knopf.
- Hyde, A.C. (1991). Rescuing quality measurement from TQM, *The Bureaucrat*. Winter 1990-91, 16–20
- Kerr, S. (1976). Overcoming the Dysfunctions of MBO. *Management by Objectives*, 5(1), 441–450.
- Kelle, U., Kühberger, C., & Bernhard, R. (2019). How to use mixed-methods and triangulation designs: An introduction to history education research. *History Education Research Journal*. 16(1), 5–23.
- Kim, T. (2014). *Performance appraisal: Determinants of public employees' acceptance*. Doctoral dissertation. The State University of New Jersey.
- Koster, B., Brekelmans, M., Korthagen, F., & Wubbels, T. (2005). Quality requirements for teacher educators. *Teaching and teacher education*, 21(2), 157-176.
- Lay, A. A. M. (2022). Crucial issues in developing teacher educators' performance appraisal. *Journal of Adult Learning, Knowledge and Innovation*, 5(2), 125-134.
- Lustick, D., & Sykes, G. (2006). National Board Certification as Professional Development: What Are Teachers Learning? *Education Policy Analysis Archives*, 14(5), 1– 43.
<https://doi.org/10.14507/epaa.v14n5.2006>
- Morgan, M. M. (1984). Reward- induced decrements and increments in intrinsic motivation. *Review of Educational Research*, 54(1), 5–30.
- Mullins, L. (1999). *Management and organizational behavior* (5th ed.). Financial Times Management.

- Nyasha, M. (2016). Performance appraisal System an effective performance management system: Perceptions of employees at Mashwede Holdings.
- Odina, I., Mikelsone, I., Belousa, I., & Grigule, L. (2014). IMPLEMENTATION STEPPINGSTONES WITHIN SUSTAINABILITY ORIENTED MASTER STUDY PROGRAM FOR TEACHERS. <https://doi.org/10.19044/esj.2013.v9n10p>
- OECD (2013). Synergies for Better Learning: An International Perspective on Evaluation and Assessment, OECD Reviews of Evaluation and Assessment in Education, OECD Publishing, Paris.
- Pegulescu, A. (2018). Is appraisal a controversial human resource management tool or a motivating working path? *Economics, Management, and Financial Markets*, 13(3), 224–233.
- Robbins, S. P., & Judge, T. A. (2009). *Organizational behavior*. Pearson Prentice Hall.
- Sidin, J. P. (2016). Effective Performance Appraisal from The Perspective of Quality Management.
- Teke, M. (2002). Retention Strategy. *HR Future*. March 2002, 10–12.
- Ying, Z. Y. (2012). The impact of performance management system on employee performance - *Analysis with WERS 2004*. Master thesis. University of Twente.

Related publications of author

- Lay, A. A. M (2020). Quality Enhancement ff Teacher Education: A Review of Teacher Performance Appraisal. Belgrade International Academic Conference, Serbia
- Lay, A. A. M. (2021). The Relationship Between Teachers' Efficacy and Classroom Management. *Journal of Education and Practice*. 12 (26), 26-33.
- Keczer, G. É., & Lay, A. A. M. (2020). Teacher Competence Frameworks In Myanmar And Hungary. *Taylor*, 12(1), 64-77.
- Lay, A. A. M. (2020). An investigation into the relationship between teachers' job performance and job satisfaction in Myanmar. *Opus et Educatio*, 7(2).
- LAY, A. A. M. (2021). Designing Performance Appraisal Framework for Teacher Educators. *Research In Teacher Education-The Next Generation*, 31.
- Lay, A. A. M. (2022). Crucial issues in developing teacher educators' performance appraisal. *Journal of Adult Learning, Knowledge and Innovation*, 5(2), 125-134.
- Lay, A. A. M. & Keczer, G. (2022). Professional development of teacher educators in Europe and Myanmar. *Andragoške studije*, (1), 83-104.
- Lay, A.A.M. (2024). Performance Assessment: Tool for Quality Assurance in Teacher Education. 31st Sagaing University of Education Conference.