

Exploring the Impact of Teacher Performance Evaluation Systems: A Comparative Analysis of Public VS Private Secondary Schools and Their Role in Shaping Educational Quality

Muhammad Usman Rafique¹, Shamsa Kanwal², Trezah Iftikhar³ and Sadaf Amjad⁴

<https://doi.org/10.62345/jads.2024.13.4.32>

Abstract

The present study compared teachers' performance evaluation practices of public and private sector schools at the secondary level. The study's objectives were to examine the performance evaluation practices at public and private sector secondary schools and to compare the performance evaluation practices between public and private sector schools at the secondary level. The study's target population was public and private sector secondary school head teachers and teachers. One hundred schools were selected through a random sampling technique. Data were collected from 100 head teachers and 329 teachers to examine and compare the performance evaluation practices at secondary schools. Based on the literature review, an instrument was developed. The reliability coefficient of the instrument was found to be 0.898. Data were collected personally and analyzed by using SPSS. Headteachers' and teachers' opinions were solicited on a five-point Likert scale. The Chi-square test was applied to compare the responses of head teachers and teachers from public and private secondary schools. It was found that in both public and private schools, the most commonly used practices for the performance evaluation of teachers were "how they maintain their teacher's diary, their punctuality, their contribution towards organizing the sports and co-curricular activities, organization of games, by taking feedback from colleagues, by visiting their classrooms and from the result of the students in exams.

Keywords: Performance Evaluation Methods, Educational Quality.

Introduction

Teachers are a fundamental part of an educational institution (Amin et al., 2024). Teachers play an essential role in the development of an academic institution (Habib et al., 2024; Qureshi et al., 2023; Tabassum et al., 2024). The success and failure of an institute depend, to a large extent, on the performance of its teachers. The growth and development of an educational institution mainly depend on how well and efficiently its teachers are working. Performance refers to the desired actions teachers expect within the given period during their jobs. It can be stated as a set of actions performed to achieve some targets or accomplish a given task. Performance is not an attribute, characteristic, or personal trait; it is a course of action done by the employee during a job.

¹Subject Specialist (Education), School Education Department, Government of Punjab, Pakistan.

Email: mrusman89@gmail.com

²PhD Education Scholar, Allama Iqbal Open University, Islamabad, Pakistan. Email: shamsamalik554@gmail.com

³Primary School Teacher, School Education Department, Government of Punjab, Pakistan.

Email: trezah.iftikhar@gmail.com

⁴M.Phil Education, Division of Education, University of Education, Lahore, Pakistan.

Email: sadafamjad75@gmail.com



Performance is not tangible but can be measured or observed using different methods and techniques. The assessment or evaluation of teachers in an institution is of great importance. So, on one part, it gives feedback to teachers, and on the other hand, it discloses its contribution to the institution (Toppo & Prusty, 2012). People only learn if they are given feedback on the results of their actions. For corrective actions to occur, feedback must be provided regularly, registering both success and failure. Performance evaluation had become an established management tool in many organizations by the early 1950s".

Performance evaluation is a systematic process of assessing or evaluating an employee's performance concerning their productivity, abilities, and capacities. Performance evaluation can be stated as a systematic evaluation of the employee's performance to make necessary modifications or developments in needed areas (Toppo & Prusty, 2012). Performance evaluation can, therefore, determine whether an employee succeeded in achieving their targets, and if he failed to do so according to his job description, what are the reasons behind that, and what strategies should be adopted to make up the deficiency (Malik et al., 2024). Performance evaluation assists in decision-making and merit rating for promotion based on employees' performance (Joshi, 2013). According to Farooqi et al. (2011), efforts made to bring about educational changes within an institution are only helpful with knowledgeable teachers, and performance evaluation by the head of the institution is very important for the guidance of student learning. Performance evaluation system plays a vital role in raising the standards of jobs and evaluating job performance in schools (Ong et al., 2024; Tabbasam et al., 2023). The performance evaluation system includes several teaching characteristics that reveal the teachers' performance. Such factors include lesson planning, the groundwork of the teachers for lectures and their approach, classroom setting, and student performance at the school level, both in the public and private sectors. Performance evaluation is defined as the process through which employee performance is evaluated. Performance evaluation is the process through which the performance of employees or subsidiaries is evaluated by managers, usually yearly, for the intention of promotion and improvement needs (Amjad et al., 2024, a, b, c, d, e, f).

Process of Performance Evaluation

Figure 1: Performance evaluation



Research Objectives

The following research objectives guided the present study.

1. To examine the performance evaluation practices in public and private sector secondary schools.
2. To compare the performance evaluation practices between public and private sector schools at the secondary level.

Research Questions

The researcher investigated the current study's objectives using the following research questions.

1. What are the performance evaluation practices in public and private sector secondary schools?
2. What are the differences in the performance evaluation practices between public and private sector schools at the secondary level?

Material and Methods

This study employs a descriptive survey design, which is particularly suitable for investigating and comparing the teachers' evaluation practices in public and private sector secondary schools. Descriptive surveys allow researchers to gather quantitative data from a large population, facilitating a comprehensive understanding of current practices and perceptions. By employing this design, we can systematically collect information on how school heads evaluate teachers' performance and what opinions school teachers have. This approach captures the breadth of experiences among participants and provides a solid foundation for statistical analysis, making it an ideal choice for addressing the research objectives.

Participants

The population for this study comprises secondary school head teachers and teachers from the district Kasur of Punjab, Pakistan. A diverse range of educational backgrounds, administrative experiences, and varying levels of familiarity with performance evaluation methods characterize this group. School heads are responsible for evaluating teachers' performance at their schools, and teachers also go through this process at their institutions. We selected a sample of 100 head teachers and 329 teachers for this study using a simple random sampling technique. This method ensures that every secondary school head and their teacher within the defined population have an equal chance of being included in the sample, thereby enhancing the representativeness of our findings. By randomly selecting participants, we aim to minimize bias and ensure that the results reflect the broader perspectives of school heads and their teachers across the Kasur district.

Instrument

To measure the factors involved in this study's topic, we developed a structured questionnaire tailored to capture various dimensions of using performance evaluation practices at public and private sector secondary schools. It consisted of a 5-point Likert scale, i.e., never, seldom, sometimes, usually, and always. The questionnaire includes items designed to assess the extent of usage of performance evaluation practices and demographic information such as gender, qualification, sector, etc. This instrument was carefully constructed to ensure clarity and relevance to the research objectives, allowing for effective data collection.

Reliability of Instrument

Pilot testing ensured the questionnaire's reliability. Cronbach Alpha in SPSS found its reliability coefficient to be 0.898.

Results

Table 1: Mean of Public and Private Sector School Head Teachers' Regarding Performance Evaluation Practices

| Performance appraisal practices | Public Sector Head Teachers' Responses | | | Private Sector Head Teachers' Responses | | |
|---|--|------|----------------|---|------|----------------|
| | MRV | Rank | Interpretation | MRV | Rank | Interpretation |
| Regularity | 4.51 | 1 | Always | 4.03 | 4 | Often |
| Maintenance of Teacher's Diary | 4.40 | 2 | Often | 3.86 | 7 | Often |
| When a teacher has problems in the classroom, he/she is guided by the Headteacher. | 4.37 | 3 | Often | 4.05 | 2 | Often |
| Punctuality | 4.35 | 4 | Often | 4.05 | 3 | Often |
| Organization of sports | 4.32 | 5 | Often | 4.00 | 5 | Always |
| Organization of co-curriculum activities | 4.27 | 6 | Often | 3.86 | 8 | Often |
| School teachers are held responsible for the performance of students in the school. | 4.23 | 7 | Often | 4.22 | 1 | Often |
| Organization of games | 4.22 | 8 | Often | 3.22 | 20 | Often |
| The Head Teacher often visits the classroom to observe teachers' classroom performance. | 4.22 | 9 | Often | 3.32 | 19 | Often |
| Feedback from colleagues | 4.21 | 10 | Often | 3.70 | 17 | Often |

Table 1 shows the ten most common performance evaluation practices at the secondary school level. The mean values of most above-cited performance evaluation practices show similarity in public and private school head teachers' responses. Mean values of public and private school head teachers' responses on the practices of "maintenance of teachers' diary, punctuality, organizing sports and co-curricular activities, organization of games, feedback from colleagues" revealed that these practices are most commonly used for performance evaluation in public and private sector secondary schools.

Table 2: Mean of Public and Private Sector School Head Teachers' Regarding Performance Evaluation Practices

| Performance appraisal practices | Public Sector Head Teachers' Responses | | | Private Sector Head Teachers' Responses | | |
|---|--|------|----------------|---|------|----------------|
| | MRV | Rank | Interpretation | MRV | Rank | Interpretation |
| The Headteacher assigns senior teachers to assess the performance of novice teachers. | 4.21 | 11 | Often | 3.49 | 16 | Often |
| Activities to improve the learning environment | 4.14 | 12 | Often | 3.81 | 11 | Often |
| Students performance in examination | 4.13 | 13 | Often | 3.84 | 9 | Often |
| Cooperation with colleagues | 4.11 | 14 | Often | 3.95 | 6 | Often |
| Teachers show their lesson plans to their senior teachers before taking a class. | 4.11 | 15 | Often | 3.27 | 18 | Sometimes |
| Sharing learning material | 4.05 | 16 | Often | 3.84 | 10 | Often |
| On the daily assignment schedule | 4.03 | 17 | Often | 3.57 | | Often |
| Students' opinion/feedback about the teacher | 4.02 | 18 | Often | 3.68 | 14 | Often |
| Students' participation in sports and games | 3.92 | 19 | Often | 3.51 | 15 | Often |
| There is a teachers' performance appraisal system in this school. | 3.89 | 20 | Often | 3.32 | 18 | Sometimes |
| Students' participation in Co-Curriculum activities | 3.84 | 21 | Often | 3.78 | 12 | Often |

Table 2 shows the eleven least common performance evaluation practices at the secondary school level. The mean values of the above-cited performance evaluation practices show similarity in public and private school head teachers' responses. Mean values of public and private school head teachers' responses on the practices of senior teachers are assigned by the head teacher to assess the novice teachers' performance and to guide them, activities to improve the learning environment, the performance of students in exams, teachers', cooperation with other colleagues, on daily assign duties by the head, students feedback about the teacher, students participation in sports and games, students participation in coo-curriculum revealed that these practices are least commonly used for performance evaluation. Some practices, like teachers showing their lesson plans before taking a class to the head teacher, and some senior teachers, as well as public and private school head teachers, have different opinions as private school head teachers respond that teachers' performance is sometimes evaluated on these practices.

Table 3: Chi-Square and Cramer V for Association Respondent Category and Responses about Practices for Performance Evaluation

| Performance Appraisal Practices | Responded Category | Percentage of Responses | | | | | Chi-Square | Sig. | Cramer V |
|---|--------------------|-------------------------|--------|-----------|---------|--------|------------|-------|----------|
| | | Never | Seldom | Sometimes | Usually | Always | | | |
| On the daily assignment schedule | HT | 11.0 | 5.0 | 10.0 | 35.0 | 39.0 | 3.75 | 0.44 | 0.094 |
| | T | 6.7 | 5.2 | 15.8 | 35.6 | 36.8 | | | |
| School teachers are held responsible for the performance of students in the school. | HT | 2.0 | 2.0 | 16.2 | 31.3 | 48.5 | 10.92 | 0.027 | 0.16 |
| | T | 6.1 | 9.7 | 16.1 | 31.6 | 36.5 | | | |
| There is a teachers' performance appraisal system in this school. | HT | 9.0 | 12.0 | 8.0 | 44.0 | 27.0 | 10.72 | 0.03 | 0.158 |
| | T | 4.9 | 8.2 | 16.1 | 34.7 | 36.2 | | | |
| Teachers show their lesson plans to their senior teachers before taking a class. | HT | 7.0 | 16.0 | 15.0 | 14.0 | 48.0 | 6.19 | 0.185 | 0.12 |
| | T | 3.3 | 10.6 | 17.3 | 20.4 | 48.3 | | | |
| Head Teacher often visits the classroom to observe teachers' classroom performance | HT | 4.0 | 12.0 | 11.0 | 37.0 | 36.0 | 4.27 | 0.37 | 0.1 |
| | T | 3.6 | 6.4 | 15.5 | 37.4 | 37.1 | | | |
| The Headteacher assigns senior teachers to assess the performance of novice teachers | HT | 6.0 | 5.0 | 11.0 | 45.0 | 33.0 | 4.74 | 0.315 | 0.105 |
| | T | 4.3 | 7.6 | 15.8 | 35.3 | 37.1 | | | |
| When a teacher has problems in the classroom, he/she is provided with guidance by the Headteacher | HT | 1.0 | 4.0 | 9.0 | 41.0 | 45.0 | 5.49 | 0.24 | 0.113 |
| | T | 4.3 | 4.3 | 15.2 | 35.0 | 41.3 | | | |

The summary of the Chi-Square test in table 3 shows that the value of Chi-square is significant at 0.05 level of significance for the practices of "School teachers are held responsible for the performance of students in the school and there is a teachers' performance evaluation system in this school." This means that head teachers and teachers have different opinions: "school teachers are held responsible for the student's performance in the school, and there is a teachers' performance evaluation system in this school." Headteachers claim that School teachers are held responsible for student's performance and that there is a teachers' performance evaluation system compared to the head teachers' responses. However, the statements "School teachers are held responsible for the performance of students in the school (CV= 0.16)" and "there is a teachers' performance evaluation system in this school (CV= 0.158)" value of Cramer's V indicate that the association is weak.

The summary of the Chi-Square test in the above table shows that there was no association in the practices of "On daily assignment schedule, teachers show their lesson plans to their senior teachers before taking a class, head teacher often visits the classroom to observe teachers' classroom performance, the head teacher assigns senior teachers to assess the performance of novice teachers, and when a teacher has problems in the classroom, he/she is provided with guidance by head teachers'. It means that head teachers and teachers have the same opinion on the "On daily assignment schedule, teachers show their lesson plans to their senior teachers before taking a class, head teacher often visits the classroom to observe teachers' classroom performance, the head teacher assigns senior teachers to assess the performance of novice teachers, and when a

teacher has problems in the classroom, he/she is provided with guidance by head teachers' practices."

Findings

The following findings emerged from the analysis of the data:

Mean of public and private school head teachers' responses presenting most prevalent performance evaluation practices

Mean response values of public and private school head teachers' responses on statements of performance evaluation practices revealed the most prevalent performance evaluation practices, as given below.

- Regularity
- Maintenance of teachers' diary
- When a teacher has problems in the classroom, he/she is guided by the head teacher.
- Organization of sports
- Organization of co-curriculum activities
- School teachers are held responsible for students' performance in the school.
- Organization of games
- Headteacher often visits the classroom to observe teachers' classroom performance.
- Feedback from colleagues

Mean of public and private school head teachers' responses presenting least prevalent performance evaluation practices.

The mean response values of public school head teachers' and private school head teachers' responses on statements of performance evaluation practices revealed the least prevalent performance evaluation practices, as given below.

- The head teacher assigns senior teachers to assess the performance of novice teachers.
- Activities to improve the learning environment
- Students performance in examination
- Cooperation with colleagues
- Teachers show their lesson plans to their senior teachers before class. vi. Sharing learning material
- On the daily assignment schedule
- Students' opinion/feedback about the teacher
- Students' participation in sports and games
- There is a teachers' performance evaluation system in this school.
- Students' participation in Co-Curricular activities

Discussion

This study aimed to compare the teacher performance evaluation methods used in public and private secondary schools and assess their implications for educational quality. The findings from both types of schools revealed significant differences in how teacher performance is assessed, the criteria used, and the outcomes that impact overall educational quality. A significant distinction found in the evaluation methods between public and private schools is the level of structure and formality. Public schools predominantly rely on standardized evaluation systems, often mandated by government regulations, such as annual reviews based on student outcomes and compliance

with curriculum standards. These systems are typically rigid, focusing on academic results and adherence to prescribed teaching methods (Darling-Hammond, 2000; Kane et al., 2013). In contrast, private schools exhibit more flexibility, often incorporating a combination of formal assessments and informal, ongoing feedback systems. Teacher performance evaluations in private schools tend to be more holistic, considering factors like creativity in teaching, student engagement, and the alignment of instructional methods with the institution's specific educational philosophy (Borman & Dowling, 2013).

This difference in evaluation approaches suggests that private schools offer more opportunities for teachers to innovate and develop individualized teaching strategies. Teachers in private institutions may be less constrained by standardized tests and curricula, allowing for more autonomy and fostering a more personalized learning environment (Hanushek & Rivkin, 2006). In contrast, while more uniform, public schools may need help to provide the same level of autonomy and personalized feedback to teachers, potentially limiting opportunities for professional growth (Pianta et al., 2007). The type of evaluation method also influences teacher motivation and professional development. In private schools, teachers often report feeling more motivated due to the supportive and continuous evaluation process, where constructive feedback is given regularly. These schools invest in professional development programs closely tied to the evaluation process, and teachers are encouraged to seek growth opportunities (Day, 2004; Stiggins, 2005). As a result, teacher performance is often viewed as a dynamic process, with evaluation being a tool for improvement rather than a punitive measure (Torgersen & Haug, 2014).

On the other hand, public schools, especially in areas with high teacher turnover or underfunding, may need help providing consistent and meaningful feedback. Teachers in these schools may experience a sense of demotivation if they feel that evaluations are based more on test scores or administrative requirements rather than on the nuanced aspects of their teaching (Varlas, 2011). Furthermore, the bureaucratic nature of the evaluation process in public schools often leads to a lack of personalized professional development, which may hinder long-term growth and teacher satisfaction (Lindsey et al., 2003).

Teacher performance is a crucial determinant of educational quality, and the methods used to evaluate it play an integral role in shaping the teaching-learning environment. The study indicates that while public schools often focus on the quantifiable aspects of teaching, such as test scores and student performance, private schools provide a more comprehensive approach that includes qualitative and quantitative assessments. This holistic approach may have significant implications for the quality of education delivered in private schools, where teachers are encouraged to focus on the overall development of students beyond just academic success (Rockoff, 2004). However, it is important to note that the flexibility found in private schools could lead to consistency in evaluation standards. Teacher performance might be evaluated subjectively without clear and uniform guidelines, leading to potential biases (Goe, 2007). Public schools, by contrast, benefit from more standardized and regulated systems, which can ensure a fairer and more consistent evaluation across a larger pool of teachers (Darling-Hammond, 2000). This consistency could be advantageous for ensuring that all teachers meet a minimum performance standard, but it may limit the flexibility needed to cater to diverse student needs (Pianta et al., 2007).

Given these findings, there are several implications for policy and practice. Public schools may benefit from incorporating more flexible evaluation frameworks that allow for qualitative assessments, providing teachers with ongoing feedback and opportunities for professional growth. Public schools could promote a more dynamic learning environment by balancing standardized assessments with informal evaluations focused on teacher creativity, student engagement, and

pedagogical strategies (Goe, 2007). While excelling in flexibility, private schools should be cautious of inconsistencies in their evaluation practices. Implementing more standardized, evidence-based evaluation systems could ensure that teacher performance is measured objectively while maintaining flexibility for innovation. Furthermore, private schools could further benefit from formalized professional development initiatives that align with their evaluation processes, ensuring that teacher growth is structured and supported (Stiggins, 2005).

Conclusion

Conclusions were drawn based on findings that emerged from the analysis of survey questionnaires. The mean responses of head teachers and teachers and the chi square and Cramer's v test analysis findings led the researcher to draw the following conclusions. It was found that in both public and private schools, the most commonly used practices for the performance evaluation of teachers were "maintenance of teacher's diary, head teacher guide the teachers' to solve classroom problems, punctuality, organizing sports and co-curricular activities, school teachers are responsible for students performance, organization of games and feedback from colleagues." Least standard practices used for the performance evaluation were "to get students' feedback about teachers, students' participation in the games and co-curriculum activities." Most performance evaluation practices were used equally in public and private schools. Findings of the chi-square test conclude that significant associations were found between head teachers' and teachers' responses on the use of performance evaluation practices. Teachers' performance is most frequently appraised through the maintenance of teachers' diaries, students' participation in co-curricular activities, students' participation in sports and games, organization of games, and students' participation in exams. In some practices, private school head teachers' and teachers' responses indicate that their performance was appraised regularly. However, there was no significant association between public and private head teachers' and teachers' responses on the majority of the performance evaluation practices of "maintenance of teachers' diary, regularity, punctuality, organization of co-curriculum activities, organization of sports, organization of games, sharing learning material, cooperation with colleagues, students' performance in the examination, students' opinion about the teacher, feedback from colleagues, school teachers are held responsible for the performance of students in the school, there is a teachers' performance evaluation system in this school, teachers show their lesson plans to their senior teachers before taking a class, head teacher often visits the classroom to observe teachers' classroom performance, the Headteacher assigns senior teachers to assess the performance of novice teachers, and when a teacher has problems in the classroom, he/she is provided with guidance by the head teacher." Public and private school head teachers and teachers have similar views on these practices. Public and private schools equally use these practices for the professional development of teachers. In conclusion, this study underscores the importance of developing teacher performance evaluation methods that are both comprehensive and flexible. A well-balanced evaluation system incorporating standardized and individualized feedback mechanisms can enhance teacher performance, foster professional development, and improve educational quality in public and private secondary schools (Darling-Hammond, 2000; Rockoff, 2004).

Recommendations

Based on the current study's findings, some important recommendations for school education departments and head teachers are given below.

- Establish uniform evaluation criteria across public and private secondary schools to ensure fairness and consistency in teacher assessments.
- Offer ongoing training for evaluators (head teachers) to ensure consistent application of evaluation criteria and reduce biases.
- Encourage using quantitative and qualitative methods, such as peer reviews, student feedback, and self-assessments, alongside traditional observations and test results.
- Foster a culture of continuous feedback, providing teachers with constructive guidance throughout the year.
- Seek teacher input in developing and refining evaluation systems to enhance fairness and relevance.
- Introduce performance-based incentives, such as professional development opportunities and salary increases, to reward exceptional teachers.
- Continuously assess the effectiveness of evaluation methods to ensure they meet educational goals and improve teacher development.

References

- Amin, M., Davis, C. J., Amjad, A. I., Parveen, S., & Naqvi, S. A. A. (2024a). Identifying Acoustic Variability Patterns in Spoken English of Fricative Consonants Among Pakistani Native Punjabi Speakers. *Journal of Asian Development Studies*, 13(3), 1036-1046. <https://doi.org/10.62345/jads.2024.13.3.84>
- Amjad, A. I., & Aslam, S., & Sial, Z. A. (2024b). Beyond Borders: Examining Bullying, Social Networks, and Adolescent Mental Health in Developing Regions. In *Frontiers in Education* (Vol. 9, p. 1431606). Frontiers. <https://doi.org/10.3389/feduc.2024.1431606>
- Amjad, A. I., Arshad, L., & Saleem, Z. (2024f). Mediation Effect of Students' Creativity on the Relationship between Leadership on Academic Success: Well-Being as Moderator. *Educational Research and Innovation (ERI)*, 4(1), 1–23. <https://doi.org/10.61866/eri.v4i1.60>
- Amjad, A. I., Aslam, S., & Hamedani, S. S. (2024d). Exploring Structural Injustices in School Education: A Study on Intergenerational Repair. In *Frontiers in Education*, 9, p. 1395069. Frontiers. <https://doi.org/10.3389/feduc.2024.1395069>
- Amjad, A. I., Aslam, S., & Tabassum, U. (2024e). Tech-infused classrooms: A comprehensive study on the interplay of mobile learning, ChatGPT and social media in academic attainment. *European Journal of Education*, e12625. <https://doi.org/10.1111/EJED.12625>
- Amjad, A. I., Aslam, S., Saleem, Z., Habib, M., Tabassum, U., Ashfaq, S., & Siraj, D. (2024a). Unlocking Success: Measuring Higher Education Students' Performance Through E-Books and M-Learning. *Environment and Social Psychology*, 9(11), 3148. <https://doi.org/10.59429/esp.v9i11.3148>
- Amjad, A. I., Aslam, S., Tabassum, U., Sial, Z. A., & Shafqat, F. (2024c). Digital Equity and Accessibility in Higher Education: Reaching the Unreached. *European Journal of Education*, e12795. <https://doi.org/10.1111/EJED.12795>
- Borman, G. D., & Dowling, N. M. (2013). Teacher effectiveness in elementary school: A review of research and its policy implications. *Educational Policy*, 47(5), 703-738.
- Darling-Hammond, L. (2000). Teacher quality and student achievement. *Educational Policy Analysis Archives*, 8(1), 1-44.
- Day, C. (2004). *A passion for teaching*. Routledge.
- Farooqi, M. T., Khan, H. M., & Arslan, M. (2011). Comparison of Performance Evaluation System in Public and Private Sectors Higher Secondary Schools. *The Sindh University Journal of Education*, 148-166.
- Goe, L. (2007). The link between teacher quality and student outcomes: A research synthesis. *Education Policy Center, ETS*.

- Habib, M., Qamar, M. R., Amjad, A. I., Amin, M., Tabassum, U., Hayyat, U., & Rafique, U. (2024). Digital Communication in School Leadership: Examining Email and WhatsApp Use, Challenges, and Efficiency in Punjab Province. *Journal of Social Sciences Advancement*, 5(4), 09–18. <https://doi.org/10.52223/JSSA24-050402-98>
- Hanushek, E. A., & Rivkin, S. G. (2006). Teacher quality. *Handbook of the Economics of Education*, 2, 1051-1078.
- Joshi, M. (2013). Human Resource Management. In M. Joshi, Human Resource Management (p. 65). bookboon.com.
- Kane, T. J., Rockoff, J. E., & Staiger, D. O. (2013). *Evaluating teacher effectiveness*. Brookings Institution Press.
- Lindsey, L. D., Robbins, K. B., & Terrell, R. D. (2003). *Culturally proficient leadership: The personal journey begins within*. Corwin Press.
- Malik, M. A., Amjad, A. I., Aslam, S., & Fakhrou, A. (2024). Global insights: ChatGPT's influence on academic and research writing, creativity, and plagiarism policies. *Frontiers in Research Metrics and Analytics*, 9, 1-12. 1486832.
- Ong, D. J., Aslam, S., & Amjad, A. I. (2024). Interactive Tablets: Catalyzing Engaged Science Learning in English Instruction. *World Journal of English Language*, 14(5), 413-423. <https://doi.org/10.5430/wjel.v14n5p413>
- Pianta, R. C., La Paro, K. M., & Hamre, B. K. (2007). *Classroom assessment scoring system: Manual*. Brookes Publishing.
- Qureshi, N. S., Iqbal, M. Z., & Amjad, A. I. (2023). Revitalizing Ancient Tales: Unleashing the Impact of Digital Storytelling on Self-Awareness and Transformation of Aspiring Teachers. *Pakistan Social Sciences Review*, 7(4), 458-471. [https://doi.org/10.35484/pssr.2023\(7-IV\)42](https://doi.org/10.35484/pssr.2023(7-IV)42)
- Rockoff, J. E. (2004). The impact of individual teachers on student achievement: Evidence from panel data. *American Economic Review*, 94(2), 247-252.
- Stiggins, R. J. (2005). *Student-involved assessment for learning*. Pearson Education.
- Tabassum, U., Qiang, X., Abbas, J., Amjad, A. I., & Al-Sulaiti, K. I. (2024). Students' help-seeking mediates the relationship between happiness and self-strength: a comparative study on Chinese and Pakistani adolescents. *Kybernetes*, Vol. ahead-of-print No. ahead-of-print. <https://doi.org/10.1108/K-09-2023-1706>
- Tabbasam, U., Amjad, A. I., Ahmed, T., & Qiang, X. (2023). Comparison of self-strength, seeking help and happiness between Pakistani and Chinese adolescents: a positive psychology inquiry. *International Journal of Mental Health Promotion* 25(3), 389-402. <https://doi.org/10.32604/ijmhp.2023.024130>
- Toppo, L., & Prusty, T. (2012). From Performance Evaluation to Performance Management. *Journal of Business and Management (IOSRJBM)*, 01-06.
- Torgersen, E., & Haug, K. (2014). Teacher evaluation in the Norwegian context: A case study. *Scandinavian Journal of Educational Research*, 58(6), 629-649.
- Varlas, L. (2011). The effect of evaluation and professional development on teacher motivation. *Education Week*, 31(8), 24-25.