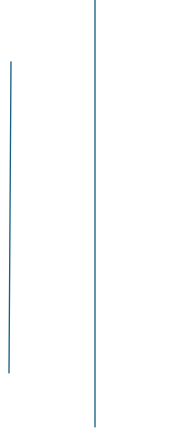
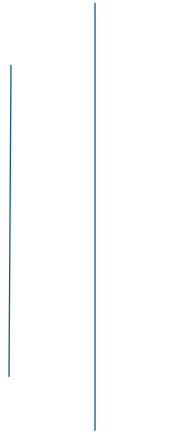


**Report on Students' appraisal of teachers' performance at Yagyodaya
Dudhnath Tharu Multiple Campus (YDMC).**



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Contents

Introduction.....	1
Study Objectives.....	2
Significance of the Study.....	2
Literature Review.....	2
Research Design.....	3
Data collection tools.....	3
Data analysis and findings.....	4
Findings.....	16
Summary and Conclusion.....	17
Recommendations.....	17
REFERENCES.....	18

Table 1 The overall effectiveness of the teacher in delivering the course content.	4
Table 2 The clarity of the teacher's explanations and instructions.	5
Table 3 Teacher's ability to create a positive and inclusive learning environment.	6

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Introduction

Teachers' Performance appraisal ratings provide a useful nexus to the contribution of teachers to student learning outcomes if the appraisal process incorporates establishing performance standards, communicating performance expectations, measuring actual performance, and comparing real results with expected performance accompanied by the commencement of remedial action is adhered (Surbhi, 2015). Students' perceptions of their teachers can significantly influence the learning environment and academic experiences, understanding how students evaluate their teachers can provide invaluable feedback for professional development and institutional enhancement. It allows teachers to identify areas for improvement, tailor teaching methods to student needs, and create a more engaging and effective learning environment.

Students, being the primary receivers of instruction, possess valuable perceptions of the strengths and weaknesses of teachers. Their appraisals can offer a comprehensive perspective on various aspects of a teacher's performance, including pedagogical effectiveness, communication skills, engagement strategies, and overall impact on learning. The teacher-student relationship is a complicated concept that impacts various aspects of the educational experience. Research has shown that positive teacher-student relationships contribute to increased student engagement, motivation, and academic achievement (Roorda et al., 2011). Conversely, negative perceptions of teachers can lead to disengagement, decreased motivation, and even behavioral issues among students (Hamre & Pianta, 2001).

Kember & Leung (2005) state that students' perceptions of their teachers' performance are closely linked to their overall satisfaction with the learning experience. When students feel that their teachers are competent, caring, and engaging, they are more likely to be satisfied with their education. Similarly, Fauth et al., (2014) agreed that the satisfaction of students can translate into positive learning outcomes, such as higher academic achievement and a greater willingness to participate in class activities. O'Connor, Dearing, & Collins (2011) write that about teacher

education, their study demonstrates “the importance of fostering elementary school teachers’ awareness of the role of their relationship with students and provides teachers with information as to how to support high-quality relationships with their students” (p. 152).

Study Objectives

The main objective of the study is to investigate whether the students are satisfied or not with the performance of teachers of YDMC. Teacher-student relationship and its impact on their academic performance. Furthermore, we have investigated the perception of YDMC students towards the teachers at college. The study is also aimed to suggest ways to enhance the performance of teachers and guidelines to the administrator for improvement of college quality.

Significance of the Study

This study is significant as its prime focus is on the performance of the teacher. This study is trying to find out the satisfaction of students with teacher performance and the significance for the administrator to improve the quality of the college by conducting necessary training and development programs.

Literature Review

It is required to gain insights into how students perceive and appraise their teachers' performance to Improve educational outcomes and enhance the effectiveness of teaching methods. Fay and Funk (1995), emphasized that students who do not enjoy positive relationships with their teachers are more disruptive in the classrooms, are less likely to be academically engaged, and are more likely to drop out. This is a wonderful concise reflection of the role of the strong and effective role of teacher students’ relationships. The implementation of teacher performance management is a major focus because of its fundamental role in improving teaching quality, fostering a conducive learning atmosphere, and stimulating student academic achievement (Supriatna et al., 2024). The role of teachers as the spearhead in the learning process becomes very crucial. Teachers not only convey information but also shape students' mindsets and attitudes (Rifky et al., 2024).

The implementation of teacher performance management not only creates a clear framework.

for measuring performance, but also provides teachers with opportunities to continuously improve their skills and competencies according to educational developments and student needs (Ambarita, 2016). Good teachers are mentors, create personal relationships with their students, are enthusiastic, respect their students, and are experts in their subjects (Ruzgar, 2021). Knowledge of the subject, enthusiasm, and communication skills are the most admirable features of a good teacher (Singh et al., 2013). Good teachers have humor in the way they deliver which makes a fun environment for the students (Mullock, 2003; Leibowitz, Schalkwyk, Ruiters, Farmer, & Adendorff, 2012).

Teaching requires competence and essential educational skills to understand that all students have individual differences, different learning styles, different ways of adapting, and various personality types. Teachers with good effectiveness usually give value to their teaching styles, value teaching quality, follow the best teaching practices, and enhance students' learning. According to research, a quality teacher and teaching quality is the most essential part of student learning (Liu, Liu, Stronge, & Xu, 2016; Chetty, Friedman, & Rockoff, 2013). Students want their teacher to be helpful, give personal attention, deal with the student's problems, treat students fairly, and show respect for everyone's beliefs (Ida, 2017).

Research Design

Data collection tools

The data for this study was primary data collected through a structured questionnaire in 6 sections with demographic questions, a 5-point Likert scale ranging from poor, below average, average, above average, excellent, and some open-ended questions. Convenience sampling techniques were adopted to reach the target population who were students in various classes of the campus. Altogether 15 questions were framed in 6 categories with important dimensions viz. Teaching effectiveness, Communication and feedback, Classroom management, Additional comments, and Overall satisfaction were finalized for which students were asked to give responses.

Data analysis and findings

The students were administered the survey and could participate without disclosing their identities to avoid any sort of biased responses from the students or any pressure on the students to give biased responses. The percentage-wise distribution for each question was directly obtained using IBM SPSS statistical data analysis. The following Tables show the set of responses obtained for all the sample questions.

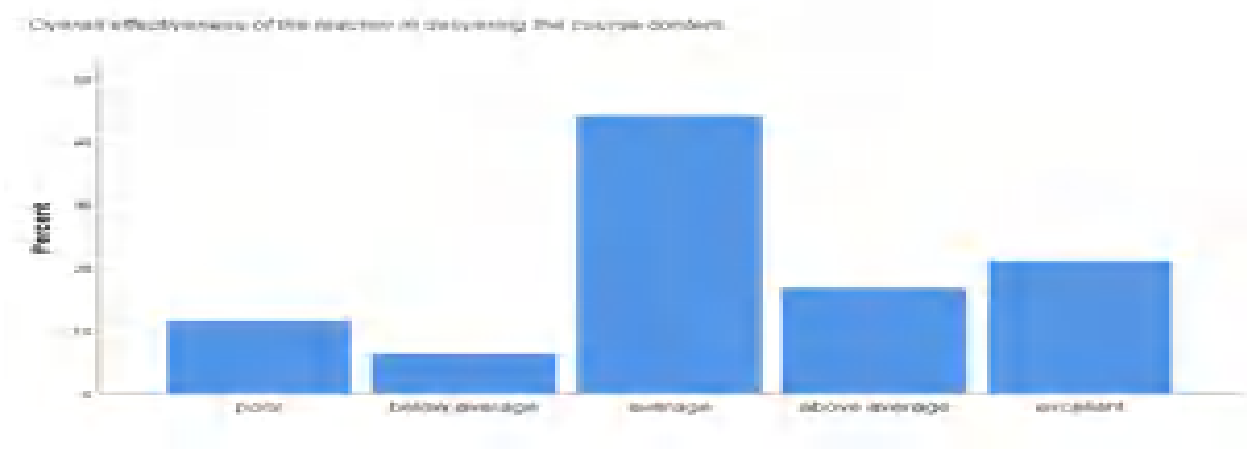
Table 1 The overall effectiveness of the teacher in delivering the course content.

Table 1

The overall effectiveness of the teacher in delivering the course content.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	11	11.6	11.6	11.6
	below average	6	6.3	6.3	17.9
	Average	42	44.2	44.2	62.1
	above average	16	16.8	16.8	78.9
	Excellent	20	21.1	21.1	100.0
	Total	95	100.0	100.0	

Figure 1



The above Table No. 1 and Figure No. 1 show that the overall effectiveness of the teacher in delivering the course content is average i.e. 44.2 percent, which is higher. The cumulative percentage value of average and below is 62.1 percent. The cumulative percentage value of above average and excellent is 33.9 percent.

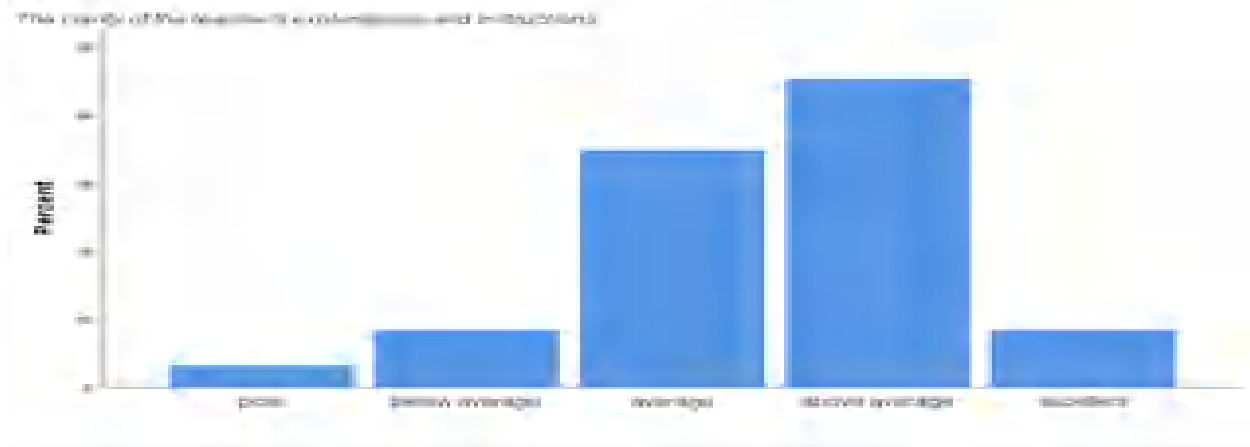
Table 2 The clarity of the teacher's explanations and instructions.

Table 2

The clarity of the teacher's explanations and instructions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	3	3.2	3.2	3.2
	below average	8	8.4	8.4	11.6
	Average	33	34.7	34.7	46.3
	above average	43	45.3	45.3	91.6
	Excellent	8	8.4	8.4	100.0
	Total	95	100.0	100.0	

Figure 2



The above Table No. 2 and Figure No. 2 show that the clarity of the teacher's explanations and instructions is above average i.e. 45.3 percent, which is higher. The cumulative percentage value of average and below is 46.3 percent. The cumulative percentage value of above average and excellent is 53.7 percent.

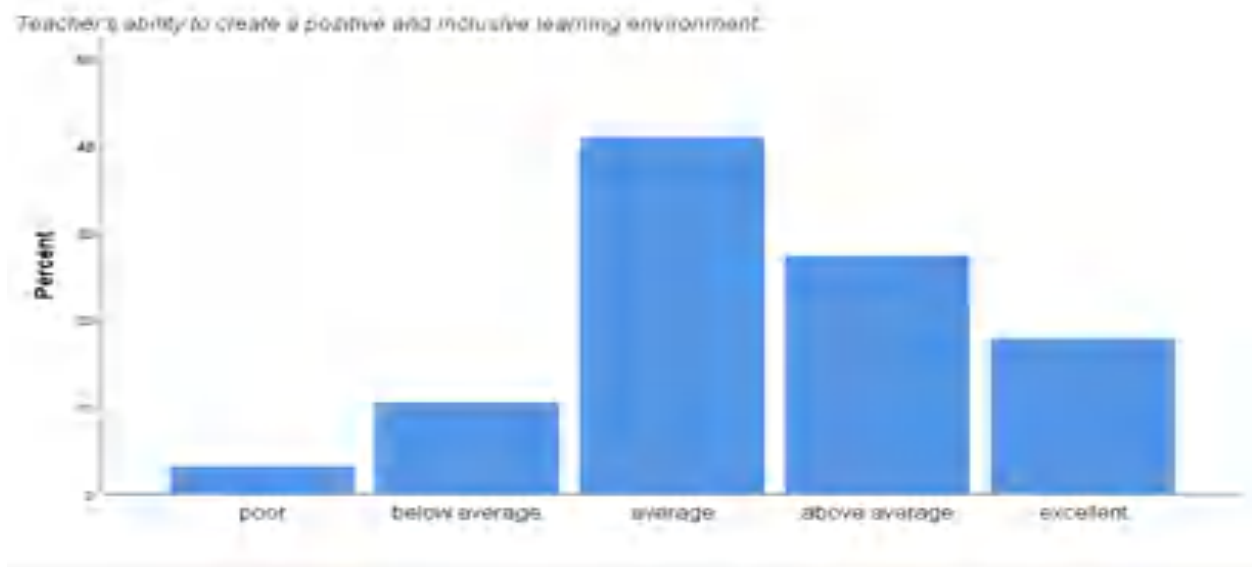
Table 3 Teacher's ability to create a positive and inclusive learning environment.

Table 3

Teacher's ability to create a positive and inclusive learning environment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	3	3.2	3.2	3.2
	below average	10	10.5	10.5	13.7
	Average	39	41.1	41.1	54.7
	above average	26	27.4	27.4	82.1
	Excellent	17	17.9	17.9	100.0
	Total	95	100.0	100.0	

Figure 3



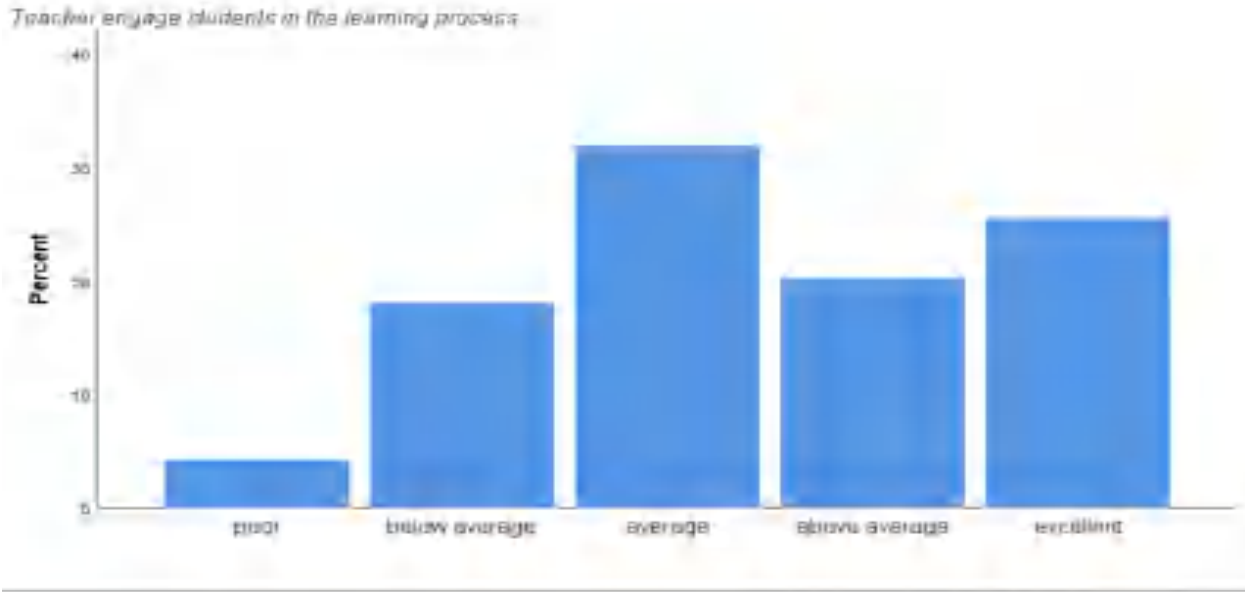
The above Table No. 3 and Figure No. 3 show that the teacher’s ability to create a positive and inclusive learning environment is average i.e. 41.1 percent, which is higher. The cumulative percentage value of average and below is 54.7 percent. The cumulative percentage value of above average and excellent is 45.3 percent.

Table 4

The teacher engages students in the learning process.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	4	4.2	4.3	4.3
	below average	17	17.9	18.1	22.3
	Average	30	31.6	31.9	54.3
	above average	19	20.0	20.2	74.5
	excellent	24	25.3	25.5	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
	Total	95	100.0		

Figure 4



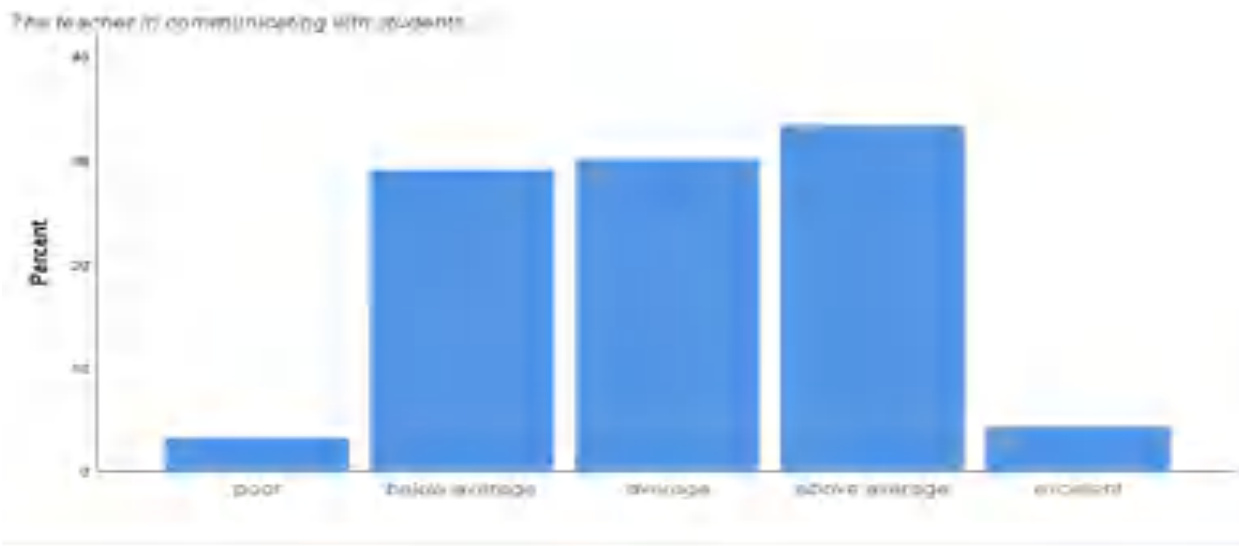
The above Table No. 4 and Figure No. 4 show that the teacher engaging students in the learning process is average i.e. 31.9 percent, which is higher. The cumulative percentage value of average and below is 54.3 percent. The cumulative percentage value of above average and excellent is 45.7 percent.

Table 5

The teacher communicates with students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	3	3.2	3.2	3.2
	below average	27	28.4	29.0	32.3
	Average	28	29.5	30.1	62.4
	above average	31	32.6	33.3	95.7
	excellent	4	4.2	4.3	100.0
	Total	93	97.9	100.0	
Missing	System	2	2.1		
	Total	95	100.0		

Figure 5



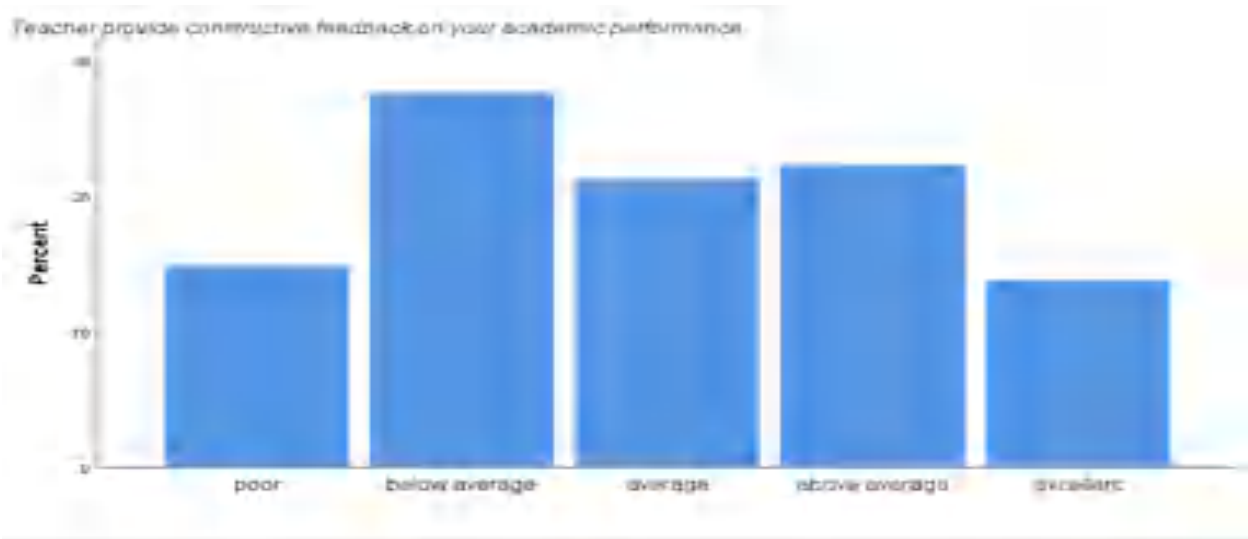
The above Table No. 5 and Figure No. 5 show that the teacher in communication with students is above average i.e. 33.3 percent, which is higher. The cumulative percentage value of average and below is 62.4 percent. The cumulative percentage value of above average and excellent is 37.6 percent.

Table 6

The teacher provides constructive feedback on your academic performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	14	14.7	14.9	14.9
	below average	26	27.4	27.7	42.6
	Average	20	21.1	21.3	63.8
	above average	21	22.1	22.3	86.2
	excellent	13	13.7	13.8	100.0
	Total	94	98.9	100.0	
Missing	System	1	1.1		
	Total	95	100.0		

Figure 6



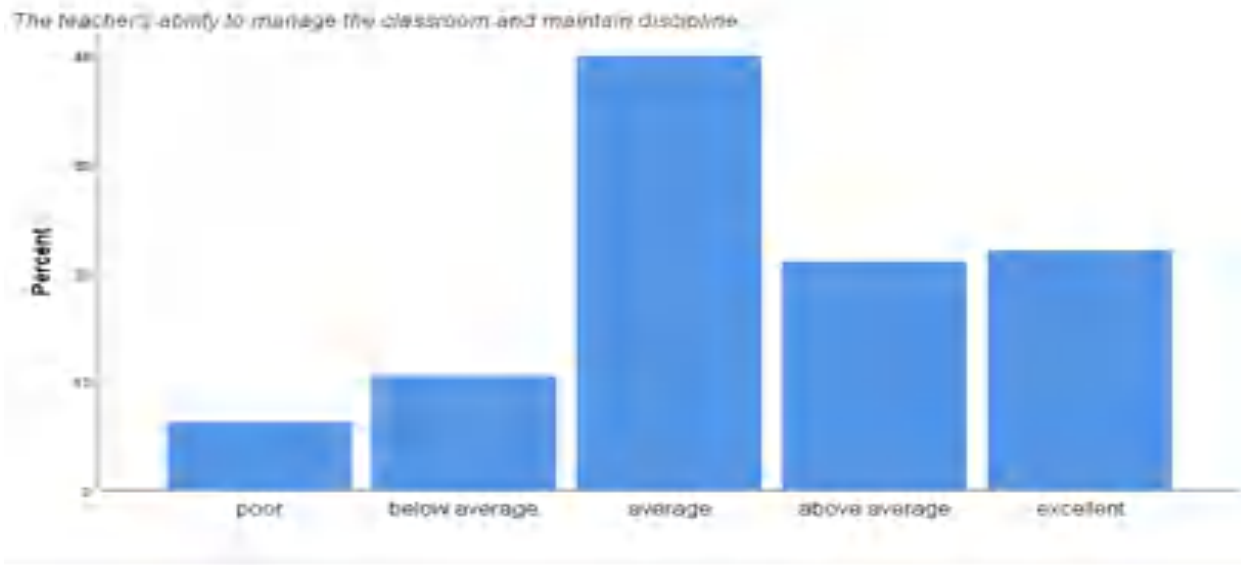
The above Table No. 6 and Figure No. 6 show that the teacher provides constructive feedback on your academic performance is below average i.e. 27.7 percent, which is higher. The cumulative percentage value of average and below is 63.8 percent. The cumulative percentage value of above average and excellent is 36.2 percent.

Table 7

The teacher's ability to manage the classroom and maintain discipline.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	6	6.3	6.3	6.3
	below average	10	10.5	10.5	16.8
	Average	38	40.0	40.0	56.8
	above average	20	21.1	21.1	77.9
	Excellent	21	22.1	22.1	100.0
	Total	95	100.0	100.0	

Figure 7



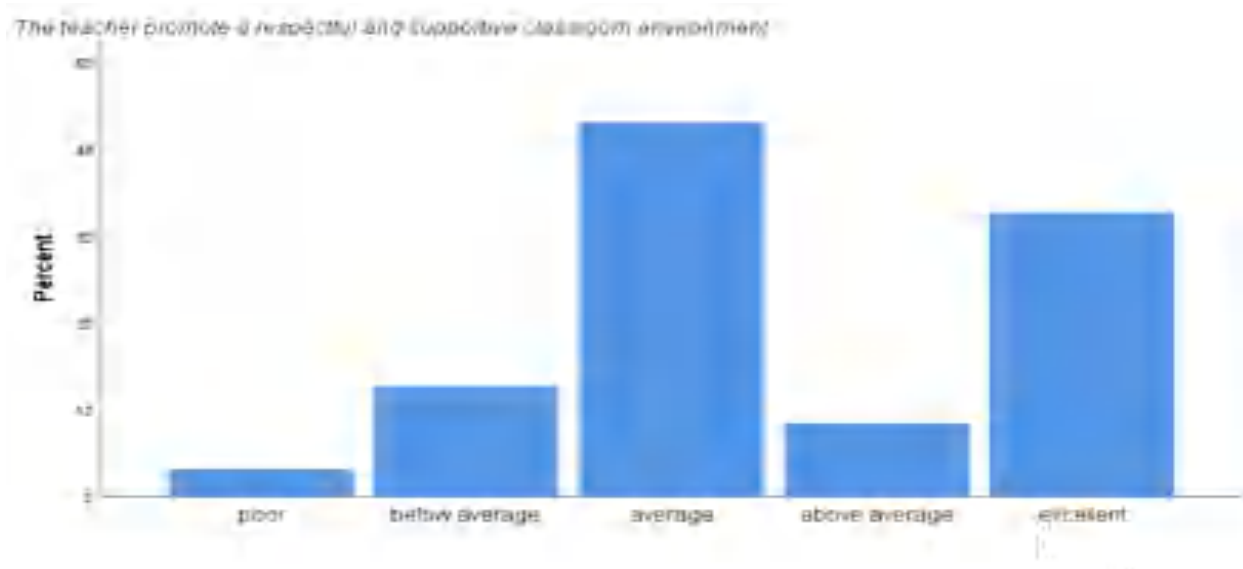
The above Table No. 7 and Figure No. 7 show that the teacher's ability to manage the classroom and maintain discipline is average i.e. 40.0 percent, which is higher. The cumulative percentage value of average and below is 56.8 percent. The cumulative percentage value of above average and excellent is 43.2 percent.

Table 8

The teacher promotes a respectful and supportive classroom environment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	3	3.2	3.2	3.2
	below average	12	12.6	12.6	15.8
	Average	41	43.2	43.2	58.9
	above average	8	8.4	8.4	67.4
	Excellent	31	32.6	32.6	100.0
	Total	95	100.0	100.0	

Figure 8



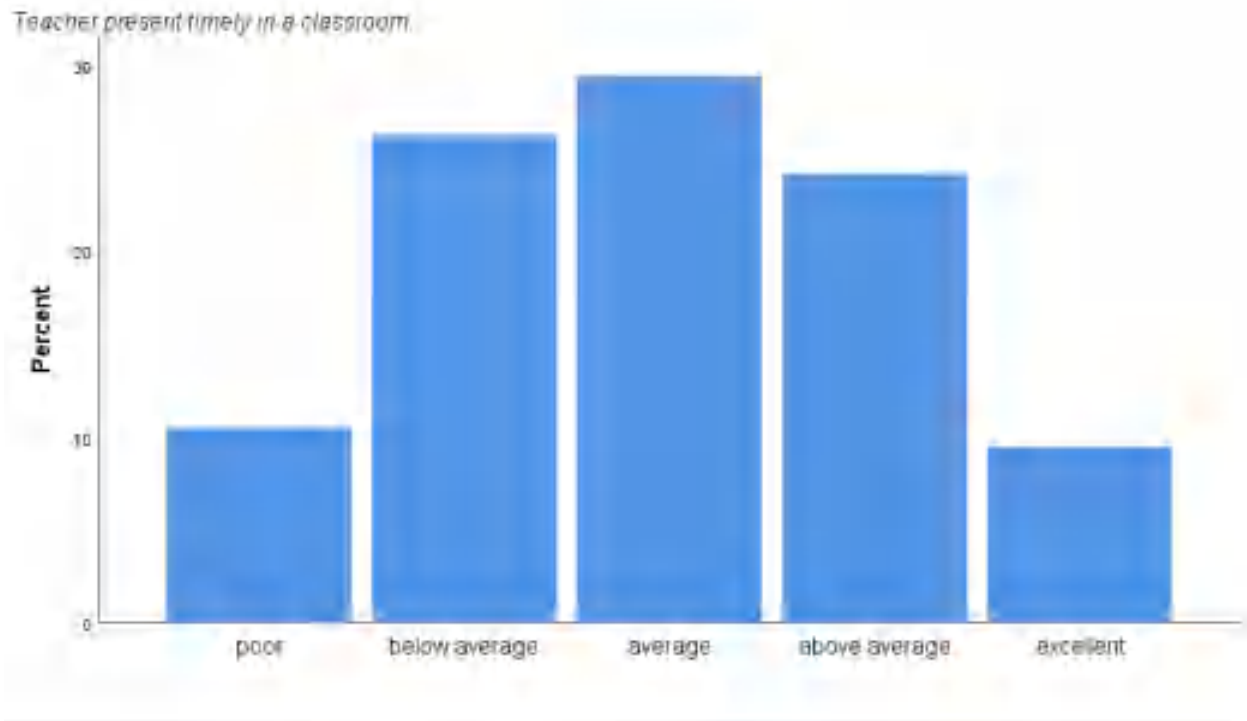
The above Table No. 8 and Figure No. 8 show that the teacher promotes a respectful and supportive classroom environment is average i.e. 43.2 percent, which is higher. The cumulative percentage value of average and below is 58.9 percent. The cumulative percentage value of above average and excellent is 41.1 percent.

Table 9

The teacher presents timely in a classroom.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	10	10.5	10.5	10.5
	below average	25	26.3	26.3	36.8
	Average	28	29.5	29.5	66.3
	above average	23	24.2	24.2	90.5
	Excellent	9	9.5	9.5	100.0
	Total	95	100.0	100.0	

Figure 9



The above Table No. 9 and Figure No. 9 show that the teacher presentation in a classroom is average i.e. 29.5 percent, which is higher. The cumulative percentage value of average and below is 66.3 percent. The cumulative percentage value of above average and excellent is 33.7 percent.

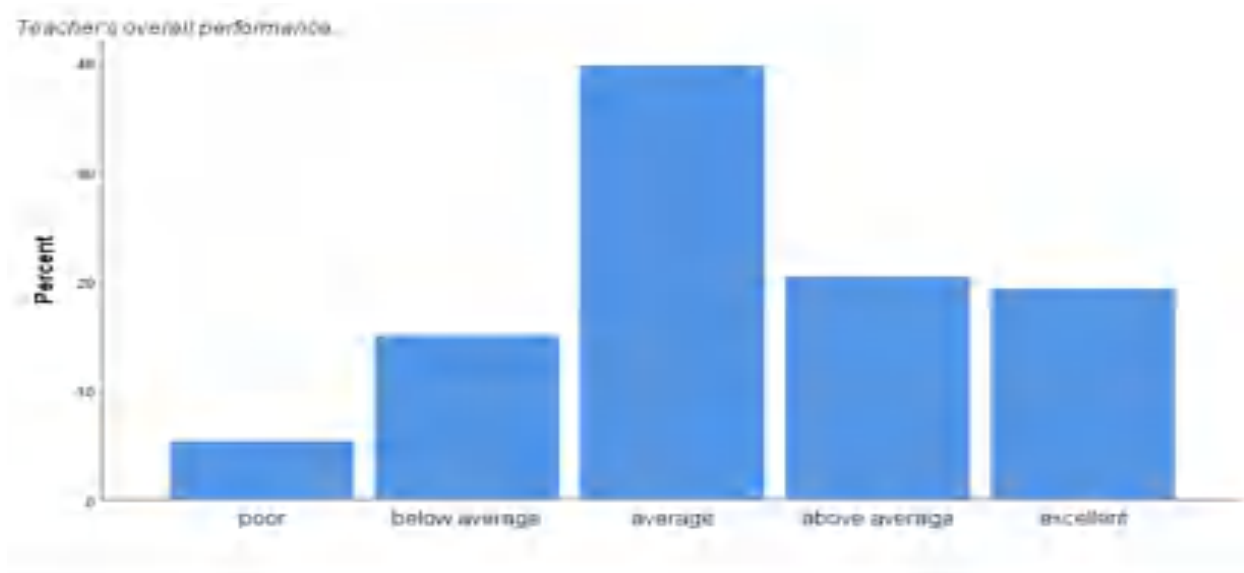
Table 10

Teacher's overall performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	5	5.3	5.4	5.4
	below average	14	14.7	15.1	20.4
	Average	37	38.9	39.8	60.2
	above average	19	20.0	20.4	80.6
	excellent	18	18.9	19.4	100.0
	Total	93	97.9	100.0	

Missing	System	2	2.1
	Total	95	100.0

Figure 10



The above Table No. 10 and Figure No. 10 show that the teacher's overall performance is average i.e. 39.8 percent, which is higher. The cumulative percentage value of average and below is 60.2 percent. The cumulative percentage value of above average and excellent is 39.8 percent.

Table 11

		Statistics			
		The overall effectiveness of the teacher in delivering the course content	The clarity of the teacher's explanations and instructions	Teacher engages students in the learning process	Teacher's ability to create a positive and inclusive learning environment
N	Valid	95	95	94	95
	Missing	0	0	1	0
	Mean	3.2947	3.4737	3.4468	3.4632
	Median	3.0000	4.0000	3.0000	3.0000
	Mode	3.00	4.00	3.00	3.00

The above Table No. 11 above shows that the mean values are 3.2947, 3.4737, 3.4468, and 3.4632 respectively which means the overall effectiveness of the teacher in delivering the course content, the teacher engages students in the learning process and the teacher's ability to create a positive and inclusive learning environment the clarity of the teacher's explanations and instruction is average. So, the teaching effectiveness is on average for the teachers of this campus.

Table 12

Statistics

		The teacher in communicating with students	The teacher provides constructive feedback on your academic performance
N	Valid	93	94
	Missing	2	1
Mean		3.0645	2.9255
Median		3.0000	3.0000
Mode		4.00	2.00

The above Table No. 12 shows that the mean values of the teacher in communicating with students and constructive feedback to the students are 3.0645 and 2.9255 respectively which means the communication and feedback of the teacher is average on this campus.

Table 13

Statistics

		The teacher's ability to manage the classroom and maintain discipline	The teacher promotes a respectful and supportive classroom environment	Teacher presents timely in a classroom
N	Valid	95	95	95
	Missing	0	0	0

Mean	3.4211	3.5474	2.9579
Median	3.0000	3.0000	3.0000

The above Table No. 13 shows that the mean values of the classroom discipline, supportive environment, and time are 3.4211, 3.5474, and 2.9579 respectively which means the communication and feedback of the teacher is average on this campus.

Findings

This study concludes with the following findings.

1. The overall effectiveness of the teacher in delivering the course content is average i.e. 44.2 percent.
2. The clarity of the teacher's explanations and instructions is above average i.e. 45.3 percent.
3. The teacher's ability to create a positive and inclusive learning environment is average i.e. 41.1 percent.
4. The teacher engaging students in the learning process is average i.e. 31.9 percent.
5. The teacher's communication with students is above average i.e. 33.3 percent.
6. The teacher provides constructive feedback on your academic performance is below average i.e. 27.7 percent.
7. The teacher's ability to manage the classroom and maintain discipline is average i.e. 40.0 percent.
8. The teacher promotes a respectful and supportive classroom environment is average i.e. 43.2 percent.
9. The teacher's present time in a classroom is average i.e. 29.5 percent.
10. The teacher's overall performance is average i.e. 39.8 percent.

The overall effectiveness of the teacher in delivering the course content, the teacher's ability to create a positive and inclusive learning environment, and the clarity of the teacher's explanations and instruction are average. Teachers engaging students in the learning process, communicating with students, constructive feedback on academic performance, and teacher present time in the classroom is weaker than other indicators. So, the teaching effectiveness is on average for the teachers of this campus.

Summary and Conclusion

Teachers are crucial to the academic achievement of all the students they teach. The teaching performance of teachers is the most important metric for measuring an educational institution's performance (Wolomasi et al. 2019 and Wula et al. 2020). The teacher teaching performance is the ability of the teacher to incorporate a variety of appropriate inputs to enhance the learning process and students' academic achievement, Okeniyi (as cited in Wijayanti et al. 2020). Students' perceptions of their teachers can significantly influence the learning environment and academic experiences, understanding how students evaluate their teachers can provide invaluable feedback for professional development and institutional enhancement. It allows teachers to identify areas for improvement, tailor teaching methods to student needs, and create a more engaging and effective learning environment.

Based on the statistical results, it concluded that the teachers of YDMC are average in teaching effectiveness, communication and feedback, and classroom management. Overall satisfaction of students in teacher's overall performance is average, which means satisfactory. Some advice like teachers should be familiar with new technology and use it in teaching, develop harmonious relationships with students, and apply different teaching pedagogy, was also found at the time of the study. Therefore, It is hoped that this study will encourage more research into the backgrounds and significance of teachers' performance.

Recommendations

This study suggests to the responsible team of the YDMC that teachers' performance is only satisfactory based on the indicators studied in this study. The following suggestions are recommended to enhance the quality of teacher performance.

- i. Classroom teaching or pedagogical training and development programs should be conducted.
- ii. Regular supervision is mostly essential,
- iii. Feedback should be received regularly by the teachers as well as the administration of students.

- iv. Administration should motivate the teachers by Improving of facilities and qualities of the teachers.

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