REFORMS IN TEACHER EVALUATION TO ENHANCE MORALE AND MOTIVATION: AN EXPERIMENT OF A SRI LANKAN REGIONAL EDUCATION DEPARTMENT

AIDS TO PROGRAMMING UNICEF ASSISTANCE TO EDUCATION

BY: L.B. Samarakoon
Special Adviser, Ministry of Education
Colombo, Sri Lanka

and

(Mrs) G.V.S.S. Rajapakse
Education Officer, Regional Education Department, Kandy, Sri Lanka

ORIGINAL ENGLISH

UNIT FOR CO-OPERATION WITH UNICEF AND WFP
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The views and opinions expressed in this paper are those of the author and do not necessarily reflect those of Unesco.
I. THE PROBLEM

In Sri Lanka, the teachers of olden days occupied a place of honour in the society and, designated GURU in national languages, were almost looked upon with reverence by the common folk. This honour was bestowed on them because of the dedication with which they performed their task of imparting knowledge and skills. Our teachers held this revered position until a few decades ago.  

But in recent times we have witnessed a gradual deterioration of the status of the teacher, with the result that the teaching profession today has failed to attract people of the right calibre.

It is more than obvious that a dedicated, well-qualified and trained teacher is the backbone of a sound school education system. Recruitment of such personnel is a must for improving the quality of education.

But if the teaching profession is gradually drained of teachers of good quality, it has to be considered a major disaster, specially for a developing nation, because national development is dependent to a very great extent on education.

This unhealthy situation, as the investigation in Sri Lanka showed, has arisen mainly due to the lack of a sense of security among our teachers owing to the scarcity of opportunity for their betterment.

Although the teacher population has increased by leaps and bounds, the cadre position in higher grades of the educational service remains static with the result that
a large number of teachers have to vie for relatively fewer places in the promotional ladder. Thus it is a common occurrence for the majority of our teachers who joined the profession as assistant teachers to retire at the end of their career, in the same capacity. Their disappointment in not being promoted is further deepened by a feeling that the selection process in operation might not be altogether fair. This inevitably breeds a feeling of frustration and job dissatisfaction among the teachers, thus casting its evil shadow over their day to day performance.

In practice, interviews are held to promote teachers from one level to another and several thousands of teachers apply for the very insignificant number of vacancies available in the higher cadre. When the results are published, inevitably the majority are disillusioned.

The present system of selection by an Interview Board (devoting about 5-10 minutes to each candidate) can hardly be accepted to be a fool-proof method by which the most deserving could be identified for promotions. As there is no systematic and scientific method of maintaining the performance records of a teacher, the Interview Board is faced with the difficulty of forming correct judgements. Generally the teachers do not have much faith in this mode of selection as it is not entirely free of personal prejudices and as judgements are liable to be influenced by external pressures.

In fact, our experiences over the past years have left in us a feeling of doubt as to how far this mode of selection is scientific, systematic and trustworthy. Therefore there is an urgent need to explore the various alternatives and select the most reliable and accurate method/methods of selection that would win the confidence of the teachers.

The relatively low remuneration received by the teacher in contrast to the other professions, has added to the further deterioration of teacher morale. This has lowered the societal recognition of the teaching profession, in view of the fact that, in the eyes of society, teaching is an "under-paid job". Being paid a low salary means that the teacher is adversely affected in the face of the ever escalating cost of living. It is no wonder that unscrupulous elements in the teaching profession resort to finding other sources of income at the expense of their job. A poorly paid job very often discourages the right type of clientele from joining the profession. While star performers tend to leave the profession in search of greener pastures, only the less competent people
are left behind. There may be a few dedicated teachers who, due to various reasons are unable to seek more profitable avenues. These people too become highly demotivated towards the end of their career.

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* THE PROMOTION. *
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Evaluation of teachers cannot be compared to the evaluation of other employees whose performance could be quantitatively gauged by their output. In respect of teachers it has to be a qualitative evaluation of attitudes and behaviours.

II. REVIEW OF THE PREVAILING SYSTEMS OF TEACHER EVALUATION

An appraisal system of a certain kind has been in existence for a long time in Sri Lanka. But due to the too bureaucratic nature of these methods, we have been unable to achieve our objectives.

1. Annual Returns System

At present, we have a system of collecting the Annual Returns of every government school, for each calendar year. The purpose of this system is two-fold, i.e. for the collection of data covering all aspects of a school; and for the recommendation of the annual increments of teachers. A form which has been prepared for these purposes, is distributed to every government school and the Inspectors of Schools (now designated Circuit Education Officers) in charge of the respective schools are expected to collect these reports at the end of each calendar year.

The section relevant to the recommendation of increments appears on page 3 of this form (see Annex I). Here the Inspector lists the names of teachers whose annual increments are due, and approves their increments by merely signing the following statement: "I HEREBY certify that the following teachers have discharged their duties with efficiency, diligence and fidelity and have earned their increments". Similarly, for those teachers whose increments cannot be approved for some reason or other, there is a separate column for the Inspector to endorse the following statement: "I am unable to sign the increment certificate in respect of the following teachers" - the reason has to be given.
As time went on, the collection of Annual Return forms became a mechanical, routine action and now, even though the collection of Annual Returns is still continued, increments are given on the recommendation of the School Head.

2. **Raising of Certificates**

Another type of teacher appraisal which had been in vogue, pertains to the raising of certificates to 1st class or 2nd class. There is a pro-forma devised for this purpose. This contains a section which requires the Circuit Inspector to assess the work and conduct of a teacher based on the following eleven points:

1. Class work
2. Method of teaching
3. Use of apparatus
4. Results of tests
5. Out-of-class activities
6. Conduct, including co-operation with members of the Staff and Village Community
7. Leadership and ability to maintain discipline
8. Enrolment and attendance of pupils in his class
9. Attendance at refresher and vacation courses
10. Personal interest in the progress of pupils
11. Any other factors

Here some of the key areas of teacher performance have been listed for assessment and it appears to have a certain basis on which a teacher could be evaluated. This system too was found to be unreliable because it was very rarely that a teacher received an unsatisfactory endorsement from a C.I. This report too became routine and teachers were able to get their certificates raised even with poor performance.

**III. ACTION RESEARCH PILOT PROJECT FOR IMPROVEMENT OF SCHOOL PRACTICES THROUGH SUPERVISION AND ASSESSMENT OF SCHOOL PERFORMANCE**

The first ever attempt to evolve a systematic method of evaluation was made in 1967 by the Division of Secondary Education of the Ministry of Education, Sri Lanka. This pilot project did not directly concern itself with the evaluation of teachers, but focussed its attention on the improvement of school practices through supervision and assessment of school performance - specially secondary schools.
The most commendable feature of this evaluation project was, that an attempt was made to achieve semi-quantitative indices of performances, in spite of the inherent defects underlying such a procedure. For purposes of supervision and assessment a set of documents called "Observation and Assessment" sheets were prepared. They were designed specifically to measure the over-all performance of the school. Ten basic aspects relating to school performance had been identified, each of which was to be rated at five principal levels. In respect of each level, some guidelines were given in order to help the rater's judgement.

According to the Report, these guidelines had been worked out, keeping in mind "the many dimensions in the domains of knowledge, skills, attitudes and values", i.e.

i. the knowledge and awareness pertaining to a certain aspect under consideration;

ii. the skill with which tasks are performed;

iii. the attitudes and values brought to bear in the process of carrying out a task.

The intention was to reduce to a minimum the subjective element that could creep into any assessment of this nature. When the performances are analysed, even down to the most detailed operational level, bias and personal prejudices can be singularly lessened. It was a pity that this project did not go beyond the experimental stage as this was the first instance where a bold step was taken to draw up a systematic school evaluation programme. But it fell through, due to unavoidable circumstances.

IV. THE EXPERIMENT OF THE KANDY REGIONAL EDUCATION DEPARTMENT*

A OBJECTIVES

In view of the above observations made by us concerning the teacher appraisal systems which have been in usage so far, the Kandy Regional Education Department ventured out to evolve a better system of teacher evaluation which will be more systematic, valid and usable. It was to be implemented on an experimental basis.

The salient factors governing this scheme of teacher evaluation were as follows:

* Kandy is, by far, the largest education region in the island, consisting of 822 schools, with a teacher population of about 14,000. Thus this number may be considered a representative sample of the entire teacher force in the country, which amounts to 145,000.
i. Evaluation should be on the over-all performance of the teacher;

ii. Evaluation should be a continuous process;

iii. The scheme of evaluation should be clear and unsophisticated and not require any expertise on the part of the evaluator;

iv. The scheme of evaluation should be the basis for recommending the annual increments;

v. The school head should give an impartial assessment in respect of every staff member, on the basis of his continuous observation throughout the year;

vi. An opportunity must be given to every staff member to do a self evaluation before the final assessment is made by the school head;

vii. Promotions should not be manipulated but "earned", through conscientious effort.

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A proper scheme of evaluation could effectively lay the foundation for a contented and satisfied teacher force. If regularly maintained over the years, these evaluation records could be utilized by the Interview Boards when selections are made for promotions
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B. DESIGN OF INSTRUMENTS

The initial step in drawing up the pro-forma was to form a committee consisting of the following members: namely the Regional Director of Education, education officers, principals, teachers and university professors, all of whom have had wide knowledge and experience in the field of education. The committee was of the opinion that this evaluation was to be considered for a limited purpose at the beginning, i.e. diagnosing the strengths and weaknesses of a teacher. Such an evaluation would be a means for the professional growth of the teacher.

The committee initially identified the role competencies of the teacher as expected by the education system. Then the committee was divided into sub-groups and each group was assigned the task of identifying the various skills which would lead to measuring the competency of the teacher in that particular area of performance.

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Thus the KEY PERFORMANCE AREAS (KPA) were classified under the following eight headings:
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i. Class Organization;

ii. Teaching Ability;
iii. Student Evaluation;
iv. Efficiency and Discipline;
v. Co-curricular Activities;
vi. Training and Professional Development
vii. InterPersonal Relationships;
viii. Community Development Activities.

The competencies involved in each of these performance areas were then discussed at length, by the respective groups, which decided upon the list of competencies which should figure in formulating a pro-forma for the evaluation of each key performance area. It was earlier agreed that the total number of items in the pro-forma should not be more than 50 in number, for easy operation. Therefore the various competencies coming under each Performance Area had to be selected with the utmost precision and the vocabulary also had to be chosen carefully.

It must be noted here that the groups encountered certain difficulties in analysing some of the component competencies such as the exact definition of a competency, the overlapping nature of some of the competencies, whether a certain competency could be directly observed and assessed quantitatively (see Annex II for the 50 items which were finally incorporated in the Evaluation Form).

Then the committee met as a whole and decided on the relative weightage to be given to each of the 8 KPAs as follows:

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<tr>
<th>KEY PERFORMANCE AREA</th>
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<td>Marks</td>
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<td>i. Class Organisation</td>
<td>25</td>
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<td>ii. Teaching Ability</td>
<td>75</td>
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<td>iii. Student Evaluation</td>
<td>50</td>
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<td>iv. Efficiency and Discipline</td>
<td>40</td>
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<tr>
<td>v. Co-curricular Activities</td>
<td>25</td>
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<tr>
<td>vi. Training and Professional Development</td>
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The Committee also was of the opinion that the school heads are competent enough to assess all the KPAs. Rating is to be done on a 5 point scale. The over-all assessment is shown in terms of a final grade. A separate mark sheet was designed for this purpose (see Annex III). The rationale for the eight KPAs and the items identified under each was spelled out by the committee to be as follows:

i. **Class Organization** - KPA №1 was given the 1st rank order in the pro-forma due to the fact that it is the common practice here to grade children according to age for instructional purposes.

A well-organized classroom environment contributes immensely to the teaching-learning process. This is conducive to making both the teacher and pupil aware of the importance of a well-managed classroom. Moreover, the limited facilities available to the teachers in most of our classrooms make considerable demand on the resourcefulness of a teacher in making optimum use of these. As teachers are expected to plan the availability of equipment for future lessons, classroom management and organization can be considered essentially as a basic function of a teacher.

Five major competencies were listed by the committee as comprising this particular area of performance. One-tenth of the total weightage is allotted to this (10%).

ii. **Teaching Ability** - The committee unanimously agreed that the 2nd KPA can be defined as the major role competency required of a teacher and therefore its analysis took considerable time and thought.
It is fundamental that the teacher should demonstrate competency in any subject which they teach. This signifies the capacity to design appropriate instructional materials to conduct class, group and individualised instruction based on learner needs, guiding and facilitating learning, motivating pupils for self-learning and so on.

Consequently this performance area was assigned the highest weightage in the pro-forma. Seventy-five marks out of a total of 250 have been set apart for this (30%).

iii. Student Evaluation - Evaluation occupies a very important place in the entire curriculum of any education system.

It is an integral part of instruction. The traditional concept of evaluation has given way to more modern interpretations of evaluation. Today evaluation has become not only a measure but also a means of progress as well. Student evaluation can also be a measuring instrument in order to gauge teacher performance - i.e. to what extent has the teacher been successful in facilitating learning, etc. The diagnostic aspect of evaluation was also given its due place in this section - the teacher's ability to find out the areas in which students need special attention and use these as a basis for planning learning experiences.

The weightage given to this area is 50/250 (20%).

iv. Efficiency and Discipline - This area pertains to the effectiveness and the level of commitment of a teacher to his task.

A teacher should necessarily have developed desirable attitudes and values towards his job. Our society still expects a sense of dedication and exemplary behaviour from a teacher. His behaviour must serve as a model of emulation to the younger generation; therefore he has to be careful in how he conducts himself both within the school and outside. His ethics,
the vocabulary he uses, his outward appearance, all these must be in keeping with the mores of a noble profession. However learned or professionally qualified a teacher may be, his attitudes and values towards his duties and responsibilities as a teacher will have a desirable or undesirable impact on his performance depending on the nature of his attitudes and values.

Therefore this performance area highlights the behaviour patterns of a teacher, 40 marks out of 250 have been assigned to this section (16%).

v. Co-curricular Activities - This section refers to the non-scholastic duties a teacher has to perform within the school organisational structure. Assisting the Principal in organising various co-curricular programmes and guiding the students to participate in these, are now considered important functions of a teacher. He is also expected to help maintain a high level of student discipline in the school.

The teacher is thus made aware of the entire school set-up and the place he occupies therein. For the pupil, an all-round education implies an involvement in both academic and non-academic spheres. These activities provide an essential link between school and the community.

The detailed breakdown of this KPA is confined to five of the most important functions covering this area. Twenty-five out of 250 marks have been assigned to this section (10%).

vi. Training and Professional Development - This area emphasizes the developmental competencies of the teacher.

The productivity of a teacher depends on his keeping in touch with new trends in education. To achieve this a teacher must collect relevant facts and information by constantly reading, participate in study circles, and in-service training programmes regularly, experiment with innovations and follow training courses for professional growth.
The three statements included in this section have been worded in such a manner so as to contain all the above criteria. The weightage given to this area is 15/250 (6%).

vii. **Inter-Personal Relations** - The social competencies of a teacher are dealt with in this section.

A teacher's effectiveness lies to a great extent on how he interacts with the principal, staff, students, parents and other community members who share in school management. He must maintain a healthy relationship with all those involved in the school organisation.

10/250 marks have been allotted to this performance area (4%).

viii. **Community Development Activities** - This performance area highlights the teacher's responsibility towards the society and environment in which he lives.

The teacher is now looked upon as a change agent and his leadership in community development projects is very much appreciated by the society. This is a role required by national education responses to contemporary socio-economic needs.

To fulfil this role, a teacher must be able to operate effectively in the social milieu. The weightage assigned to this section is 10/250 (4%).

C. **EXPERIMENT IN PROGRESS**

**STAGE I** : The first pilot test was conducted in 5 selected schools from urban and rural areas involving about 100 teachers.

Before this was administered, the principals and teachers of these schools were briefed as to the purposes underlying this project and their consent obtained. Such a course of action was considered necessary mainly due to the fact that this was the first time that these teachers were to be subjected to direct assessment, and any doubts and suspicions lingering in their minds should be cleared up at the very outset. They readily gave their co-operation.
On the results of this test, some minor changes were effected in the framing of some of the statements.

STAGE II : At this stage, the second pilot testing was expanded to include 30 schools. However, this number was increased to 40, owing to numerous requests from principals to include their schools in this test. Nearly 1,000 teachers were involved this time. The responses of the principals and teachers were really encouraging and some principals were so interested that they had sent in suggestions for improvement. All these suggestions were carefully examined and wherever feasible and appropriate, were adopted in the preparation of the final draft.

STAGE III : At the beginning of the year 1983, this pro-forma was circulated among all 822 schools in the Kandy District. Fourteen thousand teachers were involved in this programme. Principals were instructed to assess each member of his teaching staff once in every six months, with the help of this pro-forma. The assessment had to be entered on the separate mark sheets devised for this purpose, and the completed mark sheets sent to the Regional Education Department at the end of June 1983. Instructions as to how the assessment was to be quantified, were given briefly at the end of the pro-forma itself.

The principal was expected to rate every teacher, on the basis of his continuous observation throughout the year, or, in the case of large schools, with the help of the sectional heads and the vice principals. The performance under each KPA had to be assessed and marks given according to the weightage allotted to each area. The total number of marks obtained by each member had to be graded according to the table indicated in the pro-forma.

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* The principals were also advised to make special reference to any outstanding achievements of their teachers. The rating received by every teacher was to be communicated to the particular teacher concerned, the intention being that the teacher would then make an effort to remedy his weaknesses and improve his performance.
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STAGE IV : The first set of completed assessment sheets were sent in by the principals at the end of six months. On analysing these sheets, we discovered several shortcomings on the part of the principals.

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* Although the principals were specifically instructed to be as impartial as possible in their judgements, we found that there was a general reluctance to give low marks even where a teacher deserved them.
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The statistical analysis of a random sample of a principal's assessment (see Annexe IV) reveals the truth of this statement. It shows that the general performance of our teachers is above average, or even excellent.

We also noted a few cases, especially in small schools, where the principal had given equal marks to all his teachers. The reason might have been that the principal was reluctant to displease his staff.

A critical examination of the ratings given, brought into focus the need to provide a set of guidelines in respect of each of the levels at which assessment is to be made.

STAGE V: The Committee met again to discuss the kind of guidelines to be formulated. They then decided upon the basic rationale adopted for devising the "Observation and Assessment" sheets in the Pilot Project for the Assessment of School Performance referred to in Section III of this document. On these lines, a detailed breakdown of the tasks in relation to the three domains of knowledge, skills, attitudes and values, was undertaken.

The committee sub-divided itself into small groups, and worked out 250 statements explaining the five levels at which each item in the pro-forma should be marked. The level of adequacy and commitment increases in the order 1, 2, 3, 4, 5. It must be emphasized here that the general rationale behind this breakdown is not evident at a glance, but only a careful analysis will reveal it (see Annex V).

The committee was of the opinion that these guidelines should be printed in the form of a hand book, and circulated among the schools. But due to lack of funds this idea did not materialize. Instead seminars for principals were conducted by the Kandy Education Department at circuit level. (There are 23 educational circuits in the Kandy District, each circuit covering 35-45 schools, in charge of a Circuit Education Officer.) All the committee members actively participated in these seminars which proved to be of immense value to both parties - the principals and the committee. The discussions that took place were lively, informative and revealing and enabled us to clear any doubts and misconceptions which they had earlier.

The principals were advised to maintain separate records of teacher performance before rating the teachers. In order to do this, principals have to observe the teachers throughout the year and make appropriate entries. The KPAs listed on the evaluation pro-forma could themselves be used for this purpose. In addition we suggested that some of the instruments mentioned below could be utilised for assessment.
For Teaching and Planning:

i. Schemes of Work (prepared for the entire academic year);
ii. Lesson Plans;
iii. Daily/Weekly Notes of Lessons;
iv. Pupils' Exercise Books;
v. Direct Observation of Lessons;
vi. The Ratings of Sectional Heads/Grade Co-ordinators.

For Evaluation:

i. Assess the Monthly/Fortnightly Tests given to Students;
ii. Assess Question Papers;
iii. Analysis of Examination Results;
iv. Marking of Answer Scripts;
v. Diagnostic Work Done (the extent to which the teacher uses them to improve instructional methods);
vi. Student Opinion (should be treated as confidential).

For Efficency and Discipline:

i. Teachers' Leave Records (casual and medical leave);
ii. Direct Observation;
iii. The Ratings of Section Heads/Grade Co-ordinators;
iv. Views expressed by parents at Parents' Day Meetings.

For Co-Curricular Activities:

i. Direct Observation;
ii. Letters of Commendation received by teachers for their Co-operation in such activities;
iii. Opinions of connected agencies such as Parent Teacher Associations (designated as School Development Societies), OBAs and OGAs, Rural Development Societies, etc.;

These instruments could also be made use of in assessing Inter-Personal Relations, and Community Development Activities.

For Training and Professional Growth:

i. Special awards received by the teacher;
ii. Higher degrees obtained by the teacher;
iii. Articles published by the teacher;
iv. Records of Participation in Study Circles and Seminars, etc.
An enterprising principal could even develop a teacher profile by recording all the information thus obtained before final assessment is done.

What we emphasized in these seminars was the fact that the primary purpose of this evaluation was to bring about an improvement in teacher performance. Needless to say, this makes a lot of demand on the evaluator - the principal. Hence, he should be well equipped to perform his function.

D. ADVANTAGES OF THIS EVALUATION SCHEME

i. It was evident from the principals' responses that this evaluation scheme made the teacher aware of his duties and responsibilities because no precise role specifications of a teacher had been laid down anywhere else before. This was specially true of those recruits to the teaching profession whose induction to the job had been purely informal.

ii. This evaluation scheme would be conducive to the improvement of teacher effectiveness in the long run. The teacher is now conscious of the fact that his performance is being subjected to continuous assessment. This would naturally motivate him to put forth a little more effort at improving himself. This would be true of most of the teachers.

iii. This scheme serves as a guide to the principals (especially to newly appointed principals), who are now in a better position to make optimum use of the potentialities of their staff.

iv. This evaluation scheme could also be used as an instrument for diagnosing the strengths and weaknesses of a teacher. It cannot, and should not, be used to classify teachers as good or bad. Accuracy and impartiality of judgement is the most crucial aspect of this scheme. Certain strategies can be adopted as post-appraisal action - for instance, in the case of performers who are below average, some remedial action plan could be designed aiming at improvement.
To deal with problem cases, some reformatory or disciplinary action could be taken, depending on the circumstances. The excellent teachers could be given due recognition by granting awards (monetary or academic) in collaboration with PTAs, OBAs and other agencies.

v. Another useful purpose served by this evaluation programme is that an enterprising principal can make use of this to improve the school climate through teacher development. We have had letters from principals (especially those principals who had been recently transferred to weak schools) commending our evaluation scheme for the simple reason that they had been able to re-organise and improve the school climate, using this as a tool.

vi. This evaluation scheme, apart from its value as a measuring device, can be employed for another more useful purpose, namely, for the promotion of teachers to higher grades, while at the same time making the process of elimination comparatively easy.

E. LIMITATIONS

The first set of mark sheets received by us after the first six months' assessment highlighted some of the limitations of this scheme.

i. As we have already explained, all heads of schools are not found capable of impartial and accurate judgements. The principal is not an expert in all the fields of education. He is the first among equals and not always the best. Some principals were too liberal in giving marks while some had played safe by giving an average score. It was the intention of helping principals to make judgements that motivated us to evolve a set of guidelines. The second set of marks received at the end of the year clearly showed some degree of improvement in assessment. Therefore, we hope that with constant use over the years, the principals will be able to make some headway, in this respect (see Annex VI).

ii. The subjectivity of this evaluation scheme cannot be ignored - e.g. the principal and the sectional head assessing the same teacher, could give two different ratings. In order to alleviate this we suggest that evaluation should
be carried out from different angles - (self, peer, superiors, students and parents) and also several times throughout the year. This will minimize any personal prejudices from creeping in. The fears entertained by them on this issue were expressed by some teachers whose relations with the principal were not cordial. As we are well aware, some principals may become victims of their preconceived notions.

iii. The school organisational structure and the school climate may not always be conducive to teacher effectiveness. Disruption of work arising out of a disorderly school set-up may result in the staff members not giving their best.

iv. One of the basic concepts of our evaluation scheme is that the results of the assessment should be made known to the teacher. This is done with the best of intentions, for it is expected that a teacher might then try to remedy his weaknesses and improve his performance. But this might not be the case with most of the teachers. The teacher who has received an adverse mark will show his resentment by neglecting his work totally, become insubordinate, or he may even try to take revenge, depending on the type of personality he has. The generation of these negative, unwholesome attitudes in a teacher will become a problem not only to the principal, but to everyone concerned. The avoidance of such situations depends to a great extent on how tactful a principal is in handling such problem cases.

v. The response to this evaluation scheme has been very encouraging but the teachers have begun to speculate on the probable benefits, they will be entitled to, on the results of this appraisal system. Is there a chance for the efficient, dedicated teacher (obtaining a high score on this rating scheme over a number of years) to be promoted to a higher grade? If this evaluation scheme is to produce any tangible results, it will have to be geared to a promotional ladder. Otherwise the teachers might lose confidence in this scheme too.

V. SUMMARY AND CONCLUSIONS

When we are dealing with teacher evaluation we have to think of two important aspects:

i. Assessing the current performance of the teacher;

ii. The potential of that teacher for further development.

Otherwise, no useful purpose will be served by evaluation.

In undertaking this experiment, what we have attempted to do is to try and make the first aspect (i.e. assessing the current performance) as methodical and reliable as circumstances would allow.
Any evaluation undertaken is usually bureaucratic by nature and, in very many instances, the constructive aspect is not taken into consideration. Evaluation is often utilised as a weapon which would strengthen the bureaucracy rather than help in the development of the person subjected to evaluation. We have tried to lessen this tendency somewhat and make the bureaucrat look at evaluation from a more constructive and productive angle.

The performance appraisal system which has been in vogue in this country, has had the least impact on teacher performance. Evaluation was done for a limited purpose - i.e. to raise teachers' certificates from one class to another, and to recommend their annual increments. Hitherto, almost all the teachers had been able to achieve these two objectives, irrespective of their performance. The most important objective, that of teacher development, was an insignificant factor in this appraisal system.

As teachers form a valuable sub-structure of any education system, teacher development must play a vital role in that system. This could be achieved only through an effective, systematic and well-monitored evaluation programme. Since such an evaluation is mainly a means for development, the scheme, its mechanisms, and their results must be made known to the teacher. Steps should also be taken to evolve more scientific, multiple instruments to collect evaluation data. This data should be treated as confidential, open only to the teacher concerned.

In a bureaucratic system, it is the superior who evaluates the subordinates. Therefore the role of the school head in this sphere is very significant. In spite of the discrepancies we have noted we feel that the principal is essentially the most suitable person (out of all the evaluators) to judge the over-all performance of his teaching staff. In view of this, the principal should be made more competent in this job. He must be given training in how to collect, analyse, record and interpret information and finally to form judgements.

Yet, our responsibility does not end there. However efficient and capable the principal may be at this task, he may not be able to achieve his objective - i.e. improving teacher performance, if no follow-up action is taken on his reports. It is the function and responsibility of the higher authorities to take the initiative and devise suitable follow-up programmes. If no such action is taken and if no incentives (monetary or non-monetary) are offered to the best
performers any teacher appraisal system is bound to become a failure. Hence we suggest a system of giving awards which would carry strong weight when promotions are given. Rewarding incompetent people will not be conducive to educational development in the long run. Teacher development must essentially be accompanied by a rewarding system. If any appraisal system is lacking in this, it is very difficult to make it meaningful and useful.

In order to alleviate any further deterioration of the teaching profession, and to pep up teacher morale, it is vital that a progressive course of action be undertaken immediately. Teachers must not only be well qualified and trained, but they must also be a contented lot. Such a teacher force would be a national asset to any developing country.

In experimenting with our evaluation scheme, we wished to contribute our mite to the upliftment of teachers even though to a small degree. We are hopeful that our experiment on teacher evaluation would be a preliminary but significant step in promoting a desirable teacher force of which we can be proud.
**INCREMENT CERTIFICATE**

1. I HEREBY certify that the following teachers have discharged their duties with efficiency, diligence and fidelity and have earned their increments:

<table>
<thead>
<tr>
<th>Registered N°</th>
<th>Name</th>
<th>Copy of Endorsement on Teacher's Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>(2)</td>
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<td>(3)</td>
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<td>(4)</td>
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<td>(5)</td>
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<td>(9)</td>
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<tr>
<td>(10)</td>
<td>..</td>
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</tr>
</tbody>
</table>

2. I am unable to sign the Increment Certificate in respect of the following Teachers:

<table>
<thead>
<tr>
<th>Registered N°</th>
<th>Name</th>
<th>Reason and Copy of Endorsement on Teacher's Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>(2)</td>
<td>..</td>
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<tr>
<td>(3)</td>
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<td>..</td>
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<tr>
<td>(4)</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>(5)</td>
<td>..</td>
<td>..</td>
</tr>
</tbody>
</table>
3. Special reports are attached in respect of all teachers whose work was found to be unsatisfactory and teachers who have reached the optional age of retirement.

4. Endorsement slips (T.C.22) in respect of the following teachers are forwarded herewith:

<table>
<thead>
<tr>
<th>Registered No</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>..</td>
</tr>
<tr>
<td>(2)</td>
<td>..</td>
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<tr>
<td>(3)</td>
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<tr>
<td>(4)</td>
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<tr>
<td>(5)</td>
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</tbody>
</table>

..............................................................
Inspector of Schools
EVALUATION OF TEACHER PERFORMANCE BY THE PRINCIPAL

1. Checks the attendance of pupils due to participate in a lesson.  
2. Checks whether furniture and other class equipment are properly maintained and kept in order.  
3. Shows interest in cleanliness of classroom.  
4. Maintains class control during teaching.  
5. Makes use of the class leaders during a lesson.  
7. Has prepared methodically a practicable scheme of lessons.  
8. Has prepared notes of lessons daily/weekly with reference to syllabus and course guides.  
9. Does teaching in accordance with the notes of lessons and the schemes of work.  
10. Makes optimum use of blackboard.  
11. Utilises necessary teaching aids.  
12. Makes successful use of the available resources of the school environment in the teaching activity.
<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>13.</td>
<td>Encourages active participation of the children in lesson activity.</td>
<td>5 4 3 2 1</td>
<td></td>
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<tr>
<td>14.</td>
<td>Pays attention to all students when teaching.</td>
<td></td>
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<tr>
<td>15.</td>
<td>Is aware of student aptitudes, likes and dislikes, and mental and physical make-up.</td>
<td></td>
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<tr>
<td>16.</td>
<td>Maintains student attention and interest throughout a lesson.</td>
<td></td>
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<tr>
<td>17.</td>
<td>Has acquired a thorough knowledge in one's field.</td>
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<tr>
<td>18.</td>
<td>Has evolved a teaching style of his own from the accepted teaching methods.</td>
<td></td>
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<tr>
<td>19.</td>
<td>Motivates students for further study.</td>
<td></td>
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<tr>
<td>20.</td>
<td>Completes syllabus within the time allotted.</td>
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<tr>
<td>22.</td>
<td>Supervises regularly student exercises and assignments.</td>
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<tr>
<td>23.</td>
<td>Utilises for evaluation appropriate methods of assessment.</td>
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<tr>
<td>24.</td>
<td>Formulates carefully question papers for monthly terminal and year end tests.</td>
<td></td>
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<tr>
<td>25.</td>
<td>Assesses answer scripts methodically.</td>
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<tr>
<td>26. Evaluates results of tests with pupil participation and makes use of findings in the learning-teaching process.</td>
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<tr>
<td>27. Makes use of suitable aptitude tests to measure what has been taught and with a view to discover student aptitudes.</td>
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<tr>
<td>28. Maintains continuous records of pupil progress.</td>
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<tr>
<td>29. Adopts a methodical system of reporting the progress of students to Parents/Guardians.</td>
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<tr>
<td>30. Obtains good results both at public exams and school year end tests.</td>
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<tr>
<td>31. Shows punctuality in attendance and departure.</td>
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<tr>
<td>32. Avails of leave rationally.</td>
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<tr>
<td>33. Maintains attendance register and class record book methodically/conscientiously, fulfils any other alternative task assigned to him by the Principal.</td>
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<tr>
<td>34. Engages in fruitful activities without wasting time during school sessions.</td>
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<tr>
<td>35. Indulges in voluntary work out of the stipulated time-table of normal teaching hours.</td>
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<tr>
<td>36. Is not reprimanded for professional inefficiency or any other shortcoming either by the Principal or by a Departmental Official.</td>
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<tr>
<td>37.</td>
<td>Behaves in a manner becoming a teacher both within school and outside and has not been found guilty at a disciplinary inquiry.</td>
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<tr>
<td>38.</td>
<td>Is of conduct, manners and a refined vocabulary befitting a person in a noble profession.</td>
<td></td>
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<tr>
<td>39.</td>
<td>Performs duly all office work and any other work entrusted by the Principal.</td>
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</tr>
<tr>
<td>40.</td>
<td>Considers the maintenance of school discipline as a part of one's duty.</td>
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</tr>
<tr>
<td>41.</td>
<td>Extends full co-operation in all extra activities of the school: sports, scouting, cadeting, school societies, etc.</td>
<td></td>
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<tr>
<td>42.</td>
<td>Holds office in the extra-curricular organisations of the school.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>43.</td>
<td>Shows interest in the work of the school Development Society and the O.B.A./O.G.A.</td>
<td></td>
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</tr>
<tr>
<td>44.</td>
<td>Keeps abreast of knowledge through wide reading. Is fond of making use of the mass media to impart information.</td>
<td></td>
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<tr>
<td>45.</td>
<td>Participates in in-service seminars and attempts to implement proposals made.</td>
<td></td>
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</tr>
<tr>
<td>46.</td>
<td>Shows interest in new trends in education, follows various courses of study and does research work for advancement of professional level.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
7. INTER-PERSONAL RELATIONSHIP

47. Works in co-operation with the Principal and staff.

48. Maintains excellent rapport with students, parents, past pupils and minor staff.

8. CIVIC DEVELOPMENT ACTIVITIES

49. Engages in the planning of adult education programmes and in the work of religious educational organizations.

50. Assists the various societies in the district in the organization of sports, functions and other social activities.

Total Number of Marks obtained

Grade obtained

D  VS  S  US  W

5  4  3  2  1

D - Distinction
VS - Very Satisfactory
S - Satisfactory
US - Unsatisfactory
W - Weak
This assessment form has been prepared for the purpose of assessing teachers' duties by the principal and sectional heads. The rating to each item is on a five point scale, and against each is a group of five cages. The rating due to each teacher may be entered thus a/ in the corresponding cage. Subsequently, these ratings may be totalled at the end of each sheet. Please follow the undermentioned procedure in the awarding of marks.

1. a/ in the weak column gets 01 mark.
2. a/ in the unsatisfactory column gets 02 marks.
3. a/ in the satisfactory column gets 03 marks.
4. a/ in the very satisfactory column gets 04 marks.
5. a/ in the distinction column gets 05 marks.

Total all marks accordingly. Then grade the teachers in the following manner in accordance with the marks received.

- 226 - 250 : Distinction (A)
- 176 - 225 : Very Satisfactory (B)
- 126 - 175 : Satisfactory (C)
- 76 - 125 : Unsatisfactory (D)
- 50 - 75 : Weak (E)

If there are any special achievements of the teacher please make a short note at the end of the assessment sheet.

Regional Director of Education
KANDY
# ANNEX III

## KANDY EDUCATION DEPARTMENT

### EVALUATION OF TEACHER PERFORMANCE

**MARK SHEET**

<table>
<thead>
<tr>
<th>Education Circuit:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of the Teacher:</td>
<td>Period of Service:</td>
</tr>
<tr>
<td>Educational and Professional Qualifications:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Organization</th>
<th>Student Evaluation</th>
<th>Co-Curricular Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching Ability</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Efficiency and Discipline</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training and Professional Development</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inter-Personal Relationship</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community Development Activities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total No. of Marks</th>
<th>Final Grade</th>
</tr>
</thead>
</table>

**PRINCIPAL**
STATISTICAL ANALYSIS BASED ON THE MARKS OBTAINED
BY 5045 TEACHERS DURING THE 1st HALF YEAR 1983.
GUIDELINES FOR ASSESSMENT

Detailed Breakdown of Statements

### 1.1*

<table>
<thead>
<tr>
<th>Number</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agrees that it is his/her duty to check up class attendance before every lesson; but never does so.</td>
</tr>
<tr>
<td>2</td>
<td>He/She does checking off and on.</td>
</tr>
<tr>
<td>3</td>
<td>He/She does checking very often.</td>
</tr>
<tr>
<td>4</td>
<td>He/She does checking always.</td>
</tr>
<tr>
<td>5</td>
<td>In addition to regular checking, he/she adopts various methods to improve class attendance.</td>
</tr>
</tbody>
</table>

### 2.11*

<table>
<thead>
<tr>
<th>Number</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very rarely utilises even the available teaching aids.</td>
</tr>
<tr>
<td>2</td>
<td>Uses available teaching aids to a certain extent.</td>
</tr>
<tr>
<td>3</td>
<td>Utilises all available teaching aids where appropriate.</td>
</tr>
<tr>
<td>4</td>
<td>When available teaching aids are not sufficient, prepares his own material.</td>
</tr>
<tr>
<td>5</td>
<td>In addition to the available/prepared teaching aids also encourages the children to prepare them.</td>
</tr>
</tbody>
</table>

* These numbers refer to items in Annex II, e.g. 1.1 is Class Organization, 1 Checks the attendance of pupils due to participate in a lesson; 2.11 is Subject Teaching: 11 utilises necessary teaching aids.
14.1

1. Pays attention only to the subject matter taught without making any attempt to encourage student involvement.

2. Pays attention only to the students seated in front/clever students and those with outstanding personality characteristics.

3. When teaching, pays attention to all students irrespective of their abilities or personality characteristics.

4. Pays attention to all students with a fair amount of understanding of child development and behaviour.

5. Pays attention to all students, recognizing the needs of the handicapped and mentally retarded and also those having behavioural problems.

26.1

1. Makes a brief analysis of the test results but does not utilise this information in planning the teaching-learning process.

2. Analyses the test results briefly and some attempt is made to utilise the findings to improve the teaching-learning process.

3. Analyses test results fully but makes limited use of the findings.

4. Scrutinizes the answer scripts with the participation of students and plans the teaching-learning process based on the findings.

5. Having scrutinized the answer scripts with the participation of students, identifies their weaknesses and strengths to be used as a basis for future planning; organizes remedial teaching in order to overcome student weakness.
32.1

1. Number of days obtained by way of casual/medical leave is within the range of 33 - 41.  
2. Number of days obtained by way of casual/medical leave is within the range of 25 - 32.  
3. Number of days obtained by way of casual/medical leave is within the range of 17 - 24.  
4. Number of days obtained by way of casual/medical leave is within the range of 09 - 16.  
5. Number of days obtained by way of casual/medical leave is within the range of 0 - 08.

38.1

1. Does not consider teaching as a worthy profession. Has not cultivated a pattern of behaviour, vocabulary and a disposition worthy of a noble profession.  
2. Considers teaching as a respectable profession, but has not cultivated a suitable code of conduct, vocabulary and outward appearance.  
3. Considers teaching as a respectable profession and makes an attempt to cultivate a proper code of conduct, etc.  
4. Considers teaching as an esteemed profession and has cultivated a proper code of conduct, etc.  
5. Regards teaching as a noble profession and has cultivated and imbibed a code of conduct, vocabulary and a disposition worthy of a noble profession.
### 41.1

<table>
<thead>
<tr>
<th></th>
<th>Participates in co-curricular activities for the sake of appearance.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Participates in co-curricular activities but co-operation extended is minimal.</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Gives co-operation whenever his services are called for.</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Extends full co-operation in co-curricular activities.</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Extends the fullest co-operation in co-curricular activities, while making constructive contributions for further improvement.</td>
<td>5</td>
</tr>
</tbody>
</table>

### 44.1

<table>
<thead>
<tr>
<th></th>
<th>Knowledge of subject matter is limited to textbooks.</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Other reference books/materials are made use of, apart from textbooks.</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Makes use of the knowledge gained through wide reading for instructional purposes in the classroom.</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Utilises the knowledge gained through wide reading to increase effectiveness of teaching: Makes occasional attempts to share his knowledge through the mass media.</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Utilises such knowledge to increase his competency and effectiveness in teaching: Makes optimum contribution to share his knowledge and experiences through the mass media.</td>
<td>5</td>
</tr>
</tbody>
</table>
### 48.1

1. Rapport with the interacting groups is not sufficiently maintained.  
2. Rapport is sufficiently maintained.  
3. Rapport is fairly well maintained.  
4. Rapport is generally well maintained.  
5. While always maintaining good rapport, takes steps to promote goodwill and healthy relationships among the groups concerned.

### 49.1

1. Participation in socio-educational development programmes is minimal.  
2. Participation in such programmes is limited to a few special occasions.  
3. Actively participates in such programmes.  
4. Participates in these programmes with a sense of devotion.  
5. While actively participating in these programmes, provides leadership in organising the same.

**Note:** Here we have illustrated only ten examples of the guidelines provided in respect of each of the KPAs.
STATISTICAL ANALYSIS BASED ON THE MARKS OBTAINED
BY 5155 TEACHERS DURING THE 2nd HALF YEAR 1983.