STUDENTS' PERCEPTION TOWARDS TEACHER EVALUATION PRACTICE: ASSESSING THE IMPACT OF IMPRESSION MANAGEMENT

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Abstract

In universities, quality assurance has initiated teacher evaluation method to know teaching quality. Therefore, the goal is to determine whether a teacher's evaluation is impartial or if there exists a concealed aspect of impression management in assessing teacher performance. This study utilized a quantitative approach, collecting data through primary source (questionnaires) and analyzing it with inferential and statistical methods using the Statistical Package for Social Sciences (SPSS).This study sampled 370 undergraduate and postgraduate students from Mehran University of Engineering and Technology, Jamshoro, Sindh, Pakistan. The study's findings indicate a significant and positive relationship among all variables that are students perception of teacher, teacher evaluation practice, students perception towards teacher evaluation and impression management tactics. Additionally, impression management tactics partially mediate the association between students' perceptions of teachers and teacher evaluation practices. The study reveals that the top three tactics used by teachers are self-promotion, intimidation, and supplication. The study suggests the importance of management considering hidden factors influencing teacher evaluation methods when reviewing filled evaluation forms. It contributes valuable insights by highlighting impression management tactics that can influence evaluation reports, shaping perceptions of teachers positively or negatively. This research significantly contributes to human resource management, particularly in measuring teacher/faculty performance and understanding the impact of impression management strategies.

Keywords: Teacher evaluation method, students' perception, impression management, human resource management, teachers' performance

Introduction

Globally, teacher evaluation practice is implemented to measure teacher's teaching quality. In early 15th century the concept of teacher evaluation was introduced when

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teachers used to receive increments based on their effectiveness. In 1920s, students and professionals were offered a chance to assess teachers. In 1930s, evaluation scales were revised and the attributes that seems to be important were incorporated in evaluation forms (Spooren et al., 2017). Since, last two decades, the notion of teacher evaluation practice has obtained significant importance (Thanassoulis et al., 2017). Teacher evaluation practice is an important element in education, since it provides valuable feedback on teaching quality. On this note, Gabbard (2003) stated if it is conducted according to its criteria only then it will have positive impact on teaching quality since, it is influenced by various factors i.e instructional (teaching strategies, content) and non-instructional (gender, age, personality, degree title, impressions) (Zhao et al., 2022).Traditionally, officials used to visit institutions to assess teaching quality. However, recenlty evaluation practice has been modified. For instance, students are given opportunity to rate teachers and new model has been created in detail and is compehensive. Teacher evaluation was primarily used for administrative decisions has now shifted towards enhancing student learning. It provides students with a 'voice, based on students satisfaction and opinion ranking is done (Lakeman et al., 2022). Initially teacher evaluation concept was studied in the context of developed countries (Kuzmanovic et al., 2013). In general, teacher evaluation research is mainly conducted in Australia and America, with a noticeable absence in Africa and Asia (Chen & Hoshower, 2013). Now it is also being studied in developing countries, Rafiq & Qaisar (2021) studied teacher's perception of evaluation system and results concluded that evaluation system improves the performance therefore, teachers have favorable view regarding it.

Research Aim

Hence, the aim of this study is to investigate whether the evaluation practices of teachers are fair/ unbiased, or if there exists a concealed influence of impression management that impacts students' perceptions of teacher performance evaluation.

Research Objective

1. To investigate the impact of employing two different types of perception, students' perception on teacher evaluation and their perceptions of the teacher, on the overall teacher evaluation process are probably correlated.
2. To examine the impression management influence on the practice of evaluating teachers.
3. To determine the primary three impression management tactics imposed by university-level instructors and to evaluate whether a disparity exists in the perception of teacher evaluation practices among female and male students in Jamshoro Education City.

Hypothesis

There will be a difference between the perception of teachers evaluation among female and male students.

Significance

The study focuses on four variables (students perception of teacher, students perception towards teachers evaluation, impression management tactics and teacher evaluation practice). Addressing these objectives will provide valuable insight on how students perception and teachers impression management tactics can influence teacher evaluation practice, what measures could be taken to improve transparency and fairness in evaluation process for better outcomes.

Literature Review

Performance Management

Over the last two decades the concept of performance management has gained significant importance in the field of management science more specifically in public management (Pollitt,2006). Performance management addresses the complexities organizations encounter when establishing, evaluating, and motivating employee performance, aiming to enhance overall organizational effectiveness. Consequently, performance management imply a comprehensive analysis across various levels and is closely connected to the subject studied in strategic human resource management (HRM) and the evaluation of individual performance (Den Hartog, 2004) .Bisbe & Malagueño (2012) stated the aim of performance management is to assist organizations in identifying their strengths and weaknesses, offering a means to enhance performance and foster improvement within the institution and it helps in boosting organizations transparency and capacity (Bruijin, 2002). To maintain quality standards in higher education performance measurement indicators are required for that in Pakistan Higher Education Commission (HEC) regulates universities standards.

Higher Education Commission of Pakistan (HEC): Initiatives aimed at enhancing teaching quality through Quality Enhancement Cells (QEC)

The Higher Education Commission (HEC) serves as the primary public authority responsible for overseeing higher education policies in Pakistan, including the formulation of policies aimed at enhancing the quality of teaching and learning. In a more recent context, the HEC has undertaken a revision of existing policies and implemented new initiatives for instance QEC with the objective of enhancing the higher education system. HEC has initiated QEC to improve quality standards (Shah et al., 2017). The reason for the commencement of this cell is on self-assessment of quality parameters, such as: Programme Mission Objectives and outcomes Curriculum Design and Organization; Laboratories and Computing Facilities; Student Support and Guidance; Faculty; Process Control; Institutional Facilities and Institutional Support (Dilshad, 2010) .The purpose of QEC to evaluate teacher's performance by collecting data from students and faculty members. According to Shah et al., (2017) the purpose of QEC is to make Pakistani universities recognized and ranked internationally by maintaining quality standards. However, it solely inform teachers about their score but do not provide them with appropriate suggestion or trainings on how to improve their skills (Sahito & Vaisanen, 2017).

Higher education: Teaching quality

According to Olivar (2001) fundamental way to measure teaching quality is to design as per students' criteria. Replicating Olivares's views, Ďurišová et al. (2015) stated that quality teaching depends on students improved outcomes. According to Ashraf (2009) the quality of students, qualification of staff and support from administration are key features of teacher's quality. Feistauer & Richter, (2017) stated teaching quality can be assessed in different ways for instance research, classroom observations. However, so far teacher evaluation practice is the most effective.

Teacher Evaluation (Formative and Summative)

Two primary purposes of evaluation system are known as formative and summative assessment. According to, Murray (1984) formative evaluation occurs when teachers receive feedback aimed at enhancing the quality of their teaching. On the other hand, if the feedback is utilized for administrative decisions, it is referred to as summative evaluation. The formative approach is employed to pinpoint disparities between existing and expected knowledge in a specific subject. Conversely, the summative approach aids in achieving the performance objectives of an institution. Avalos & Assael (2006) concludes that the formative approach fosters the professional development of instructors, whereas the summative approach holds them accountable for their actions.

Students' Perception & Teacher Evaluation in Developed Countries

In order to focus on teachers' professional development USA and European has implemented evaluation practice (Lejonberg et al., 2018). To hire, promote and fire the teachers, university commonly reflect teacher evaluation (Boring, 2021). Recently, many countries have broadened their systems for evaluating teachers, incorporating a focus on students' achievements (Cuevas et al., 2018). The manner in which it is applied varies from one country to another, considering its distinctive features (Flores, 2012). For instance; In Australia and Mexico formative evaluation approach is used to assess quality (Delvaux et al., 2013). According to, Machingambi & Wadesango (2011) students are the main character to rate teacher's quality. Therefore, In Spain, students' are given opportunity to rate teacher's teaching quality (Artes et al., 2017). Further author stated, results will be unrealistic if students do not fill evaluation form with honesty. Chen (2023) findings indicate that instructors who received a lower (higher) ranking in the prior evaluation are more inclined to achieve a higher (lower) ranking in the current assessment. Therefore, student's perception has a significant role.

Impression Management

According to Edeh et al., (2023) impression management is a strategy wherein an individual presents themselves in a positive way to others. According to, Yan and Ho (2017), it is a two-sided process wherein both individuals influence their behavior. There are two approaches to impression management, assertive and defensive. Hossain et al.,

(2023) suggested organizations often use assertive tactics, which are proactive in nature, to uphold their image. People use assertive tactics to enhance their image, while defensive tactics are reactive measures aimed at addressing mistakes.

Impression management tactics

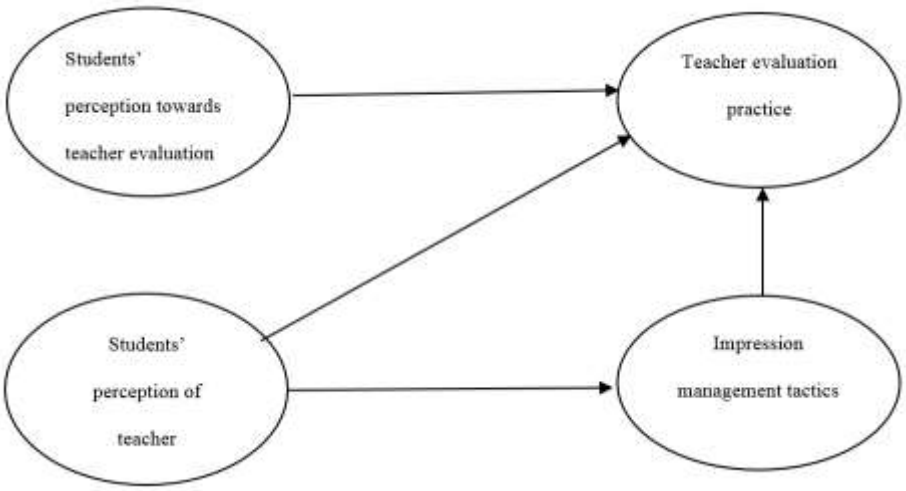
When an individual promotes his/her skills to be known as a proficient person it is called **self- promotion** Gardner & Martinko (1988). This impression management tactic is frequently employed in organizations. It is additionally characterized as communicating one's experiences in a manner that highlights skills and competence for the occupation. The sub-types tactics that fall under the umbrella of it are: exemplification, entitlements, enhancements (Barrick et al., 2009). Ellis et al.,(2002) described **Ingratiation** individual portray as a good person through flattery conversations**.** It is known as the act of behaving in a manner that enhances one's appeal to the evaluator or a specific entity. This concept involves three sub-types: fit with organization, other enhancement, and opinion conformity (Amaral, 2018). Harris et al., (2007) described **Exemplification** individual wants to make his/her efforts worthwhile**.** It occurs when an individual does extra work in order to be perceived as a dedicated person towards the job (Yan & Ho, 2017). It occurs when a person creates his image as being a serious person. Tactic in which individuals wants to be perceived as a strict person is describes as **Intimidation** (Bolino & Turnley, 1999). The author also defined a tactic in which individual highlights their flaws to be perceived as impoverished person is called **Supplication**. It comes into play when a person wants to get help from others.

Research Problem / Gap

In higher education institutions, instructors undergo evaluation by students each semester or term to gauge their performance and identify key areas of concern. According to a recent empirical study conducted by Almakadma et al.,(2023), students often provide favorable feedback to lenient or easy-going teachers, while offering negative remarks to those who enforce strict standards. In the field of impression management many studies are conducted on organisations (Hossain et al., 2023), employee contextual performance (Edeh et al., 2023).

This study suggests that teacher evaluations may not be entirely fair, as they are influenced by student bias. Consequently, it is recommended that further investigation or analysis of impression management tactics be undertaken to determine the extent of bias in students' perceptions resulting from these tactics.

Figure 1: a conceptual framework



The above illustration 1, elaborates teacher evaluation practice is determined by students' perception of teacher students' perception towards teacher evaluation, where the impression management role as mediator comes into play between actual teacher evaluation and students' perception of teacher.

Methodology

In pursuit of the research objective, data has been gathered through primary resource using questionnaire by 370 students as a sample size. Students completed the questionnaire, with 32 submissions online and 338 in paper form. The research methodology employed is quantitative in nature with the post-positivism approach. The focus of this study is specifically on the population of university students currently enrolled, with a primary emphasis on both undergraduate and postgraduate students situated in Jamshoro Education City.

Statistical Package for the Social Sciences (SPSS) has been utilized to analyze the collected data. Various statistical techniques have been applied, including correlation analysis, regression analysis, Sobel test, and descriptive analysis. To measure the direction of relationships between different variables correalation technique has been utilized. Regression analysis helps in understanding the predictive relationship between the dependent and independent variables. The Sobel test is utilized to examine the significance of the mediation effect in a regression model.

Results

Table - 1
Table Showing Reliability Analysis

Cronbach's Alpha	N of Items
0.898	54

Table - 1 defines that there are 54 total items and the Cronbach's Alpha is 0.898 which states that scale is reliable as the internal consistency is high.

Objective-1: To investigate the impact of employing two different types of perception, students' perception on teacher evaluation and their perceptions of the teacher, on the overall teacher evaluation process.

Table - 2
Table Showing Correlation Analysis

		Student perception towards teacher evaluation	Student perception of teacher	Teacher evaluation practice	Impression management tactics
Student perception towards teacher evaluation	Pearson Correlation	1	.442**	.750**	.539**
	Sig. (2-tailed)		.000	.000	.000
	N	370	370	370	370
Student perception of teacher	Pearson Correlation	.442**	1	.401**	.720**
	Sig. (2-tailed)	.000		.000	.000
	N	370	370	370	370
Teacher evaluation practice	Pearson Correlation	.750**	.401**	1	.700**
	Sig. (2-tailed)	.000	.000		.000
	N	370	370	370	370
Impression management tactics	Pearson Correlation	.539**	.720**	.700**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	370	370	370	370

Table - 2 defines that the link between all variables. There is positive and significant relationship between i.e. student perception towards teacher evaluation, student perception of teacher, impression management tactics, and teacher evaluation practice. It illustrates that, in the first block the relationship between students' perception towards teacher evaluation and other variables were examined.

The first block of the table defines the relationship of student perception towards teacher evaluation with other variables. It indicates significant and positive relationship between student perception towards teacher evaluation and student perception of teacher (0.442, p=0.000). There is positive and significant relationship between the student perception towards teacher evaluation and teacher evaluation practice (0.750, p=0.000). There is positive and significant relationship between student perception towards teacher evaluation and impression management tactics (0.539, p=0.000).

The second block of the table, defines the relationship of student perception of teacher with other variables. It indicates there is significant and positive relationship of student perception of teacher and student perception towards teacher evaluation (0.442, p=0.000). There is positive and significant relationship between student perception of teacher and teacher evaluation practice (0.401, p=0.000). There is positive and significant relationship between student perception of teacher and Impression management tactics (0.720, p=0.000).

Third block of the table, shows the relationship of teacher evaluation practice with other variables. It indicates there is significant and positive relationship of teacher evaluation practice with student perception towards teacher evaluation (0.759, p=0.000). There is positive and significant relationship of teacher evaluation practice with student perception of teacher (0.401, p=0.000). There is positive and significant relationship of teacher evaluation practice with Impression management tactics (0.700, p=0.000).

Table - 3
Table Showing Regression analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.723[a]	.523	.519	2.10333

a. Predictors: (Constant), Impression management tactics, Student perception towards teacher evaluation, Student perception of teacher

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.449	.601		5.744	.000
	Student perception towards teacher evaluation	.072	.016	.205	4.479	.000
	Student perception of teacher	1.352	.101	.520	13.394	.000
	Impression management tactics	.030	.007	.266	4.057	.000

a. Dependent Variable: Teacher evaluation practice

Table - 3 defines the regression analysis. It illustrates regression of model fitness and represents that teacher evaluation practice is defined by 0.523 by all other variables i.e students perception towards teacher evaluation, students perception of teacher and impression management tactics.

Objective-2: To examine the impression management influence on the practice of evaluating teachers.

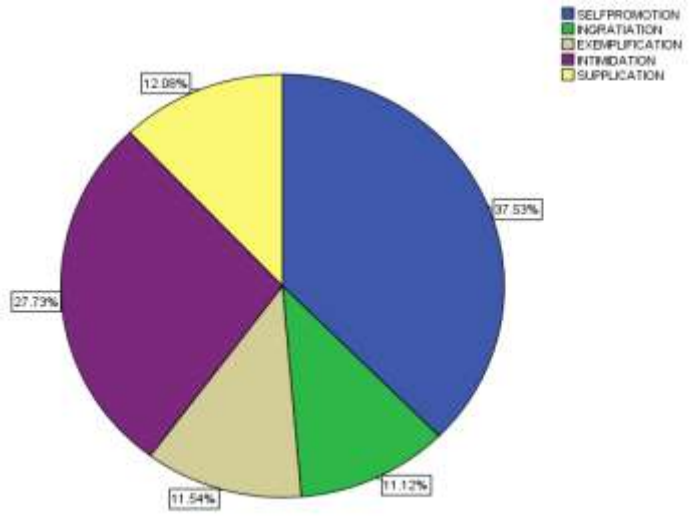
Table - 4
Table Showing Sobel Analysis

		SOBEL TEST			
	Input:		Test statistic:	Std. Error:	p-value
a	0.03	Sobel test:	4.081627	0.00993721	0.00004472
b	1.352	Aroian test:	4.071336	0.00996233	0.00004674
Sa	0.007	Goodman test:	4.091997	0.00991203	0.00004277
Sb	0.101				
	Input:		Test statistic:	p-value	
ta	13.394	Sobel test:	3.882792	0.00010326	
tb	4.057	Aroian test:	3.872917	0.00010754	
		Goodman test:	3.892742	0.00009912	

Table - 4 defines Sobel analysis, it concludes significant relationship between the independent and dependent variables, in the presence and absence of a mediator. This indicates students perceptions towards teacher evaluation and teacher evaluation practice are significantly related ($P < 0.05$) in the absence of impression management tactics. Moreover, impression management tactics partially mediates the relationship between students perception towards teacher evaluation and teacher evaluation practice.

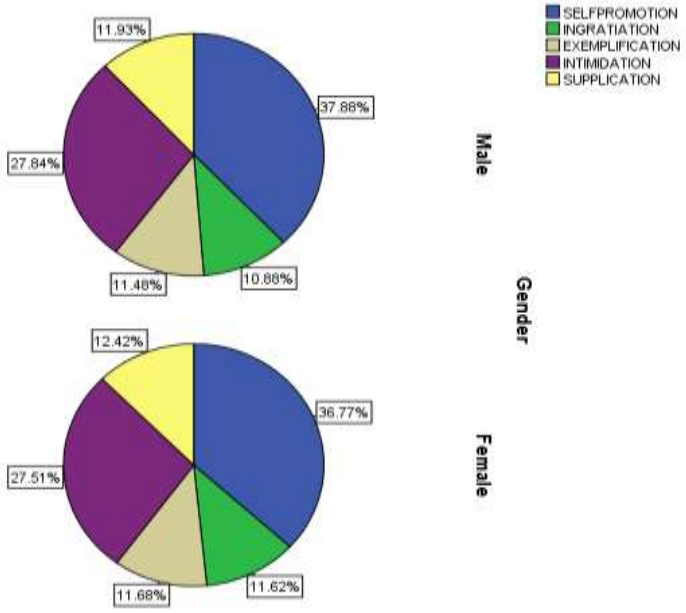
Objective - 3: To determine the primary three impression management tactics imposed by university-level instructors and to evaluate whether a disparity exists in the perception of teacher evaluation practices among female and male students in Jamshoro Education City.

Figure 2: Impression management tactics



The graphical representation of figure 2 illustrates that students responded self-promotion by 37.53%, ingratiation by 11.12%, exemplification by 11.54%, intimidation by 27.73%, supplication by 12.08%.

Figure 3: Gender & Impression management tactics



In figure - 3, the above graph is further split according to gender to find the male and female response towards the impression management tactic.

According to (figure 3), there is no significant difference in applying impression management tactics in between male and female.

Table – 5
Table Showing ANOVA analysis

ANOVA

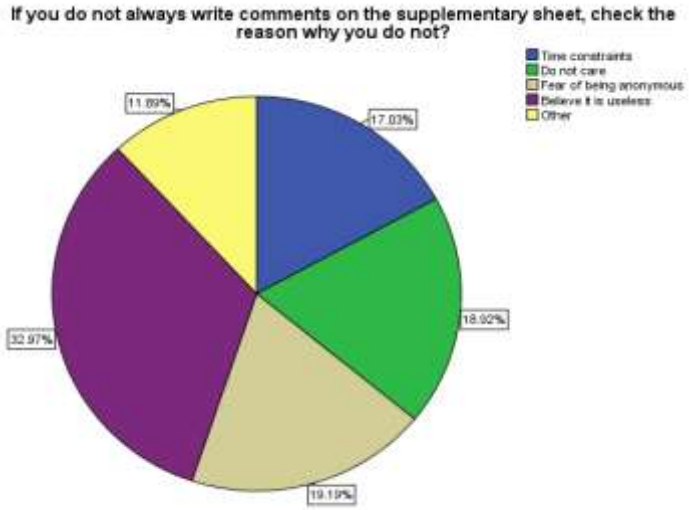
TeacherEvaluationPractice

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	19.762	1	19.762	1.721	.190
Within Groups	4226.104	368	11.484		
Total	4245.866	369			

Table - 6 shows the Anova test, which implies that between male and female students there is no such difference towards teacher evaluation practice. This is also supported by Hameed, et.al (2015) that male and female rate teachers equally. However, Guadagno & Cialdini (2007) study concluded that impression management tactics vary from male to female.

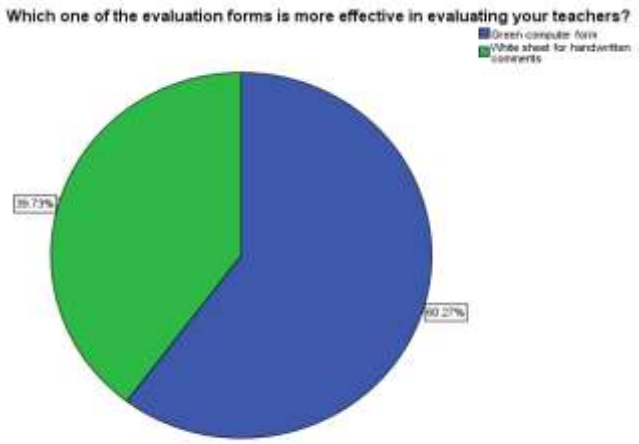
Further Findings

Figure 4: Reason for not writing comments



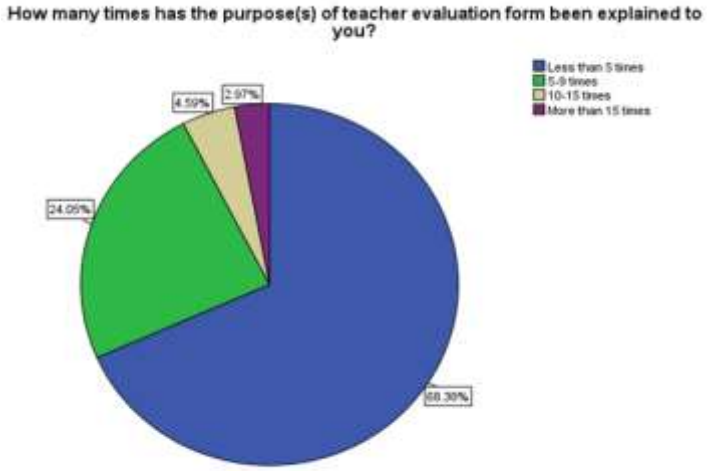
In figure 4, reasons were asked from students on why they do not write comments in the evaluation form. Students responded due to time constraints by 17.03%, do not care about writing comments by 18.92%, due to fear of being anonymous by 19.19%, they believe it is useless to write comments by 32.97% and due to other reasons by 11.89%.

Figure 5: Effective form



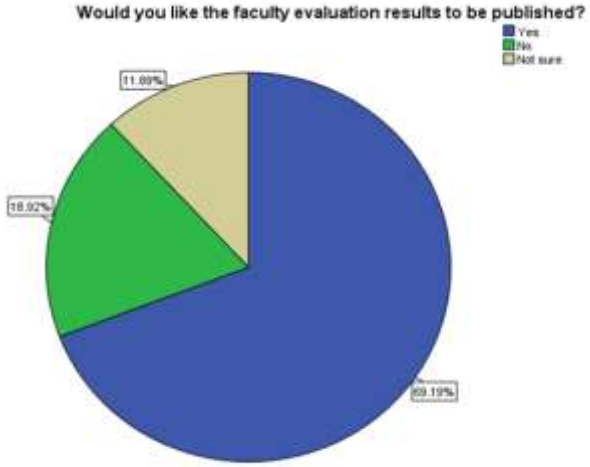
In figure 5, which form is more effective was asked by students. Students responded to the green computer form by 60.27% and to a white sheet for handwritten comments form by 39.73%.

Figure 6: Purpose has been explained



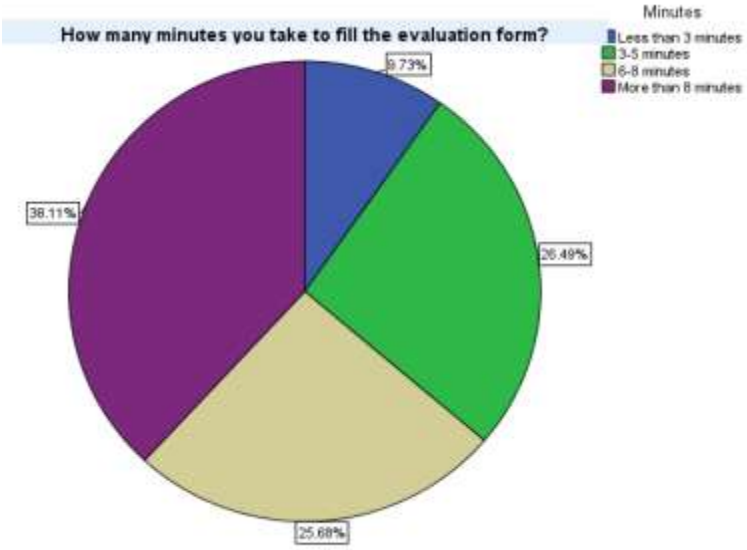
In figure 6, students were asked how frequently teacher evaluation form's purpose has been explained. 68.38% stated less than 5 times, 24.05% stated 5-9 times, 4.59 stated 10-15 times and 2.97% more than 15 times.

Figure 7: Evaluation results to be published



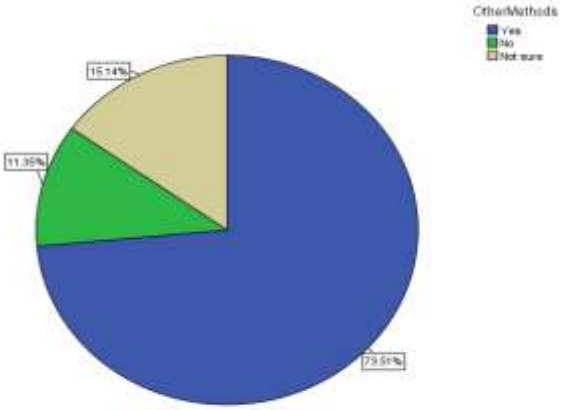
In figure 7, when students were surveyed should faculty evaluation results made public. 68.19% students supported the idea, 18.92% students discouraged the idea and 11.89% students responded with uncertainty.

Figure 8: Minutes to fill the evaluation form



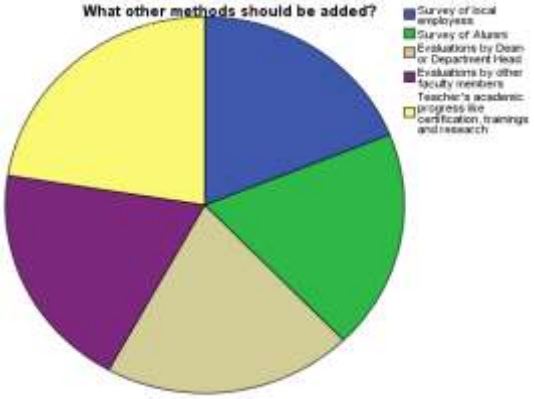
In figure 8, students were asked how much time do they take to fill evaluation form? 9.73% students responded less than 3 minutes, 26.49% students responded 3-5 minutes, 25.68% student responded 6-8 minutes and 38.11% students responded more than 8 minutes to complete the form.

Figure 9: Other methods of teacher evaluation



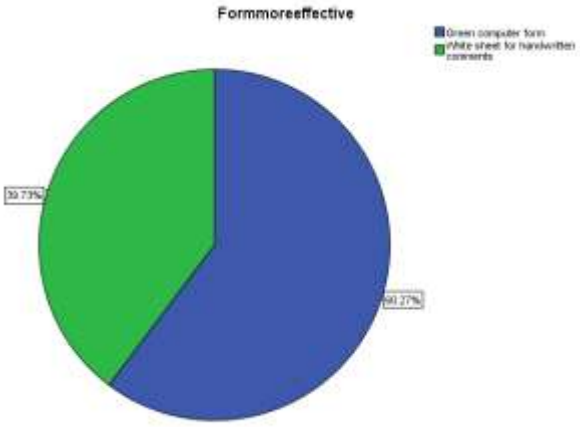
In figure 9, students were questioned whether other methods for teacher evaluation should be incorporated along with student evaluation, 73.51% e agreed , 11.35% disagreed, and 15.14% indicated uncertainty.

Figure 10: Other methods in addition to teacher evaluation



In figure 10, students were asked about their opinions on whether faculty evaluations should be made public, they were also asked to suggest alternative methods. The responses included 18.90% suggested survey of local employees, 18.86% suggested a survey of alumni, 20.25% suggested evaluations by the dean or department head, 19.51% suggested for evaluations by other faculty members, and 22.48% suggested teachers' academic progress, such as certifications, training, and research.

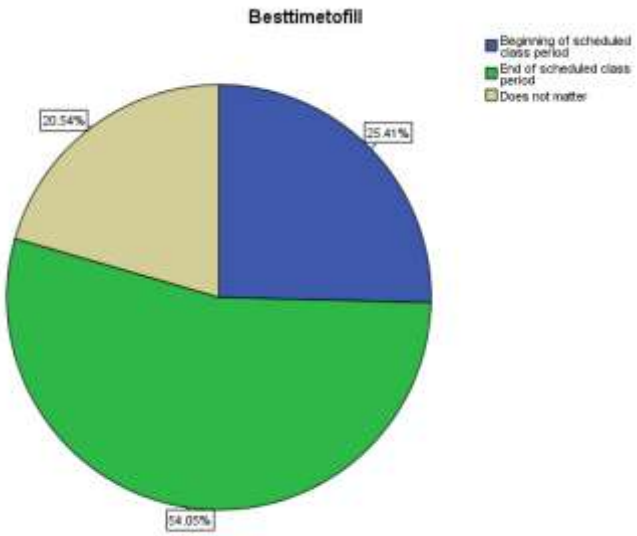
Figure 11: Effective form



In figure 11, when a survey was conducted among students to determine the preferred form for feedback. The results indicated that 60.27% of students favored the online

computer form (referred to as the green form), while 39.73% favored e for the traditional paper form (referred to as the white sheet) for handwritten comments.

Figure 12: Best time to fill evaluation form



In figure 12, students were surveyed about what is the best time to complete the evaluation form? 25.41% preferred doing it at the starting time of the scheduled class period, 54.05% preferred at the end of the scheduled class period, and 20.54% responded that the timing does not matter.

Conclusion and Discussion

The aim of this research is to assess the impact of impression management on students' perception which overall influences the teacher's evaluation. According to objective 1, correlation analysis defines the relationship between all variables significant and positive and regression analysis shows that both perception (students perception towards teacher and teacher evaluation practice) , impression management tactics define teacher evaluation practice by 0.523. According to objective 2, sobel analysis impression management tactics partially mediates the relationship between students perception of teacher and teacher evaluation practice. In conclusion, research highlights that students perception of a teacher, students perception towards teacher evaluation has influence on teacher evaluation practice. The findings are supported by various authors for instance; according to, Davis (2011) instructors adjust themselves to be liked by students through self-promotion (appearance and attire) and Higgins and Judge (2004), who found a direct correlation between impression management and improved interviewer evaluations and performance assessments. According to objective 3, first three impression management tactics that are used by teacher at university level are self-promotion, intimidation and

supplication. However, previous study by Edeh et al. (2023) found that managers employ exemplification, ingratiation and supplication tactics. Findings also conclude, there is no such difference in gender (male and female) when it comes to apply impression management tactics. However, Guadagno & Cialdini (2007) study concluded that impression management tactics vary from male to female.

Further findings suggests that students perceive commenting as ineffective due to their lack of understanding of the purpose behind teacher evaluation practices. Neither it is explained to them as it majority of students responded less than 5 times (figure 6). On the contrary, they are thoughtful towards it, as most students require more than 8 minutes to complete the form which indicates that they are conscientiously comprehending the questions, they want evaluations to be disclose, they also demand other methods should also be implemented along with teacher evaluations, and they believe that online forms are more efficient as compare to paper form. Previous study by Wahid and Ranjha (2023) have also noted a preference for online evaluations.

Contribution

In general, this research adds knowledge to the field of human resource management and quality assurance management, more precisely adds to the field of teacher/ faculty performance measurement and impression management. In the field of impression management, most research has taken place in the area of performance appraisal (Kizrak, 2023), interviews (Higgins and Judge, 2004), career success (Turnley and Bolino, 2001; Al-Shatti and Ohana, 2021) employee-supervisor scenarios (Ellis et al., 2002). However, this study focuses on students and teachers relationship. Through this research, the administration will gain insight into the existence of factors that can influence a teacher's report, factors that may not be assessed through the standard teacher evaluation form—such as the teacher's use of impression management tactics.

Limitations

The author has made a conscientious effort to cover every aspect, but there are certain limitations in the current study. This research is constrained to the student population of Mehran University of Engineering and Technology, Jamshoro, Pakistan. The study relies on cross-sectional data, indicating that information is gathered at a singular, specific point in time.

Future directions

This research focuses on quantitative approach further investigation could be enriched by integrating a qualitative approach. Secondly, this research has a restricted sample size, focusing solely on students from Jamshoro education city. Thirdly, future research could broaden its scope by investigating both direct and indirect impression management tactics. Additionally, considering that this research involves students only, further research could involve teachers as the sample group.

5.4 Recommendations

In light of the findings from the research study, it is advisable to consider the following recommendations:

To ensure quality assurance, the organization should conduct awareness workshops for each new batch. These sessions aim to educate students about the benefits of a fair and unbiased teacher evaluation process and the drawbacks if it is not conducted properly. To inform students about the advantages of teacher evaluation practices, emphasizing that when conducted objectively, it enhances the quality of teaching, thereby benefiting both teachers and students.

This study will also enlighten higher education management about the significance of focusing on non-instructional factors, which could adversely affect a teacher's evaluation report (Zhao et al., 2022). It should be a primary concern as these factors are often overlooked due to their invisible nature and beyond a teacher's control. Additionally, given that teacher evaluation survey questions/statements predominantly revolve around instructional factors, there is a recommendation to incorporate questions addressing non-instructional factors and impression management tactics. This aims to provide a more comprehensive understanding of evaluation results.

To have an accurate analysis on teacher's teaching quality comment box should be mandatory in the form. Students should have access to fill from outside the premises of university, which will make student confident that their results are confidential and anonymous. In the graphical representation, it is evident that when students were queried about the reason for not providing comments, 11.89% of the respondents cited a fear of remaining anonymous.

In order to validate the results there should be 360-degree feedback, survey from colleagues (local employees), head of department, alumni.As indicated in the graphical representation, when students were inquired about the addressing other methods along with student evaluations for teacher t, 73.75% of the students responded affirmatively with a "yes." The suggested sequence for the utilization of impression management tactics by teachers is as follows: 1. Exemplification, 2. Intimidation, 3. Self-promotion.

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