

The Assessment of Secondary School Teachers' Performance: Perceptions of Teachers and Principals in Lahore, Pakistan

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Abstract

In education responsibility and accountability [performance assessment] has an irrefutable relationship that affects the working of both the teachers, principals, and other stakeholders. The traditional context of accountability is external but now there is a need to rethink accountability in a democratic way. The study objective was to compare the teachers' and principals of secondary schools for the performance assessments. Its objectives were to compare the assessments of heads and teachers about academic qualifications, professional degrees, and performance of teachers. The study was based on a positivist paradigm. It was quantitative by method, and a survey research by design. The sample was secondary school teachers and principals who were selected conveniently from Lahore, Pakistan. Teachers' Job Performance Self-rating questionnaire (TJPSQ) was used with a five-point rating scale, having Cronbach Alpha Reliability .923. The same questionnaire was modified for the Principals with the same indicators. Relevant statistical tests (t-test, ANOVA, Mean, Standard, Deviation, and Post-hoc) were applied. Results revealed that teachers with MPhil qualification performed better than teachers having degrees of BA/BSc. According to the study results, professional experience doesn't affect the teachers' performance. It is also revealed that on all the sub-scales (teaching skills, interpersonal, management, and discipline skills) responses of heads are quite different from that of the teachers.

Keywords: Performance, Perception, Principal, Secondary Schools Teachers (SST)

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Introduction

Teacher possesses an imperative place in teaching-learning process, because all the efforts of policy planning, curriculum development, aims, goals, and objectives are components of the theoretical part of planning, but teaching is the practical part that disseminates all the planned program to shape the knowledge, skills, and attitude of the students in a required manner. If they do their slog in an appropriate way than whole the process of education turns out to be successful. Secondary school level is basically a rotary point in the life of students, at this level they confront the physical, mental, social, and emotional changes (Rafiq et al., 2013); and decide about their specialization in education that leads to their career path. According to the National Education Policy 2017-25 to teach at secondary level sixteen years content degree with B.Ed. degree in Secondary education or five years B.Ed.(Hons.) is required to teach at secondary school level (Ministry of Federal Education and Professional Training, 2017). According to a survey conducted by the Asian Development Bank (2019), 75% of teachers in Punjab are possessing B.Ed. and M.Ed. professional degree at the secondary school level.

According to Schechner & Lucie, 2020, performance is the contribution towards the pursuit of organizational goals. Gorun et al., (2018) describes the performance as action, interaction and relationship; it is specific and varies from individual to individual, it is the role of daily life. Performance is not an event but how to respond to an event and it is mainly concerned with doing and performing (Schechner & Lucie, 2020). Now, the next question arises how we can evaluate the performance of a teacher. They have different personalities and styles of teaching and doing their duties in a required manner. literature reveals that traditionally it was external focused i.e., directed to the effect of performance but now there are more concerns about multiple stakeholders because now there is more need for working in teams to meet the ambitious goals of education (Smith & Benavot, 2019).

Rigorous Evaluation system promotes school improvement (Grissom & Youngs, 2016). There are three established stakeholders who evaluate the teachers' practices and performances in classes:

1. principals or supervisor (Maba et al., 2017; Gorun et al., 2018) it is a traditional way of appraisal, and it may not be the only reliable source,
2. teachers' self-evaluation (Ross & Bruce, 2007),
3. students.

In this study teachers and principals of secondary school were taken as samples. In the 1980s supervisor-based evaluation was replaced with 360-degree appraisal a system that was based on data rather than subjectivity, that includes evaluation by all who have contact with the employee (Gorun et al., 2018) with the passage of time use of 360-degree assessment increased due to its more meaningfulness and across group nature (Craig & Hannum, 2006). A 360-degree evaluation reduces tensions, conflicts, and biases; whereas self-assessment is a relatively new concept, and it is considered as part of contentious improvement, and it is based on some agreed-upon criteria (Movafaghpour, 2019).

Principals are responsible for the performance assessment of teachers, but if teachers' performance does not match with their social welfare and benefits, then it may cause serious concern about the quality of education (Maba et al., 2017). Self-assessment is also an important dimension of assessment, because it not only gives chance to the teacher to reflect on his/her performance, but it also counts moral grounds a lot, but the major benefit of self-assessment is that the teachers clearly understand the areas to improve in their performances and they become ready to learn more (Blanckstein & Bos, 2015; Ross & Bruce, 2007). Performance can be assessed through different sources and mostly we can compare those ratings that can be used for many purposes (Craig & Hannum, 2006). Teachers and principals should be open enough to discuss the performance for the betterment of the school and resolve the discrepancies (Ehren et al., 2020).

Objectives

The study objectives are given below:

1. To find out the difference between perceptions of teachers and principals on secondary school teachers' performance assessment on the bases of academic qualification, professional qualification, and teaching experience.
2. To explore the difference between the perceptions of principals and teachers about assessment of teachers' performance on the bases of teaching skills, management skills, discipline skills, and interpersonal skills.
3. To determine the relationship between perceptions of principals and teachers on secondary school teachers' performance assessment indicators.

Research Hypotheses

Null Hypotheses were formulated and tested for each objective:

- H₀₁: There is academic qualification wise no difference between performance assessment of SSTs. (principals' perspective).
- H₀₂: There is academic qualification wise no difference between performance assessments of SSTs. (teachers' perspective).
- H₀₃: There is professional qualification wise no difference between performance assessments of SST. (principals' perspective).
- H₀₄: There is professional qualification wise no difference between performance assessments of SSTs. (teachers' perspective).
- H₀₅: There is professional experience wise no difference between performance assessments of SSTs (principals' perspective).
- H₀₆: There is professional experience wise no difference between performance assessments of SSTs (teachers' perspective).
- H₀₇: The mean scores of teachers' perceptions are higher than principals on different skills i.e., teaching skills, management skills, discipline skills, and interpersonal skills.
- H₈: There is interpersonal skills-wise no difference between the perceptions of the of teachers and Principals.
- H₉: There is no relationship between principals' and teachers' perceptions about the performance assessment of secondary school teachers.

Research Methodology

Research was descriptive in nature and quantitative by the method and was based on a positivistic paradigm. The study population was the teachers and principals of secondary schools of Lahore, Pakistan. The sample was conveniently selected on the consent of the principals and teachers on a voluntary basis. Data were collected from five public sector secondary schools. Researchers visited schools in person, distributed and collected the questionnaires in paper form during the school hours.

The researcher used the Teachers' job performance self-rating questionnaire (TJPSQ) originally developed by Amin et al., (2013). The instrument used for the study consisted of four parts: teaching skills, interpersonal skills, management skills, discipline, and regularity skills. A 25 items scale with Cronbach Alpha Reliability .923 was used for the study. The participants of the study were assured that their responses will not be shown to other participants and confidentiality will be maintained strictly.

Table 1
Basic information about Teachers (N=64)

Variables	<i>f</i>	(%)
Qualification (Academic)		
M.Phil	7	10.9
Master's degree holder / BS	49	76.6
Bachelor's in Arts/ Bachelor's in Science	8	12.5
Qualification (Professional)		
Master's in Education	24	37.5
Bachelor's in Education	40	62.5
Experience in years		
1-10	29	45.3
11-20	23	35.9
21-30	9	14.1
31 and above	3	4.7
Age <i>M(SD)</i>	41.28 (8.43)	

The table 1 clearly shows the demographic information of respondent teachers of the study.

Further results show hypotheses wise analysis:

School Principals' perceptions on academic qualification wise assessment of performance

Table 2
One-way Analysis of variance to compare the principals' perceptions on academic qualification wise assessment of performance

Sources of variation	SS	<i>df</i>	MS	<i>F</i>	<i>p</i>
Heads	1021.24	2	510.62	4.149	*0.02
Error	7506.49	61	123.06		
Total	8527.734	63			

Note: p < .05 level

Table 2 depicts a significant difference in assessment of performance of teachers on the base of academic qualification $F(2,63) = 4.149$, $p = .02$ so the hypothesis was rejected and it was concluded that academic qualification e.g., M.Phil, M.A, B.A/B.Sc wise significant difference was found.

Table 2a
Post hoc Test for differences in overall performance on the bases of qualification of teachers

Discipline	Discipline	Mean Difference	<i>p</i>
M.Phil.	BA/BSc	-16.28571(*)	0.017

Note: $p < .05$ level

Table 2a shows the difference in performance of teachers on different qualifications. Tukey HSD reveals that the M.Phil and BA/BSc teachers' performance is significantly different with a Mean difference value = -16 at $p = 0.017$ that shows the M.Phil teachers' assessment of performance was better than BA/ BSc teachers.

Self-evaluation of teachers based on academic qualification

Table 3
Results of One-way Analysis of Variance to compare the performance self-evaluation of teachers based on academic qualification

Sources of variation	SS	<i>df</i>	MS	<i>F</i>	<i>p</i>
Teachers	17.98	2	8.993	.273	.0762
Error	2009.622	61	32.945		
Total	8527.734	63			

Note: $p < .05$ level

Table 3 specifies no significant difference prevails because performance on different levels as perceived by the teachers was the same $F(2,61)=.273$, $p = .076$. Values are insignificant and hypothesis about teachers' perception of performance on the basis of academic qualification was accepted.

Perception of principals about classroom performance of teachers

Table 4
Difference in perception of principals about classroom performance of teachers at secondary level based on professional qualification.

Variables	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
M.Ed	24	102.125	11.8	-2.203	62	.031
B.Ed	40	108.55	10.9			

Note: $p < .05$ level

Table 4 designates that at ($df = 62$) the teachers having B.Ed degree perform better than ($M = 108.55$, $SD = 10.96$) M.Ed degree holders ($M =$

102.125, $SD= 11.83$), $t(63) = -2.203$, $p = .031$. According to the findings there is significant difference in performance of teachers having M.Ed and B.Ed degrees.

Perception of teachers about their classroom performance

Table 5

Difference in perception of teachers about classroom performance of teachers at secondary level on basis of professional qualification

Variables	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
M.Ed.	24	118.45	3.18	2.686	62	.009
B.Ed.	40	115.20	6.47			

Note: $p < .05$ level

Table 5 shows that at ($df = 62$) the teachers having M.Ed degrees perform better ($M = 115.20$, $SD = 6.4$) and shows higher performance than B.Ed degree holders ($M = 118.45$, $SD = 3.18$), $t(60.25) = 2.868$, $p = .009$. The finding displays that the hypothesis about no difference of perception of M.Ed. and B.Ed. teachers' performance was rejected.

Perception of performance of principals based on teaching experience

Table 6

Results of One-way Analysis of Variance to compare the perception of performance of principals on basis of teaching experience

Sources of variation	SS	<i>df</i>	MS	<i>F</i>	<i>p</i>
Principals	1018.772	3	339.59	2.713	0.053
Error	7508.96	60	125.15		
Total	8527.734	63			
Teachers	94.455	3	31.48	.977	0.41
Error	1933.15	60	32.22		
Total	8527.734	63			

Note $p < .05$ level

Table 6 reveals no significant difference in performance assessment of teachers on the basis of teaching experience $F(3,60) = 2.713$, $p = .053$ in the head's point of view and the same is found in teachers' perceptions $F(3,60) = .977$, $p = .410$.

Principals and teachers' mean scores on assessment of performance of different skills

Table 7

Principals and teachers' mean scores on assessment of performance of secondary school teachers

Sub scale		<i>N</i>	<i>M</i>	<i>SD</i>
Teaching skill	Principals	64	29.66	3.66545
	Teachers	64	31.23	2.65319
Management skill	Principals	64	21.4375	2.80518
	Teachers	64	23.8125	1.40153
Discipline skill	Principals	64	26.6563	3.32961
	Teachers	64	28.6406	1.88028
Interpersonal skill	Principals	64	28.3906	4.26360
	Teachers	64	32.7344	2.5023

Note: p < .05 level

Table 7 states that different opinions prevail in all four subscales i.e., Teaching skills, management, discipline, and interpersonal skill because teachers' self-rating is higher in all four subscales.

Correlation between performance assessment by teachers and principals

Table 8

Results of Pearson's product-moment correlation between performance perception by teachers and principals

Variables	<i>N</i>	<i>r</i>	<i>p</i>
Principals and Teachers	64	0.131*	.303

Note: p < .05 level (2-tailed).

Table 8 reveals that there is no relationship between teachers and principals' perceptions about performance. The value of Pearson product-moment correlation between self-assessment of SST and principals' assessment was $r = 0.131$, $p = .303$ it is too a small relationship.

According to Gay (2016) Weak or no relationship= 0.1 to 0.35, Medium = 0.35 to 0.65 and large correlation= 0.65 to 1 in Psychological Research (Gay, 2016).

Discussion, Conclusion and Recommendations

Results show that teachers are perceiving that there is no qualification wise difference in the performance of teachers, but principals are perceiving that highly educated people are better performers than less qualified teachers; so for appointments of teachers, it is better to hire highly qualified teachers at least MA or M.Phil. Another important aspect is that teachers who are highly educated usually get higher basic pay scales/grades rather than less educated so compensation in terms of money and other benefits are more attractive than less educated teachers, so it can be a factor that can contribute towards performance and if performance is based on outcomes, it can give better results and will increase the quality of performance (Muhammad & Abubakar, 2018). One important difference between teachers' and principals' perceptions is that both have a different point of view about the role of professional degree in performance of teachers. The study found out that the principals perceive that the B.Ed degree holders perform better than M.Ed degree holders whereas teachers perceive that the teachers with M.Ed degree perform better than the B.Ed degree holders. According to Punjab recruitment policy 2013 for educators, master's degree in the school subjects and B.Ed/M.Ed is necessary to teach at secondary school level. It was also mentioned in the national policy on education-2017 that it is needed to be further explored that what are underlying experiences those shape their [teachers and principals] perception in this way but, the difference of performance assessment gives valuable information for decision making (Craig & Hannum, 2006). Both the teachers and principals agree that the teaching experience is not affecting the performance assessment of the teachers, so it needs to be further explored.

Results of the study revealed that even though the same scale was used for rating of performance by both the stakeholders, the assessment of principals is quite different from the self-assessment of secondary school teachers on all the subscales i.e., teaching, management, discipline, and interpersonal skills. Therefore, it can be concluded that principals and teachers are not on the same page for an understanding of performance assessment and rating criteria (Maba et al., 2017; Movafaghpour, 2019). Both are looking for the same thing but from a much different angle. Assessment criteria should be matched with the social welfare and benefits of teachers and both the stakeholders should agree on the criteria and its indicator not only in numbers but also in context. It can be concluded that evaluation should be done by various sources and not be done by only heads [traditional way]. Grissom and Youngs (2016) also

proposed that it requires several sources to make decisions about the assessment of performance. Another way around is that, after routine assessment or performance evaluation of teachers it could be discussed with the teacher so she/he can argue or clear her/his context. After considering teachers' point of view on evaluation, it can be forwarded for further decisions on promotion, or development of teachers. There is another angle of 360-degree [principals, students, coworkers, subordinates, and peers] feedback tools in which the information is taken from multiple sources and angles that gives a good reflection of the performance of the teachers, it can help to identify strengths and weaknesses of the teachers. It was revealed that self-assessment done by teachers themselves was found mostly positive and had a higher score than principals' assessment of teachers in the current study; the reason may be the subjectivity in assessment. The assessment should be evidence-based and more objective. It was found that self-assessment is always positive, if self-assessment becomes more systematic than it can be used more effectively and objectively (Borg & Edmett, 2019). Despite all the good and bad of self-assessment, it is an effective tool for improvement and growth in professional life (Ross & Bruce, 2007). So, it is suggested that both the (teachers, principals) perceptions should be considered, but fact-based assessment training can help to make it more evidence based and free from bias.

The filled gap between self-assessment and external sources assessment can be very helpful for the improvement of teachers (Ross & Bruce, 2007; Zahid & Khanam, 2019) but it should be communicated effectively so any of the stakeholders don't take it personally but, cooperative environment and coherent system of evaluation is required. It can be based on comparative judgment rather than individual judgment (Movafaghpour, 2019). If teaching-related work is clearly defined and assessed then it can create cooperative and professional behavior of all stakeholders (Bothma, 2020), another Iran based study revealed that it can reduce gaps, tensions, and bias between evaluators, 360-degree evaluation can be used for setting up healthy competition in both production and service based organizations (Movafaghpour, 2019).

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