



How to cite this article:

Santos Cangovi, H. (2019). University Management. The Student's Contribution to the Teacher Performance Evaluation at the Universidade José Eduardo dos Santos, Huambo-Angola. *MLS-Educational Research*, 3(2), 65-86. Doi: 10.29314/mlser.v3i2.158

UNIVERSITY MANAGEMENT. THE STUDENT'S CONTRIBUTION TO THE TEACHER PERFORMANCE EVALUATION AT THE UNIVERSIDADE JOSÉ EDUARDO DOS SANTOS, HUAMBO-ANGOLA

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Abstract. People management has become a very important instrument for guaranteeing the survival of organizations and institutions of higher education are not unaware of this reality. Thus, university management is characterized by the involvement of the most diverse elements (students, teachers, managers, and society), due to its extension of productivity. The main objective of this research is to contribute to the improvement of university management at the University José Eduardo dos Santos (UJES) through the participation of students in the teacher performance evaluation process, thus proposing an evaluation procedure that integrates students' participation in the same process. A bibliographic review was carried out for this on the different contributions of several authors from the point of view of the general management for Human Resources management and from this point to the evaluation of teaching performance. A case study was also carried out at UJES, located in the fifth academic region, in Angola. Thus, in order to achieve the objectives of this research, a survey was carried out for students that allowed the conclusion that the participation of students in the evaluation process of teaching performance plays a very important role, since they live directly with the teacher in the classroom and that the adoption of an evaluation model that allows the participation of the latter can contribute to the improvement of the quality of teaching and learning and with this in the improvement of institutional management

Key words: University Management, Human Resources, Performance Evaluation, Student, University Teacher.

GESTÃO UNIVERSITÁRIA. CONTRIBUIÇÃO DO ESTUDANTE PARA O PROCESSO DE AVALIAÇÃO DE DESEMPENHO DOCENTE, APLICAÇÃO NA UNIVERSIDADE JOSÉ EDUARDO DOS SANTOS, HUAMBO-ANGOLA

Resumo. A gestão de pessoas se tem convertido num importantíssimo instrumento para o garante da sobrevivência das organizações e as instituições de ensino superior não estão alheias a esta realidade. Assim, a gestão universitária, se caracteriza pelo envolvimento dos mais variados elementos integrantes da mesma (estudantes, docentes, gestores, sociedade), isto devido a sua extensão de produtividade. A presente pesquisa tem como principal objectivo contribuir para melhorar a gestão universitária na Universidade José Eduardo dos Santos (UJES) mediante a participação dos estudantes no processo de avaliação do desempenho dos docentes, propondo desse jeito um procedimento de avaliação que integra a participação dos estudantes no mesmo processo. Para tal foi feita uma revisão bibliográfica sobre os diferentes contributos de diversos autores desde o ponto de vista da gestão geral para a gestão de Recursos Humanos e deste para a avaliação de desempenho docente. Constituiu-se ainda para o trabalho um estudo de caso aplicado na UJES, localizada na V região académica, em Angola. Desta forma, para o alcance dos objectivos desta investigação foi elaborado um inquérito destinado aos estudantes que permitiu concluir que a participação dos estudantes no processo de avaliação de desempenho docente, joga um papel importantíssimo, visto que eles convivem directamente com o docente na sala de aulas e que a adoção de um modelo de avaliação que permita a participação destes pode contribuir para a melhoria da qualidade de ensino e aprendizagem e com isto no melhoramento da gestão institucional

Palavras-chave: Gestão Universitária, Recursos Humanos, Avaliação de Desempenho, Estudante, Docente Universitário.

GESTIÓN UNIVERSITARIA. CONTRIBUCIÓN DEL ESTUDIANTE PARA EL PROCESO DE EVALUACIÓN DE DESEMPEÑO DOCENTE, APLICACIÓN EN LA UNIVERSIDAD JOSÉ EDUARDO DOS SANTOS, HUAMBO-ANGOLA

Resumen. La gestión de personas se ha convertido en un importantísimo instrumento para la garantía de la supervivencia de las organizaciones y, las instituciones de enseñanza superior no están ajenas a esta realidad. Así, la gestión universitaria, se caracteriza por la implicación de los más variados elementos integrantes de la misma (estudiantes, docentes, gestores, sociedad), debido a su extensión de productividad. La presente investigación tiene como principal objetivo contribuir a mejorar la gestión universitaria en la Universidad José Eduardo dos Santos (UJES) mediante la participación de los estudiantes en el proceso de evaluación del desempeño de los docentes, proponiendo de ese modo un procedimiento de evaluación que integra la participación de los estudiantes en el programa. Para ello se realizó una revisión bibliográfica sobre las diferentes contribuciones de diversos autores, desde el punto de vista de la gestión general para la gestión de Recursos Humanos y de éste para la evaluación del desempeño docente. Se constituyó para el trabajo un estudio de caso aplicado en la UJES, ubicada en la V región académica, en Angola. De esta forma, para el logro de los objetivos de esta investigación se elaboró una encuesta destinada a los estudiantes que permitió concluir que la participación de los estudiantes en el proceso de evaluación de desempeño docente juega un papel importantísimo, ya que ellos conviven directamente con el docente en el aula y, que la adopción de un modelo de evaluación que permita la participación de éstos puede contribuir a la mejora de la calidad de la enseñanza y el aprendizaje, y con ello la mejora de la gestión institucional.

Palabras clave: Gestión Universitaria, Recursos Humanos, Evaluación de Desempeño, Estudante, Docente Universitario.

Introduction

Changes in professionals' performance at the work-related level are verified worldwide every day. These changes require new paradigms in the collaborators' performance and in the engagement of the different agents involved in evaluating these professionals' performance. Thus, each individual, being of sound and disposing mind, adopts behaviors to better face the challenges of their action area. And these are related to the educational institutions, whose aim is to strengthen the processes of human and professional training so that they have the skills to successfully face the challenges of today and tomorrow in an increasingly competitive world.

Thus, teacher evaluation has become a handy tool in educational institutions, since it allows them to make the most different decisions in terms of improving the quality of both teachers and the teaching-learning process, and thus the quality of students.

In previous studies, it was concluded that teacher performance evaluation at the Universidade José Eduardo dos Santos (UJES) is generically based on Decree No. 25/94 of July 1, whose procedure is the same for all government employees (Fernandes, 2014). According to this author, the procedure does not adjust to the reality of Angolan higher education professionals and, in fact, this has been a concern of the higher education authorities in that country. In this way, this performance evaluation tool enables highlighting some very general qualities, which are used to evaluate the performance of any government employee and do not adjust to the educational reality.

The implementation framework of this paper is the UJES, the Angolan public institution of higher education created in 2009 by Decree 7/09 of May 12. The rules in force are the same as those in force at the Universidade Agostinho Neto, at that time the only one in the country. With regard to the approach, the procedure used to measure the teaching performance at the UJES does not take into consideration a 360-degree evaluation perspective, that is, all the parties involved in teaching, emphasizing the main element which are the students, who are related to them in their daily lives.

Thus, the problem with this research was related to the contradiction between the need to evaluate teacher performance at the Universidade José Eduardo dos Santos periodically, and the need to have student engagement involved in the same process as a way of detecting the main weaknesses and improving work-related skills, which allow for superior individual and organizational performance. The following scientific question arose from this perspective: How could the performance of UJES teachers be improved through student engagement in the teacher performance evaluation process to contribute to the university's management? Given the scientific question, the following hypothesis was posed:

If students are guaranteed participation in the teacher performance evaluation process, they could contribute by improving the performance of the Universidade José Eduardo dos Santos.

In this way, given the previous hypothesis, the following objectives are presented:

General Objective

To contribute by improving UJES's university management through student participation in the teacher performance evaluation process.

Specific Objectives

i) Theoretically support management from the point of view of university management and the performance evaluation process of Human Resource teaching; ii) To diagnose the current status of the UJES teacher performance evaluation, and student participation in this process; And iii) to propose a procedure and a respective model that allows students to engage in the UJES teacher performance evaluation process.

Research Purpose, Scope and Time Frame.

Taking into account the previously presented approach , it becomes apparent that the study is developed from general management to the university management and, as a research scope, from the Human Resources management to the performance evaluation within the university, as shown in Figure 1:

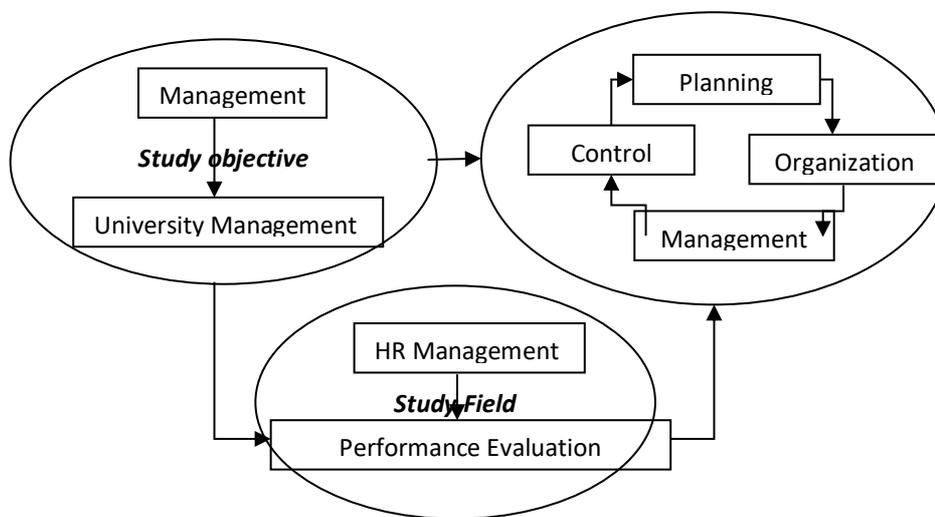


Figure 1. Research Purpose and Scope

Note: Source: Author’s own creation

Basis of University Management

People are the engine that drive any activity. They are the heart and soul of organizations. They become the center of all organizations, whether profitable or not, such as schools, hospitals, rehabilitation centers, non-governmental organizations (NGOs), churches, universities, cooperatives and others, as they are the only living resource of any organization (Chiavenato, 2009).

Today's society is becoming increasingly demanding in the way education is provided, but also in the way universities are run. Such a situation goes far beyond mere fallacies and reality. University management tends to be more demanding due to the fact that it is in the universities where the different managers of any organization are trained.

An entire organization needs the existence of resources and people, since people are the main element of organizations in the current era as they have the organization's greatest resource, which is human capital. The existence of people and resources in the organization allows themselves to be managed so that the desired objectives can be achieved.

In an increasingly global universe, we can find different organizations, so much so that people spend most of their time in them. Organizations are where individuals can achieve

goals, things that they could never achieve in isolation or individually. Organizations are significantly relevant since their role goes beyond the pretensions of their managers.

Daft (2010) considers an organization to be a goal-oriented and deliberately structured social entity. To him, an organization is deliberately structured because it is subdivided into parts and different departments.

Each organization, regardless of its purpose, needs to manage its resources to achieve its objectives.

Thus, there would be no management if the organization were not to exist, according to Drucker (2010). But without management, there would only be a mass of people, not an organization. The organization itself is a body of society and exists only to cooperate with society, the economy, and people, by providing the necessary result.

Management can be defined as the process of achieving results (goods or services) with the efforts of others (Teixeira, 2013). On the other hand, Tamo (2006) mentions that management is the process aimed at obtaining results by using all or part of the organization's resources.

For organizations to achieve results, a skilled person might be needed to manage them: this individual is called a manager, whose purpose is to contribute to the organization's performance, planning, organizing and controlling all its activity.

University Management within the General Scope of Management. University Managers

According to Tosta et al. (2011), a university is an institution that uses knowledge as raw material, which exists to leverage society and contribute to its development in order to train qualified professionals.

Gomes et al. (2012) considers that university-level institutions should lead their managers to be concerned about the evaluation processes in order to consolidate their excellence as an institution in terms of teaching, research and extent. This is done in order to be acknowledged by the national and international scientific community and society, [...] where such processes place the institution in a visible position, showing the specific rankings by school year and many other ways of measuring quality.

University management must be based on supposedly efficient and effective management, which must be capable of providing credibility as to what it is focused on and must be prepared for the challenges of the millennium.

Human Resource Management within University Management. Performance Evaluation Role of University Teachers

Every organization survives thanks to people. In universities, where the most significant capital is human capital, the value of people is undisputed.

According to Camara et al. (2010), recognizing that having the most advanced technology, a solid financial base or a dominant position in the market is not enough to guarantee success, where a work-motivated force does not support these aspects in the context of a set of forward-looking, high-yield skills, means that there is a notable change going on in many managers' mentality.

Management must keep in mind assumptions that ensure and recognize the value of human strength as a critical factor in the organization's success within the scope of the

organization. However, the value of human strength must be based on a vision of the future, on the conception of methods that include participatory management in their actions, so that employees feel that they genuinely take part in achieving the organization's success, bearing in mind that they also have their individual goals.

HR management must be based on tools that fit a workflow that guarantees efficient management, as shown in Figure 2 below:

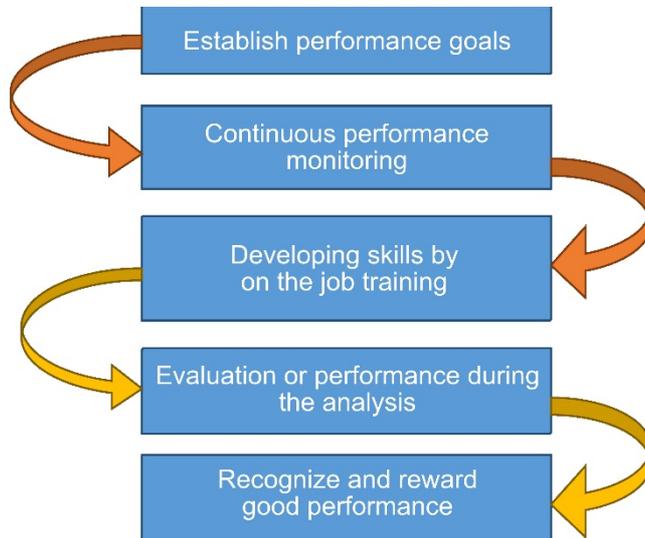


Figure 2. Workflow tool for efficient performance management

Note: By the Author, adapted from Silverstein (2011)

The performance evaluation of this situation plays a distinguishing and crucial role in order to deliver results by comparing them with the recommended ones.

Traditionally, performance evaluation means the same as an employer assessment or "the critique of their performance", according to Silverstein (2011). Nowadays, however, many organizations go beyond just measuring employee performance, adopting a more holistic performance management process.

Currently, performance evaluation focuses more on the employee, identifying their strengths and weaknesses through results, and leading them towards continuation, development or improvement. The main objective of performance evaluation is specifically employee development, whereby an organization's objectives can be achieved.

Teacher's Performance Evaluation Objectives

Pereira (2009) affirms that evaluation processes enable workers to know what is expected of them, what the performance evaluation criteria are, comments about their work's execution and their possibility of improving their job.

Authors such as Cassetari (2014), Fernandes (2008) and Rocha (2004) group together the teacher's evaluation objectives into two categories:

- The one that favors the evaluation's formative function and professional development of teachers through evaluation with weak repercussions.
- The one that favors the summative evaluation and teacher's responsibility, through evaluations with serious repercussions.

Table 1
Formative nature evaluation Vs summative nature evaluation

Visa of formative nature evaluation	Visa of summative nature evaluation
Provide feedback on the information and identify individual strengths/weaknesses	Document personal decisions
Recognize individual performance and help identify objects	Define applicants for promotions, transfers, and assignments.
Evaluate objective achievement and identify individual and organizational training necessities.	Identify poor performance and decide if to maintain or terminate contracts.
Reinforce authority structure	Decide dismissal and validate selection criteria
Improve communication	Comply with legal requirements
Suggest a forum in order to help leaders	Evaluate training programs and their progress
Allow employees to discuss their concerns	Staff planning and policy-making about rewards/remuneration

Note: Adapted from Bohlander & Snell (2009)

Modern Performance Evaluation Methods

Modern performance evaluation methods according to Carvalho et al. (2012), point to a self-evaluation trend of employees' participation involved in the planning of their professional development, highlighting the future in constant improvement of the performance function.

The latest methods seek to address organization requirements, such as: methods of participation by objective, evaluation by competences and 360-degree evaluation.

Santo & Santos (2010) state that between the various typologies used to evaluate people's performance, 360-degree evaluation has a huge importance in an organization's environment due to his ability to listen to stakeholders, since it expect to develop skills through fellow's feedback and the person being evaluated. According to these authors, a 360-degree performance evaluation is based on observed behaviors, in other words, in the perceptions that people have about certain behaviors of the employee being evaluated. Modern performance evaluation methods provide more conventional information that reflect the employee performance within a particular organization.

The main beneficiaries of the teacher's performance evaluation system through the 360-degree method, according to Pinto & Oliveira (2005) are.

Los principales beneficiarios del sistema de evaluación de desempeño de los docentes a través del método de 360 grados según Pinto & Oliveira (2005) son:

- The higher education institution. Through the establishment of mechanisms that guarantee quality education and promote improvement;
- The teacher. The performance evaluation methods guarantee quality in evaluation and the inclusion of some factors that go beyond teaching and are not normally taken into account.
- The students. Although directly and as a consequence of preceding points, students become the main beneficiaries (better education, quality enhancement and more motivated teachers).

The student participation in the teacher evaluation process is relevant, since they cope with the teacher directly, both in class and in research papers. The student is ready to provide their opinion about the teacher's performance in some aspects, such as student-teacher interaction, how current the given topics are, type of content and the ability to respond to students' questions.

However, according to Fernandes, Martinez and Sanchez (2015), the teacher must use all of their teaching, didactic, scientific and interpersonal skills in their performance, developing actions adjusted to the cognitive aspects of the students.

In this way, Cassettari (2014) affirms that students experience daily the teacher's job and, therefore, can make contributions to their evaluation, especially in higher education where it can be very useful.

According to Fernandes (2014), teacher performance evaluation progress in Angolan public higher education institutions should be based on performance indicators based on competencies related to teaching activity.

Methodology

In order to describe the performance evaluation process, this work aimed to elaborate a case study at the Universidade José Eduardo dos Santos, located in the V Região Acadêmica, created by Decree No. 5/09 of 7 April of the Conselho de Ministros, bringing together the provinces of Huambo, Bié and Moxico.

The general objective of the UJES is the qualified technical personnel training in the areas of knowledge that differ the most and to which they are dedicated, endowed with scientific and technical knowledge. The UJES currently offers 29 undergraduate courses and five master's courses, the latter in collaboration with the Universities of Lisbon, Autonomous University of Barcelona and Technical University of Lisbon. The institution has teachers and administrative staff collaboration, whose number is found in the table below:

Table 2.
UJES Staff in 2014

	Troops	Partners	Total
Teachers	196	385	581
Administrative staff	291	106	397
Total	487	491	978

Note: Report taken from the José Eduardo dos Santos University (2015)

Theoretical Research Methods

Theoretical methods fulfill a function that enables the conceptual interpretation of empirical methods (Sá-Silva et al., cited by Vilelas, 2009). From this theoretical point of view, elements of the dialectical method and its categories are used, such as: analysis and synthesis, logical-historical and induction-deduction. Thus, integrating the hypothetical-deductive method as part of the scientific method used in this research.

Empirical Research Methods

Document analysis: different laws were reviewed under which teaching activity in Angola is supported, namely:

- Law 13/01, of 31 December, Basic Law of the Educational System;
- Decree 25/94, of July 1, 1994, procedure for the performance evaluation of public officials;
- Guidelines for higher education subsystem management improvement;
- Other guideline documents about the current performance evaluation progress in UJES, as available literature in articles and research papers in different knowledge areas.

Surveys: a set of questions formulated to obtain information that is based on the answers that certain people can provide, enabling a diagnosis to be made of the current state of the teacher performance evaluation.

Descriptive statistics: to characterize the behavior of the indicators defined in the student sample.

A questionnaire was sent to the students of the UJES with a Likert scale of 6 points being used: 1 - strongly disagree, 2 - highly disagree, 3 - slightly disagree, 4 - agree, 5 - very much agree, 6 - completely agree.

The study population or universe, which is the set of all elements, individuals or objects that have some common characteristic (Tamo, 2012), consisted of 10,947 students enrolled in all U.O.'s of the UJES in 2014, according to the following table 3:

Table 3
UJES students, enrolled in 2014

Organic Unit UJES	Number of students
Faculty of Agricultural Sciences	665
Faculty of Law	1,152
Faculty of Economics	1,750
Faculty of Medicine	457
Faculty of veterinary medicine	364
Huambo Higher Polytechnic Institute	3,285
Polytechnic School of Bié	1,288
Polytechnic School of Moxico	1,986
TOTAL	10,947

Note: Source: Report taken from the José Eduardo dos Santos University (2015).

Using the normal sample calculation procedure and considering that the population is finite, the data resulted in a sample of 372 students representing part of the population, with a 95% confidence level and a 5% margin of error. Of the questionnaires distributed, 342 students answered them, representing 91.94% of the sample, a number that was considered enough to apply the study under analysis.

The data was collected through the distribution of questionnaires and the proposal of the participatory application methodology to students after explaining its purpose and how to complete it. All questions about the questionnaire were explained in the place where they were handed out.

After approximately four weeks, it enabled the respondents to better understand the questions raised in the survey and the student proposal for the participation in the teacher evaluation. The questionnaires were returned for analysis.

Questionnaires were distributed randomly to all the students from the UJES' organizational units, as Table 4 shows.

Table 4
Number of Questionnaires Answered by Students by Institution

Organic unity	Number of students			
	Number of distributed students	Porcentaje	Number of distributed students	Porcentaje acumulado
Polytechnic School of Bié	58	Polytechnic School of Bié	58	Polytechnic School of Bié
Polytechnic School of Moxico	46	Polytechnic School of Moxico	46	Polytechnic School of Moxico
Faculty of Agricultural Sciences	26	Faculty of Agricultural Sciences	26	Faculty of Agricultural Sciences
Faculty of Law	46	Faculty of Law	46	Faculty of Law
Faculty of Economics	55	Faculty of Economics	55	Faculty of Economics
Faculty of Medicine	42	Faculty of Medicine	42	Faculty of Medicine
Faculty of veterinary medicine	32	Faculty of veterinary medicine	32	Faculty of Veterinary Medicine
Higher Polytechnic Institute	37	Higher Polytechnic Institute	37	Higher Polytechnic Institute
Total	342	Total	342	Total

Scale Reliability

Taking into account the scale of the questionnaire and according to Cronbach's Alpha coefficient, used as a reliability criteria, Almeida, Santos and Costa (2010) point out that since there is a value greater than or equal to 0.7, as presented in table 4, the scale is reliable. This result was obtained through calculations carried out in the SPSS Statistic.

Table 5
Measurement scale reliability statistics

Alpha de Cronbach	N.º of Items
0.832	19

Profile Characterization of Students Interviewed

A total of 342 students were surveyed, 184 of them male, representing 53.8%, and 158 females, representing 46.2%.

Results

Taking into account the questionnaire applied and the proposal presented in the teacher performance evaluation model, which was developed and presented together with the questionnaire, we tried to identify the students' opinion about its validity and about their engagement in the performance evaluation process. This allowed us to draw up the proposed procedure for evaluating performance at the UJES.

Proposed Procedure for Evaluating Teaching Performance at the Universidade José Eduardo dos Santos

The performance evaluation system designed and proposed to the Universidade José Eduardo dos Santos involves student engagement and combines the competence performance evaluation method and the 360-degree performance evaluation method. Combining these two methods makes it a mixed-method, which enables the teacher to be evaluated from four-dimensional perspectives, that is, the skills they use in their daily activities during the teaching-learning process: pedagogical-teaching skills, research skills, academic management skills and university-community engagement skills. With regard to the 360-degree method, this enables the teacher to be evaluated from all the perspectives with which they interact, i.e. colleagues, the immediate supervisor, paying special attention to the students. All these are elements that play a transcendental role in terms of specific importance in the proposed model.

The system is composed of three phases and eight stages. The first phase integrates the three stages: 1 - Definition of Human Resource strategies and policies; 2 - Objectives of the performance evaluation system; 3 - Requirements of the performance evaluation system.

This first step aims at revealing the main existing problems and identifying possible alternatives for their solution, involving:

- a) Organization of the team - which is responsible for applying the performance evaluation instrument. It should be carried out by people with solid knowledge about human resources (policies and strategies). Seniors should integrate here, as these students are the best for having updated knowledge and behavior for the process;
- b) Current status of the performance evaluation process in each institution – the methods and techniques for collecting information from the institution are designated here, including documentation analysis, direct observation, surveys and questionnaires. The sample to be questioned (students) is also determined.
- c) Analysis of the results obtained from diagnosing the current state of the performance evaluation process and proposals for improvement.
- d) Continuation - depending on the aspects detected, alternative solutions are sought.

The second stage (definition of the objectives of the performance evaluation system) is composed of:

General Objective

1. The aim is to improve and enhance the role of pedagogical, academic, research and university-community engagement performance at the Universidade José Eduardo dos Santos through student engagement in the process to identify weaknesses in the staff-teaching performance as well as their potential for improvement;
2. Feedback to other Human Resource processes related to performance evaluation (selection, promotion, training, reward and others), and contribute improving the quality of the teaching-learning process in a sustainable way.

Specific Objective

- Know the strengths and weaknesses of teachers in order to improve their performance;
- Contribute to the teaching staff being up to date;
- Provide teachers with the different stakeholders' opinion, with special emphasis on students;
- Determine which teachers deserve awards and incentives;
- Detect the need for training by contributing to teacher-training plans;
- Provide a performance evaluation culture in an inclusive environment among those individuals who teach responsibly.

The third stage refers to the system requirements. It is designed to meet 4 elements from the point of view of its requirements;

1. Objectivity - the performance evaluation process should be associated with the improvement of the teaching quality and the professional development of teachers.
2. Fairness - the performance evaluation process must take into account the criteria of fairness in order to be reliable, respectable and acceptable to the evaluators.
3. Communication - the performance evaluation process must be fluid, have communicative features, and communication must exist for the process to flow dialectically.
4. Evaluators – the performance evaluation process should be developed by credible people respected by the evaluators. Evaluators need to be able to exercise their responsibilities in a clearly supportive environment, which must also acknowledge their competencies. And the people under evaluation need to fully trust the evaluators.

Phase II - Designing the Performance Evaluation System

Objective: Explore in a detailed and sequential manner how the design of the performance evaluation system is structured, including the definition of methods, performance indicators and the performance evaluation interview.

Step 4: Determining the Performance Evaluation Methods. The proposed method mentioned above is a mixed-method that results from combining the competence performance evaluation method and the 360-degree performance evaluation method. Evaluating competence performance allows both the evaluators and superiors to identify which competencies the teacher has and which should be improved, expanded or developed in a way that coincides with the competencies expected by the educational institution. At the same time, a 360-degree performance evaluation makes it possible to know the evaluation of the different actors related to teachers, with special emphasis on the students.

Fifth Stage - the Teacher Evaluation Model. As previously noted, combining the competence-based performance evaluation method and the 360-degree performance evaluation method for UJES aims to achieve four competence dimensions: pedagogical-teaching, research, academic management, and university-community engagement competences. Taking into account students' perceptions of evaluation skills, in addition to the validation of the model in Appendix 1 for evaluating student performance, the instrument consists of 26 questions, as shown in Appendix 1.

Sixth Stage - Development of the Performance Evaluation Interview. Once the performance evaluation has been carried out, the teacher will be informed of his or her evaluation according to the students, aiming to improve their future updating. This step requires the following steps:

- a) Preparing the performance evaluation survey;
- b) Initial contact with teachers and creating a formal environment for evaluating performance;
- c) Conducting the performance evaluation interview;
- d) Report on performance evaluation;
- e) Closing the performance evaluation interview.

Phase III - Monitoring the Performance Evaluation System

This phase is comprised of two stages that include stages 7 and 8. This phase is intended to monitor the performance appraisal system, ensuring that objectives, requirements, methods, established indicators and project improvement actions related to teachers are respected.

Seventh Stage – Periodic Controls. This stage intends to highlight failures and problems, as well as suggestions and existing solutions in the performance evaluation process carried out by students.

Eighth stage – Monitoring. It intends to monitor the control results of the performance evaluation system. It consists of establishing periodic controls to detect possible strategic changes of the UJES regarding performance evaluation.

Discussions and Conclusions

This research aimed mostly to study university management from the point of view of teacher performance evaluation, focusing on the student's engagement during the evaluation process. It is a way of contributing to the teacher's performance improvement and the teaching quality at the Universidade José Eduardo dos Santos, in addition to proposing a teacher performance evaluation procedure that combines their engagement in the same process.

Since students are the main source for evaluating teacher performance, considering that they interact with them frequently, they are thought to have a greater privilege to express their opinions on teacher performance. Several authors agree and warn of the risk of having students involved in the performance evaluation process. Therefore, in this study, teacher performance evaluation was treated as one of the human resource strategies for improving performance and establishing policies, understanding the need that the same process brings to the improvement of teaching quality, projection and teachers' professional development.

Regarding the research carried out and based on the surveys answered by the students from the different UJES departments, having students involved in the performance evaluation process is seen as necessary. Taking into account the objectives of the University, and based on its action, the model proposed here takes into account the four dimensions that would fit into the daily life of each department. Although some departments conduct teacher performance evaluations based on Decree No. 25/94, some weaknesses can be detected with regard to the process:

- The process is not used by all the departments that make up the UJES;
- The process does not take into account student engagement as the main element of teaching;
- The process does not take into account the evaluation of each teacher's specific competencies, as teachers are not seen as potential innovative people. The teaching-research-engagement trio is not considered either;
- The evaluation process does not enable the evaluation of teaching qualities, taking into account the formative appraisal that guarantees the teacher's professional development. In fact, it is more focused on the summative evaluation used when making decisions for promotion.

Thus, this research sought to frame students using the proposed procedure and the teacher performance evaluation model, as their engagement in the process can contribute to a change in teacher performance, thus generating an improvement in teaching quality and in the university's ability to manage itself. The model seeks to evaluate pedagogical-teaching competencies, taking into account performance, the teaching-learning process as well as research competencies. The criticality of researching in teaching professionals and academic management skills is also taken into account, as well as teacher engagement in managing the institution and university-community engagement skills, as a result of the teacher's social practice. All these skills, which are used to evaluate teachers, are intertwined, and, according to current research, students have a high perception towards them and think that these skills should be evaluated.

Since the issue of evaluating higher education teachers' performance is recent in the Angolan context, it is recommended that other authors, together with this research, continue with it. This goes beyond its paramount importance, because, if applied, it can catapult higher education institutions with high-quality teaching and learning, allowing them to settle in the African regional context and thus enabling them to rank up internationally.

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Date received: 06/02/2019

Date reviewed: 18/05/2019

Date accepted: 27/08/2019

Annexes

Annex 1*Proposed Model for the Teacher Performance Evaluation by the Student*

UNIVERSIDADE JOSÉ EDUARDO DOS SANTOS					
Questionário para Avaliação de Desempenho Docente pelo Estudante					
Nome da Unidade					
Orgânica: _____					
O questionário é composto por 26 perguntas distribuídas em 4 dimensões, marque com um “X” em cada parâmetro para avaliação.					
(Índice de Classificação) - 1 Insatisfatório 2 Regular 3 Boa 4 Muito Boa 5 Excelente					
COMPETÊNCIAS PEDAGÓGICO-DIDÁCTICA					
1	Domina o conteúdo				
2	Estrutura logicamente a apresentação das suas ideias				
3	Assiste as aulas				
4	Participa no desenho curricular da disciplina, curso...				
5	Elabora textos e outros materiais				
6	Ministra com qualidade seminários, workshops e outros atos				
7	Avalia sistematicamente e informa os resultados dos estudantes				
8	Supervisiona as práticas...				
9	Tutoria trabalhos de investigação e/ou pós-graduação				
COMPETÊNCIAS DE INVESTIGAÇÃO					
10	Formula e executa projectos de investigação				
11	Promove investigação e envolve os estudantes em projectos de investigação				
12	Publica em revistas especializadas trabalhos e bases de dados profissionais				
13	Publica livros académicos-científico e monografias				
14	Participa em congressos e eventos e motiva a participação de estudantes				
15	Apresenta candidatura para bolsas de estudos de doutoramento e pós-doutoramento				
16	Aplica candidatura para estágios em instituições educativas				
COMPETÊNCIAS DE GESTÃO ACADÉMICA					
17	Participa na Gestão da instituição				
18	Participa na gestão dos órgãos intermédios da instituição				
19	Participa na comissão de trabalho em outro órgão governamental				
20	Participa na gestão de um projecto institucional				
21	Integra um grupo técnico especializado da instituição				
COMPETÊNCIAS DE EXTENSÃO UNIVERSITÁRIA					
22	Mantém relação de respeito e colaboração com os estudantes				
22	Incentiva a participação em eventos de extensão universitária				
22	Motiva a participação em debates de valores				
22	Envolve os estudantes em actividades de extensão universitária				

22	Informa aos estudantes sobre todas as actividades de extensão universitária e projeção social					
OBSERVAÇÃO						

Nota: O Autor, adptado de Fernandes (2014)

Anexo 2

Questionario

Estimado estudante, depois de analisar o questionário e o modelo de avaliação de desempenho do docente universitário proposto, queira por favor responder o instrumento abaixo que poderá contribuir para a validação do mesmo.

I, Marque com um X os dados referentes ao seu perfil.

Instituição: _____

Nome da Turma: _____ N.º de estudantes da turma

Sexo: Masculino; Feminino.

Idade: de 17 a 19 anos; de 20 a 25 anos; de 26 a 35 anos; de 36 a 45 anos; Mais de 45 anos.

Ano de escolaridade: Primeiro; Segundo; Terceiro; Quarto; Quinto; Sexto.

II Participastes da avaliação de desempenho docente no ano passado? Sim; Não.

Instrumento para validação dos Questionários de Avaliação de Desempenho Docente.

III Instruções.

Analise cada uma das afirmações presentes na tabela que se segue, coloque um círculo ao número que corresponde ao seu grau de **concordância** ou de **discordância**.

AFIRMAÇÕES		OPÇÕES DE RESPOSTAS					
		Discordo Totalmente (1)	Discordo altamente (2)	Discordo Medianamente (3)	Concordo (4)	Concordo altamente (5)	Concordo Totalmente (6)
1	Os questionários dão resposta aos objectivos	1	2	3	4	5	6
2	As questões apresentadas são suficientes para o propósito da investigação	1	2	3	4	5	6
3	Os questionários podem melhorar de forma integral a política de recursos humanos da Universidade	1	2	3	4	5	6
4	Os questionários são factíveis de aplicação em objectos de estudos práticos	1	2	3	4	5	6
5	As perguntas constantes nos questionários são fluidas	1	2	3	4	5	6

6	Os questionários são de extensão razoável	1	2	3	4	5	6
7	Os questionários apresentam consistência lógica a partir da estrutura, sequencia, inter-relação de aspectos e coerência metodológica interna	1	2	3	4	5	6
8	Existem perguntas no questionário que devem ser eliminadas	1	2	3	4	5	6
9	Existem perguntas em falta nos questionários que devem ser acrescentadas	1	2	3	4	5	6
10	A ordem das perguntas deve ser alterada para agilizar o fluxo das respostas	1	2	3	4	5	6
11	A redação das questões deve ser melhorada	1	2	3	4	5	6
12	Os questionários e o modelo são extensíveis para outras universidades pela sua capacidade de adaptabilidade, transparência, consistência e possibilidade de generalização	1	2	3	4	5	6
13	Os questionários permitem diagnosticar e avaliar periódica e racionalmente o desempenho docente	1	2	3	4	5	6
14	Os questionários permitem detetar as principais debilidades dos docentes	1	2	3	4	5	6
15	Os questionários permitem que os diferentes atores que convivem com os docentes possam oferecer as suas opiniões sobre o desempenho docente	1	2	3	4	5	6
16	Os questionários permitem melhorar as políticas e práticas de gestão de recursos humanos e o melhoramento do desempenho laboral dos docentes	1	2	3	4	5	6
17	Os questionários possibilitam a percepção da situação estratégica dos recursos humanos docentes na universidade	1	2	3	4	5	6
18	Com sua adoção e aplicação, consegue-se contribuir para o melhoramento integral dos recursos humanos docentes	1	2	3	4	5	6
19	As competências laborais e os indicadores previstos nos questionários são satisfatórios.	1	2	3	4	5	6

Marque em baixo o número correspondente aos questionários que sugere que seja retirada

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

Caso queira que alguma pergunta seja acrescentada aos questionários, escrevê-la no quadro que se segue

--

Com base nas respostas referentes as 4 categorias de competências mencionadas na escala (competências pedagógica-didática, competência investigativa, competência de gestão académica e competência de extensão), mencione como percebe o impacto de cada uma delas no desempenho docente: coloque um círculo sobre os números 1, 2, 3, 4 ou 5, que melhor represente a sua percepção.

I Competências Pedagógica-didática	Muito Baixo	Baixo	Médio	Alto	Muito Alto
	1	2	3	4	5
II Competências Investigativa	Muito Baixo	Baixo	Médio	Alto	Muito Alto
	1	2	3	4	5
III Competências de Gestão Académica	Muito Baixo	Baixo	Médio	Alto	Muito Alto
	1	2	3	4	5
IV Competências	Muito Baixo	Baixo	Médio	Alto	Muito Alto

de Extensão Universitária	1	2	3	4	5
------------------------------	---	---	---	---	---

Anexo 3

Modelo de Evaluación de la Función Pública Angoleña



República de Angola

a) _____
b) _____

NOTAÇÃO ANUAL DO PESSOAL TÉCNICO SUPERIOR, DO PESSOAL TÉCNICO E TÉCNICO MÉDIO

NOME: _____
 CATEGORIA: _____
 DATA DA NOTAÇÃO _____ CLASSIFICAÇÃO DE SERVIÇO

Período a que respeita a notação:
 De _____ à _____

RESUMO:	
1. Competência Profissional.....	<input type="text"/>
2. Dinamismo e Iniciativa.....	<input type="text"/>
3. Cumprimento das Tarefas.....	<input type="text"/>
4. Relações Humanas no Trabalho.....	<input type="text"/>
5. Adaptação Profissional.....	<input type="text"/>
6. Assiduidade.....	<input type="text"/>
7. Pontualidade.....	<input type="text"/>
8. Disciplina.....	<input type="text"/>
9. Racionalização do uso e Manutenção dos Meios.....	<input type="text"/>
10. Apresentação e Compostura.....	<input type="text"/>
Pontuação Obtida.....	<input type="text"/>

Despacho:

 Em / /
 O (a)
 (a) Cargo as entidades competente para homologar

O NOTADO
 Tomei conhecimento após homologação
 Em / /

PRÉ EQUAÇÃO

$$C = g + \frac{S_n - I_n}{N \times n}$$
 Pontuação Final obtida
 C – Pontuação Final após pré equação
 g – Pontuação obtida pelo notado

S – Somatório das pontuações obtidas por todos os funcionários e agentes dos serviços ou organismos que têm a mesma categoria do notado.
 I – Somatório das pontuações obtidas pelos funcionários e agentes de idêntica categoria, atribuídas pelos notadores que avaliaram o notado.
 N – Número total de funcionários e agentes pertencentes à categoria do notado.
 n – Número de funcionários e agentes da mesma categoria apurados pelos notadores que avaliaram o notado.

O NOTADO

Tomei conhecimento:

Em/...../.....

OS NOTADORES

..... Em/...../.....

..... Em/...../.....

(a) Ministério ou Secretaria de Estado
 (b) Órgão a que pertence o notado.

FUNÇÕES EXERCIDAS DURANTE O PERÍODO EM APRECIÇÃO

ENTIDADE	FUNÇÕES EXERCIDAS	PERÍODO

ANTIGUIDADE

De Serviço	
Na Carreira	
Na Categoria	

ACTIVIDADES RELEVANTES DURANTE O PERÍODO EM APRECIÇÃO

FORMAÇÃO	TRABALHOS	MISSÕES ESPECÍFICAS

APRECIÇÃO GERAL

(A PREENCHER PELOS NOTADORES)

1. Apreciação geral salientando se há ou não adaptação à função, quais os pontos fortes e fracos e quais os meios de aperfeiçoamento adequados:

.....

.....

2. Opinião sobre a aptidão do notado para o eventual exercício de funções de categoria superior e de função de chefia:

.....

.....