A REVIEW OF TEACHERS' SELF-ASSESSMENT AT PRIVATE HIGHER EDUCATION INSTITUTIONS

Wang Yining[1,2]

[1]*Guangdong Technology College, Guangdong, China*
[2]*The Faculty of the Graduate School of Education, University of Perpetual Help System DALTA, Las Piñas City, Philippines*
[*]*Corresponding Author: Email: (wangyining150@gmail.com*)

Information of Article	ABSTRACT
	In this article, the Association of Teacher Professional Development, Characteristics of Professional Development for Teachers, and Self-Assessment of Teachers in Colleges and Universities will be discussed. Furthermore, this article focuses on the teacher's professional development and self-evaluation of universities its related issues in the Self-Assessment of Teachers at Private Higher Education Institutions. Several crucial aspects in strengthening teachers' higher education advances have been considered. Selected papers from the literature have been examined to provide readers with further highlights on influencing elements that positively contribute to Self-Assessment of Teachers at Private Higher Education Institutions development. Several measures implemented by numerous regional and worldwide stakeholders' "organizations" to improve teachers' Self-Assessment at Private Higher Education Institutions have been reported in cited articles. This study has collected and reviewed specific works based on significant criteria. The most often retrieved papers have been those with keywords focusing on " Self-Assessment of Teachers, and higher education" in "universities." Other factors were used in the selection procedure of referenced papers, which were explained in this study.

1. Introduction

The world is fast moving toward providing a dynamic higher education system in this contemporary era. From the beginning of the last decade to the present, several countries have begun to enact reforms and open to new opportunities; their higher education system and economic development have accelerated at a faster-than-average yearly growth rate [1-3]. Self-assessment skills supplement professional development for teachers by the instructor themselves [4]. The concept of teacher assessment is represented in features such as leadership assessment, peer assessment, student assessment, or social assessment, which are, in other words, external mechanisms the "other assessment" that stimulates or regulates teachers' professional development [5, 6].

The generally recognized idea is that teaching excellence is a multi-faceted but elusive phenomenon. Commentators have expressed skepticism that an unambiguous measurement scale as a performance indicator could ever be devised [7, 8]. A negative conclusion like this one seems a little far-fetched. As a result, we have a comprehensive grasp of effective teaching in post-compulsory education. It is vital to remember that research from distinct but related perspectives has yielded comparable conclusions. Good teaching, despite its complexity, appears to share many of the same features as other studies that have examined it [9]. A self-evaluation is an effective approach for self-improvement [10]. Teaching students how to self-assess helps them to make more accurate self-assessments and achieve higher levels of success [11, 12]. Here, outlines a self-assessment, association development, characteristics of professional development self-evaluation in Colleges and Universities for professional growth that allows peers and change agents to impact teacher practice in this review. It is a previously overlooked method for aiding professional advancement since it provides opportunities for influence.

2. The Association of Teacher Professional Development in Colleges and Universities

Regarding the meaning of teacher professional development in colleges and universities, there are several perspectives and depictions derived through the lens of academics [13, 14]. Several studies believe that the connotation of university teacher's professional development should at least include professional teaching knowledge, research knowledge, service knowledge, and critical social knowledge based on the perspective of the basic functions (talent training, scientific research, and social service capabilities) of the university organization [15-17]. All this research explain that professional teaching knowledge must include high educational spirit and philosophy, curriculum ability, teaching ability, subject knowledge, and teaching knowledge; and professional research knowledge must include academic research spirit and theory, academic research ability, professional subject knowledge, and the ability to publish, appreciate, and criticize.

Furthermore, great spirit in service knowledge and theory and powerful social and cultural traits are required to comprehend professional service knowledge. It is comparable to the comprehension of professional critical knowledge. Evaluating social knowledge and concepts is necessary to properly realize the connotation of teacher professional development in higher educational institutions. On the other hand, it is stated that higher education instructors are academic professionals, and they are also both scholars and teachers, representing the unification of scholarship and teacher professional identity [18]. An informative debate on this topic has stated that the connotation of professional development for instructors in higher education institutions consists of three criteria [19, 20]. First, teachers should have a comparable professional norm between their professional identity as scholars and the subject of study itself. They are encouraged to grasp the subject's new academic trends as additional research for the disciplines they are involved in. They must have topic competence and a solid foundation, and broad interdisciplinary and interprofessional knowledge to take on the role of innovating and implementing the knowledge obtained in solving actual challenges. Second, in the context of teacher professional growth, the related relationship between teacher professional identity and teacher professional skills and knowledge is critical. Teachers must identify the appropriate skills and methods for transferring and replicating their own learning into their pupils' knowledge and behaviour. Third, teachers must adhere to professional ethics in order to maintain their dual identities as scholars and teachers.

Teachers are expected to act in good faith, to persevere in teaching, to be dedicated and willing to work, and to be a good role model to others, particularly pupils. It is also vital for them to be self-disciplined and equipped with a strong innovative spirit in order to inspire universities to channel their strength and creativity towards developing new talents and inventions. Furthermore, there are a few works created from the standpoint of personal professional psychological structure and psychological evolution of higher education teachers. According to studies in 2016, 2017, and 2019, teacher professional development consists primarily of five dimensions: teachers' beliefs, professional knowledge, professional competence, professional attitude, and motivation, as well as acknowledgment of needs and awareness of self-professional growth [21-23]. According to the American Education Association, their publication University Teacher Development: Enhancing a National Resource indicates that university teacher development comprises instructional development, professionalism development, personal development, and organizational development. It is also stated that professional development should be able to assist instructors in increasing their professional awareness and acquiring professional knowledge and abilities. Similarly, a researcher asserts that professional philosophy, professional knowledge, professional ability, professional affection (emotions, attitudes, and values), and recognition of the need for and awareness of self-professional development are essential components of teacher professional development [24-26]. In general, professional development for teachers necessitates the awareness and enhancement of teachers' professional experience, mastery of professional knowledge and skill, and the enrichment of their professional capabilities, professional affection, and enhancement of teachers' subjectivity and value as human beings. This demonstrates that the enrichment and restructuring of teachers' professional psychology is a constant process and that innovations in the teacher's professional psychological structure are required. Furthermore, Díaz-Maggioli (2004) agrees that the aspects of teacher professional growth must comprise both the implicit (professional emotion, professional philosophy, and professional ethics) and explicit parts (professional knowledge, professional ability) [27].

The former's development has a certain influence as the decisive role of the latter's development, in which the latter's development is a counter-effect to the former's construction and improvement. To summarize, the academic community defines the connotation of teacher professional development differently, however it is revealed that there is a consistency between the connotation of teacher professional development and the organizational function of higher education institutions. Colleges and universities are responsible for providing society with personal talent training, scientific research, and social service capabilities. This necessitates that university teachers who are accountable for carrying out university responsibilities have teaching, research, and social service capabilities, and it also necessitates that university teachers have dual identities in which they are both teachers and researchers. Based on this dual identity, the course's and teachers' professional knowledge and skills, teachers' ethics, and academic ethics should match the needs of colleges and universities in order to perform the functions of teaching, research, and social service capacities. As a result, the interactive influence of teacher professional development and the realization of college and university organizational duties has increased the subject value and professional psychology of teachers.

3. Characteristics of Professional Development for Teachers in Private Colleges and Universities

Chinese private colleges and universities have a distinct development history, policy environment, funding sources, teacher treatment, internal management system, and other organizational characteristics than public higher education institutions. Even after over 40 years of development and success, private higher educational institutions' overall economic and social development strength and capacity in operating standard and status remain far behind public universities [28]. The restrictions on teachers' position, pay, welfare benefits, and working environment have made it difficult for private colleges to attract and retain highly qualified teachers [29, 30]. As a result, the comparatively small number of instructors in private institutions, the illogical school structure, the low degree of professional development, and the lack of professional development awareness have become private college and university teachers [31, 32]. This

has resulted in a major imbalance in the teaching structure of private universities, resulting in inadequate stability, insufficient professional provision, and low satisfaction among current professors. On the other hand, anticipates the development of teachers at private colleges and universities [33, 34]. According to the findings, there is insufficient support for teacher professional development in private universities. For example, the government's insufficient financial support has impacted the coverage of funds for the construction and development of teaching personnel.

Furthermore, the school's insufficient and rigorous disposition of finances has become one of the key constraints for the development of teachers in private universities, as the allocation of funds for teachers' training in private universities is rather low. Due to a lack of investment in the development of teaching personnel at private colleges and universities, teachers have few opportunities for international academic trips and exchanges. This impacts the overall enhancement of teaching personnel quality and places the school in the difficult position of attracting and maintaining exceptional talent. Furthermore, the initiative of the professors to develop is inadequate, which has implicitly affected the degree of assistance from the university. According to a subjective analysis, the speed and quality of teachers' development are hampered by teachers' generally low personal self-development awareness and lack of initiative to progress. The mentality of working solely for the sake of working and acceptance of the status quo are also probable explanations of poor teacher development in private colleges and universities. The lack of initiative among teachers also works against private colleges and universities, as it diminishes their passion for promoting the development of a developed teaching team.

4. Self-Assessment

Self-assessment is an activity in which self-aware individuals (subjects) perceive themselves as evaluation objects. Self-evaluation, according to Marxist philosophy, is the process by which the subject looks at the subject attributes (body, behavior, spirit, etc.) of the object from its own needs, in which the subject will form a valued relationship between the selected subject's needs and the attributes of the object, which will later be reflected in the subject's consciousness. Furthermore, it is assumed that human practice and self-evaluation will always be intertwined. John Dewey (1859-1952) once emphasized the universality of self-evaluation activities concerning the need to produce a worthy occupation [35-37]. He considers "desire" to be a sense of correction generated by people's modification of the initial impulse through the foresight of the consequence and believes that only this modified impulse is a justifiable want and may serve as the starting point for action. However, good wishes are not permanent and irreversible since they must be identified and examined considering the outcomes that they may produce in practice. This opens the potential to construct the expected results before practice. Self-evaluation is the phenomenon in which the subject judges and evaluates his desires, in which the subject views himself as the object of evaluation. Because the subject is the result of the organism's communication and interaction with its environment, self-evaluation refers to desire, and the subject is essentially the result of this desire in the environment. It is impossible for the desire to effectively develop a purposeful action without the judgment and evaluation of desire itself [38]. As a result, practical human activities are inextricably linked to self-evaluation, and the universality of self-evaluation activities is one of the most important aspects of human activities.

Furthermore, Marx integrated human practice into philosophy, where he saw the practice as the transformation of human beings based on their own beliefs and ideals. The topic has two roles in practical activities: one is to stimulate practice via purpose, and the other governs practice through techniques. The basic base or practical concept of practical actions is the purpose and techniques. To construct the relationship between the subject and the object, the subject must reflect and evaluate the purpose and methods on which the subject of practice is based, that is, voluntarily regard one's human activities as the results of one's human wills and consciousness based on practical purpose and effective method. As a result, Marxist philosophy holds that the reflective relationship between human behaviour and self-evaluation will always remain as long as humans exist and self-evaluation activities are universal [39, 40].

5. Bias in Self-Evaluation

The dualisation of the subject, which refers to the circumstance in which the subject is both subject and object, is the most significant feature of individual self-evaluation activities. As the subject and object have fused, this generates a reflexive structure for self-assessment activities in which the evaluation is done solely internally. This reflexive structure regulates the individual's self-evaluation activities' mutual transformation and entanglement of the subject and the object. This makes it more difficult for the subject to represent the traits of the subject as the object, making accurate evaluative appraisals of one's abilities difficult. The Dunning-Kruger effect, which occurred due to a hypothetical cognitive bias, has conclusively established the presence of self-evaluation bias [41-44]. Kruger and Dunning (1999) conducted a series of tests to investigate an individual's self-evaluation of capability [42]. The study discovered that individuals with the lowest ability would overestimate their abilities to the greatest extent when completing tasks due to defects in metacognitive ability (the ability to evaluate one's abilities). In contrast, the false-consensus effect affects individuals with the highest ability (people often overestimate or exaggerate the universality of their beliefs, judgments, and behaviours). They frequently wrongly believe that other people's abilities are the same as their own and are unconcerned about their own. As a result, they have come to underestimate their potential.

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Furthermore, much psychological research has revealed that people frequently have a motivated tendency in self-evaluation; they primarily think about their excellent traits while dismissing some bad aspects [45-47]. As a result, "positive bias" emerges when people tend to rate themselves higher than they are to maintain a favourable view of themselves. On the other side, the contrast effect in self-evaluation causes bias to occur. People's perceptions of their talents are frequently influenced by social comparison, as they tend to judge their abilities based on their perceptions of others' abilities. According to Festinger's (1954) social comparison theory, humans have an inborn desire to determine their talents through the cognition of the capacities of others. This social comparison has impacted self-evaluation, as persons who are improving (soaring upwards) frequently compare themselves with others whose talent level is higher than their own, and they depreciate their ability. As a result, they will prefer to remain in an unadvanced stage (looking downwards) and compare and progress to those whose talent level is lower than their own. As a result, the contrast effect diverges from the comparison object in self-evaluation [48, 49]. Furthermore, ambiguity in input influences the accuracy of self-evaluation. The reflected appraisal is a technique for increasing self-awareness through social feedback. According to researchers, the process of receiving reflexive evaluation is as follows: (1) honest evaluation of the individual's actual performance by others; (2) self-perceived evaluation of the individual by others; and (3) formation of self-evaluation based on the individual's understanding of their behaviour [50-52]. This illustrates that individuals will constantly receive input from others while developing self-evaluation. However, ambiguity in feedback [53, 54] and communication norms (the norm in which favourable interpersonal comments are more likely to be accepted than negative ones) might lead to inaccuracy in self-evaluation.

6. Self-Evaluation of Teachers

Teacher self-evaluation is how teachers improve themselves via self-awareness and self-analysis. This necessitates a certain level of self-awareness on the part of teachers, particularly the ability to recognize their own strengths and flaws in their work fully. They must also be capable of self-analysis to identify flaws and root causes of problems. Teachers will eventually be able to find a way to enhance themselves due to these [55, 56]. Regarding the importance of self-evaluation in teacher professional development, B Avalos (2011) noted that the essence of teacher development is the development of teacher subjectivity [57]. According to dialectical materialist philosophy, internal factors are the foundation for change and growth, whereas external variables are the conditions for change and development. Internal factors will initiate change and development in response to external factors. Because of the link between internal and external change and development elements, teacher growth is ultimately a result of self-development. Teachers' development, it is claimed, is not only a process in which teachers continue to transcend their successes and recognize their capacities, but also a process of conscious, active, dynamic, and never-ending formation of teachers as subjects [58]. Furthermore, the teacher's development as a subject is inextricably linked to the teacher's comprehension and judgment of their development, i.e., self-awareness. Self-awareness refers to an individual's ability to understand their relationship with the external environment and apply their own development as the goal of cognition and conscious practice to establish their own personal internal reality. This is to construct the factual subject identity of teacher development, which is the foundation for boosting endogenous motivation in teacher development, which eventually leads to a remedy for the lack of internal motivation in teacher development [57]. Furthermore, the uniqueness of the teacher's vocation necessitates that professional development for teachers be a complex process directly tied to subjectivity. Teachers' quality can only be fully improved when teachers are willing to develop and learn intentionally [59, 60]. It is also suggested that the specific effect of self-evaluation on teachers' professional development is primarily reflected in four aspects [59, 60]: first, it assists teachers in internalizing teachers' responsibilities and values as their own beliefs and codes of conduct to achieve the right to proper recognition of their identity as a teacher; second, teachers' sense of gap through self-evaluation is conducive to stimulating the internal motivation of teachers; third, teachers' sense of gap through self-evaluation It is concluded that changes in teachers' beliefs and behaviors are the consequence of teachers' introspection and appraisal of their values. This allows instructors to build a sense of responsibility and self-confidence in their professional development, promoting teachers to understand life choices and accurately shape their ideal selves.

On the other hand, the teacher assessment system is made up of two parts: an exterior mechanism and an interior mechanism. The "other evaluations" are leadership evaluation, peer evaluation, student evaluation, and social evaluation. External demands and regulations are used to stimulate and standardize teachers' behavior. It fosters teacher quality development by encouraging teacher evaluation, including teacher self-evaluation. This self-evaluation is the internal method that teachers use to better and develop themselves by studying and analyzing themselves. While to the "other evaluation," it has an effect on the behavior of the teachers. To work as a motivator of teacher professional growth, it must pass through the teacher's self-evaluation mechanism, that is, through teachers' recognition and internalization of the "other evaluation." As a result, it is determined that teachers' self-evaluation will invariably proceed through the process of teachers' professional development [61, 62]. Nonetheless, there are techniques to increase one's ability to evaluate oneself. Individual reflection (introspective self-evaluation) and interpersonal communication cooperation (promoting self-evaluation in the communication) are the primary methods for teachers' continuous self-reflection, self-education, and constant understanding of their strengths and weaknesses to seek learning opportunities and promote their own professional development consciously. Self-reflection is one method for awakening the subject awareness of a teacher's professional development, which includes conceptual consciousness, attitude consciousness, academic

consciousness, and practical consciousness[63]. There are three stages of self-reflection that instructors might use to reflect on themselves. The first is reflective problem-solving guidance based on needs, which includes self-awareness, clarifying and grasping the substance of the problem, identifying solutions, and attempting to circulate the three interlocking links indicated before. The second level of reflective guidance is based on self-awareness and teaching understanding, and the third level is based on the cultivation of reflective thinking mode [64-66]. Furthermore, effective self-evaluation procedures must be developed.

This is due to the fact that the most typical issue that arises when teachers undertake self-evaluation is that they judge themselves too highly or too lowly. For example, it's demonstrating the importance of educating instructors on self-evaluation and establishing a correct image of self-evaluation. In addition, he emphasizes the importance of developing an operable teacher self-evaluation system and focusing on teacher self-evaluation findings in order to accomplish effective self-evaluation. Furthermore, other studies have proposed related measures for teachers' personal development [67, 68]. To begin, teachers should disregard the self-protective tendency caused by habitual thinking and underlying beliefs and embrace objective facts with an open mind. Second, in order to grasp the diverse perspectives on their teaching approaches, teachers should see themselves through the lens of a student. This allows teachers to transcend the cognitive framework and move beyond self-circulation. Third, teachers should explore beyond their classroom boundaries for additional external sources. This shows how improving the effectiveness of teacher self-evaluation is inextricably linked to a scientific and fair teacher self-evaluation indicator system. The following characteristics should characterize the efficacy of the teacher self-evaluation indicator system: First, the content should correspond to as many aspects of the teacher's professional development as possible; second, the time allotted should be limited and completed in a short period of time (within 30 minutes); and third, ensure that this evaluation achieves the goal of being a truly developmental evaluation that allows teachers to understand themselves and design their own professional development plan fully. Several researchers used a teacher self-evaluation system that focuses on class leadership, secure classroom education, culture, student engagement, potential growth, and educational service quality. Such a self-evaluation system includes five other factors (each aspect contains four sub-items, and the self-assessment score is 1-5, resulting in 20 items in total) [69-71]. This is a useful resource for teachers conducting self-assessment.

7. Conclusion

The literature mentioned above and the study have supplied valuable insights for creating this research. Its relevance is as follows: To begin, research on the independent development of teachers demonstrates the importance of this research. Many researchers have conducted in-depth discussions on teachers' self-development, the valued meaning of self-evaluation, evaluation mechanism, practical approach, strategy improvement, etc., which have provided useful theoretical findings and can be used as essential sources and references. However, the hypotheses on the research objects of these studies tend to stay in the generic sense of university professors or public university teachers, and research concentrating on private university teachers is scarce. In order to circumvent the constraints of previous research, this study used private university lecturers as the research object. This will be an enrichment and supplement to present research. Hence the advancement of this research is critical. Second, the research on the meaning of teacher professional development gives illumination and aid in creating the questionnaire for this study. It has been explained that the connotation of teacher's professional development from experienced emotions, professional concepts, professional ethics, professional knowledge, and professional ability is used as a reference to construct the five dimensions of the questionnaire.

Furthermore, the five dimensions of the questionnaire are refined into ten aspects of teaching emotion. They are academic emotion, teaching philosophy, educational philosophy, teaching ethics, academic ethics, teaching knowledge, academic knowledge, teaching ability, and academic ability based on the literature's interpretation of the connotation of teacher's professional development. Third, the research on the characteristics of teacher professional development in private colleges and universities will help improve the pertinence and applicability of the study by assisting in the compilation of a questionnaire that is more consistent with the actual development of teachers in private colleges universities. It improves the dependability and validity of research tools. Furthermore, the research helps to improve the interpretation of statistical data results. Fourth, the self-evaluation theory gives theoretical support for interpreting the statistical results of the data for this study. The theoretical basis of the inseparability of human practical activities and self-evaluation, the Dunning-Kruger effect, the positive bias of evaluation, comparative impact of the assessment, reflective evaluation, and other self-evaluation bias theories provide an adequate explanation for the statistical results of this study.

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