

QUALITY OF TEACHERS' PERFORMANCE EVALUATION IN SECONDARY SCHOOLS: COMPARISON BETWEEN PUBLIC AND PRIVATE SECTORS

***Ambreen Siddique**

Ph.D (Scholar), University of Education, Lahore, Punjab, Pakistan
ambreensiddique@rocketmail.com

****Huram Shahzadi**

Mphil (Scholar), University of Education, Lahore, Punjab, Pakistan
huramaarain4@gmail.com

*****Naila Zarar**

Ph.D (Scholar), University of Education, Lahore, Punjab, Pakistan
naila.zarar10@gmail.com

******Zia Batool**

Chairperson PEIRA, Islamabad
ziabatool@yahoo.com

Abstract

The main role of education in encouraging societal development is crystal clear. However, the main thing is quality education which consistently increases adequacy. Education is similarly significant at all levels either they are essential, tertiary, or higher. The main reason for this study is to comprehend that is there any difference between the teachers' performance who are working in public and private schools of Lahore Pakistan. The study depended on a quantitative methodology using descriptive analysis, secondary sources of information, where mainly the materials were gathered from past examinations and overviews. It has been assumed that the public authority attempts to improve the quality and standard of public schools yet similarly behind the private schools as far as quality education. For the most part, private schools' scoring is superior to public schools in matric examination. It indicates that the teachers' performance in private schools is much better than the teachers' performance in public schools. The findings propose that the public authority of Lahore needs to follow the check and equilibrium because, without monitoring and exacting strategy, the quality and standard of education are not reachable.

Key Words: Teachers, performance evaluation, secondary, public, and private sectors

INTRODUCTION

Education is a character-building strategy, expanding one's character making him/her reasonable, proficient, receptive, and smart. Instruction now daily has become a visible thing as it includes the vast majority to participate in this difficulty. Likewise, it can't be isolated from human existence. The two guys and females should be instructed. The investigations of Farahet al. (2014; 2015) uncovers that the success of a country relies on the advancement of the

education framework. Incredible discoverers and scholars have been accentuating the significance and need of training since long-lasting. To accomplish the point of taught and capable HR, tremendous interest in instruction is required because schooling would unquestionably uphold the partners in adjusting their disposition to get the biggest education rate.

In this way, both public and private areas are needed to fulfill their physical and social obligations in training areas to improve human resources arrangement in Pakistan. Many past investigations including referenced that training assumes a huge part in advancing the financial advancement of a nation (Azam and Ather, 2010; 2015; Azam et al., 2014). On the off chance that a nation doesn't have legitimate schooling, it very well might be abandoned by different nations which support instruction. Numerous variables influence the schooling framework. Culture, innovation, and conservative issues give a lot of effects on the instruction arrangement of a country. The guideline made by the public authority influences how the instruction framework functions in a country. The instructors remain before in the class and clarify every one of the materials, while the understudies simply plunk down on their seats and tune in to the educators. Single direction correspondence effectively affects the understudies.

Teachers are relatively possibly the best and incredible powers for equity, access, and quality in instruction and key to biological worldwide turn of events. Nonetheless, their preparation, enlistment, upkeep, status, and working conditions remain distracting. Educators assume a significant part in our life to get fruitful requests and business. A decent instructor assists us with turning out to be acceptable individuals in the general public and productive members of society of the country. Instructors realize that understudies are the eventual fate of any country. So the future improvement of any country is in the possession of instructors. Instructors assume a significant part in expanding enlistment along these lines teacher's execution has posed prime significance (Awan and Riasta, 2015).

Six central points demonstrate the teacher's performance for example force of pronunciation, information on work, insightful capacity, oversight, and direction, capacity to make choices and work yield and quality (ACR, 2015). The scholastic of schools become the main standards of school head's performance (Frederickson, 2008; Eren, 2014; Grisson, 2014). The chief is needed to set themselves up with administration practices that improve educators' scholastic presentation (Orphanos & Orr, 2014) because teachers' view of their managers' initiative practices not just affect their exhibition at the school yet in addition in their expert learning. (Liang, Liu, Wu, and Chao, 2015).

Customarily, educator assessment frameworks depended strongly on homeroom perceptions directed by chiefs or other school directors. Changes in schooling areas can't succeed without qualified and very much prepared educators just as without appraisal and assessment of instructors who are directing the understudies and responsible for the training of their understudies (Stronge and Tucker, 2003; Khan et al., 2014). The significance of Khan et al., (2014) study demonstrates the exhibition evaluation framework in private schools in the country. In a comparative report, Amjad and MacLeod (2014) note that reasonable or cheap private schools in agricultural nations involving those of South Asia improve scholarly results than public schools.

In Pakistan, guardians moved their youngsters' from government schools to non-public schools. Show assessment rehearses appear to be equal in both public and non-public schools of

Pakistan. There is an unmistakable distinction between the books of useful foundations. The optional school level is a basic stage in the vocation decision of youthful grown-ups everywhere in the world. In this manner heads of the optional schools, paying little mind to be out in the open or private areas, are feeling the squeeze of responsibility for giving great outcomes in Pakistan as well as in many created and agricultural nations. In a report by Knacademy (2014) that Pakistan's framework depends on imbalanced lines.

The instruction framework is diverse in both private and public areas. This makes such an imbalance among individuals and separating them into two areas. A particularly troubling design is a fundamental explanation of high dropout rates and high proficiency rates in Pakistan in rustic regions and public schools too. Rehmananad Begum (2013) clarifies in their investigation that submitted and compelling organization improves the school's effectiveness, capability, efficiency, and educator's instructional capacities and abilities.

METHODOLOGY

It was a descriptive study. A survey was conducted to collect data. Quantitative data collected in the form of a questionnaire. 2 questionnaires will be developed on five points of the Likert Scale (Strongly Agree, Agree, Undecided, Disagree, Strongly disagree) for both headteachers or principals and students of public and private schools. Each questionnaire contains 14 items relevant to the performance evaluation of teachers in schools. The sample of this study includes two groups of respondents: principals/ headteachers and students of the secondary level selected to collect data. The sample size will be comprised of 25 public and 25 private schools containing 50 principals and 100 students from both public and private sectors.

RESULTS

The data were analyzed using the statistical technique SPSS (statistical package for social sciences). The data was entered into SPSS and then analyzed through SPSS by finding percentage, t-test to find "The quality of teachers' performance evaluation in public and private secondary schools Lahore."

Table 4.1

Students' perception about Public and Private Schools' Teachers' performance evaluation

		Public		Private		
		(n=50)		(n=50)		
	M	SD	M	SD	t	P
Quality of Teachers Performance Evaluation	60.50	4.735	61.38	3.619	-1.044	.299

df= 98

Table 4.1 shows the difference between the public and private schools' teachers' performance evaluation (N 50). There was a significant difference in public schools (M= 60.50, SD= 4.735) than private schools (M= 61.38, SD= 3.619).

Table 4.2

Students' perception about Public and Private Schools' Teachers' performance evaluation by factors

		Public		Private			
		(n=50)		(n=50)			
Quality of Teachers Performance Evaluation	M	SD	M	SD	t	P	
Teachers' Performance	30.42	2.726	31.16	2.368	-1.449	.151	
Teaching Style	30.08	2.989	30.22	2.460	-.256	.799	

df= 98

Table 4.2 shows the difference between the public and private schools' teachers' performance evaluation (N 50). There was a significant difference in teaching performance of public schools (M= 30.42, SD= 2.726) than private schools (M= 31.16, SD= 2.368). The difference in teaching style in public schools (M= 30.08, SD= 2.989) than private schools (M= 20.22, SD= 2.460).

Analysis of Teachers' data

Table 4.3

Relationship between Principals'/ Head teachers' data in Public and Private Schools' teachers' performance evaluation

	Public (n=25)		Private (n=25)			
	M	SD	M	SD	t	P
Quality of Teachers Performance Evaluation	86.44	4.234	89.80	8.883	-1.341	.189

df= 48

Table 4.2 shows the difference between the public and private schools' teachers' performance evaluation (N 50). There was a significant difference in public schools (M= 86.44, SD= 4.234) than private schools (M= 89.80, SD= 8.883).

Table 4.4

Relationship between Principals'/ Head teachers' data in Public and Private Schools' teachers' performance evaluation by factors

	Public (n=25)		Private (n=25)			
	M	SD	M	SD	t	P
Quality of Teachers Performance Evaluation	34.28	1.860	35.08	2.362	-1.331	.190
Teachers' Performance Evaluation	52.16	3.249	54.00	8.246	-1.038	.307

df= 48

Table 4.2 shows the difference between the public and private schools' teachers' performance evaluation (N 50). There was a significant difference in teaching performance of public schools (M= 34.28, SD= 1.860) than private schools (M= 35.08, SD= 2.362). The difference in teachers' evaluation in public schools (M= 52.16, SD= 3.249) than private schools (M= 54.00, SD= 8.246).

CONCLUSION AND DISCUSSION

The results of the study indicate that both public and private secondary schools in Lahore have a proper system of teachers' performance evaluation. But there was a significant difference that exists in teachers' performance evaluation system in public and private schools of Lahore. The performance evaluation of private schools was more effective than the performance evaluation in public schools. The performance of teachers' regularly monitored in private schools than in public schools. Findings show that the performance of private school teachers' relatively more visible than the performance of government school teachers in Pakistan.

Moreover, the findings of this study suggested that the policymakers should formulate an effective policy that focuses more on the quality and performance of government school teachers. Government school teachers' promotion must be connected with their yearly performance in terms of pass/fail or marks in the various examinations. Unproductive and less efficient teachers need to be expelled after proper show cause notice and warning, while more productive and efficient teachers must be promoted or rewarded by incentives. Hope these will improve the quality of teachers' performance in public schools also.

RECOMMENDATION

It was expected that the principals of the schools should play the role of a mentor and brief their teachers about the indicators of teachers' performance evaluation instruments so that the teachers can perform well according to the set standards when they were observed. It was important that the teacher need to have a complete understanding of the indicator of teachers' performance evaluation instrument to perform accordingly and to know that these indicators would be the basis of their judgment.

The teachers will also trust the judgment of their performance if they know the indicators of performance instruments. As the principals have the authority of hiring and firing the teachers. It was therefore recommended that the principals of government schools may be given more freedom to use their authority to show better results as they are also held responsible for the performance of their schools. In private schools, teachers give their best performance but still feels remain insecure. It was recommended for private schools that teachers' self-respect and job security may be assured by controlling and monitoring authorities. Due to the limited resources and time, a current research study has delimited the schools of Modal Town Lahore; more researches may be conducted in different areas of Pakistan to establish the phenomenon.

REFERENCES

- Aaronson, D., Barrow, L., & Sander, W. (2007). Teachers and student achievement in the Chicago public high schools. *Journal of Labor Economics*, 25(1), 95-135.
- Alderman, H., Orazemb, P. F., & Paternoc, E. M. (2001). School quality, school cost, and the public/private school choices of low-income households in Pakistan. *Journal of Human Resource*, 36, 304-326.
- Alison, G. (2013). *Teaching the Teachers: Effective Professional Development in an Era of High Stake Accountability*. The Center for Public Education.
- Andreas, S. (Ed.). (2012). *International Summit on the Teaching Profession Preparing Teachers and Developing School Leaders for the 21st Century Lessons from around the World: Lessons from around the World*. OECD Publishing.
- Ahmad, Z., & Mirza, M. S (2012). *The financing of privately-managed schools in Punjab*. Retrieved on 20th from <http://unesdoc.unesco.org/images/0007/000715/071513eo.pdf>
- Annual Status of Education Report (ASER). (2013). *Annual Report*. Retrieved from <http://www.aserPakistan.org>.
- Awan, A. G., & Zia, A. (2015). Comparative Analysis of Public and Private Educational Institutions: A case study of District Vehari-Pakistan. *Journal of Education and Practice*, 6(16), 122-130.

- Amjad, R., & MacLeod, G. (2014). Academic effectiveness of private, public, and Private-public partnership schools in Pakistan. *International Journal of Educational Development*, 37, 22–31.
- Bethell, R. (2005). School Evaluation. *Teacher appraisal And Feedback And The Impact On Schools And Teachers, Creating Effective Teaching and Learning Environments: First Results from TALIS*.
- Craig, W. (2011). Better teacher appraisal and feedback: improving performance. Grattan Institute.
- Darling-Hammond, L. (2000). Teacher quality and student achievement. *Education policy analysis archives*, 8, 1.
- Danielson, C. and McGreal, T.L. (2000). Teacher Evaluation to Enhance Professional Practice. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD) Publishers.
- Das, J., Pandey, P., & Zanoj, T. (2006). Learning levels and gaps in Pakistan. Australia: World Bank Discussion Paper series no 4067.
- Fryer, K., Antony, J. & Ogden, S. (2009). Performance management in the public sector. *International Journal of Public Sector Management*, 22(6), 478 – 498.
- Farah, K., Fauzee, O. M. S., & Daud, Y. (2014). Teacher training education program in three Muslim countries- Afghanistan, Iran, and Pakistan. *Journal of Education and Human Development*, 3 (2), 729-741.
- Farah, K., Fauzee, O. M. S., & Daud, Y. (2015). Significance of teachers and education in promoting national economic development: a case study of Pakistan. *Asian Social Science*, 11 (12), 290-296.
- Goe, L. (2007). The Link between Teacher Quality and Student Outcomes: A Research Synthesis. *National comprehensive center for teacher quality*.
- Government of Pakistan. (2013-14). Economic Survey of Pakistan. Islamabad Pakistan: Ministry of Finance.
- Iqbal, M. (2012). Public versus private secondary schools: A qualitative comparison. *Journal of Research and Reflections in Education*, 6 (1), 40 -49
- Jacob, B. A., & Lefgren, L. (2008). Can principals identify effective teachers? Evidence on subjective performance evaluation in education. *Journal of Labor Economics*, 26(1), 101–136.
- Koos, L. V. (1931). *Private and Public Secondary Education: A Comparative Study*. University of Chicago Press.
- Performance Evaluation Report, (2012). *Ministry of Education*, Govt. of Pakistan. Retrieved from, www.moe.gov.pk
- Petrone, J. M. (1990). Teacher performance evaluation: a nationwide status report of type, content, and duration of training for public school teachers.