



TEACHER'S PERFORMANCE EVALUATION AND ITS IMPACT UPON QUALITY OF SECONDARY SCHOOL EDUCATION IN DISTRICT SOHBAT PUR, BALOCHISTAN

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Abstract

The aim of this study was Teaching Performance Evaluation and its impact upon the quality of secondary school education of district Sohabat Pur, Balochistan, the study was descriptive research both qualitative and quantitative nature. The sample of study was included 6 head of school and 60 teachers (male and female) in higher and high school, Researcher used two tool to collect the data questionnaire and interview. The study revealed that school head and teachers were aware about the purpose of evaluation and it mean that teachers evaluation existing in district but also study revealed that teachers and head of institutions need training on Teacher performance evaluation it will improve the quality of school education of district Sohabat Pur.

Keywords: Evaluation, Performance, Secondary education, Teacher's performance evaluation

Introduction

In the discipline of education, the act of teaching encompasses the conveyance of knowledge and skills from the instructor to the learner, whereas learning is gauged by the extent to which



individuals apply acquired knowledge, abilities, and attitudes in relevant practical contexts (Baldwin & Ford, 1988). The classroom setting serves as the channel through which the curriculum interfaces with students, serving as the medium to attain educational objectives. It is imperative to recognize that teaching and learning constitute integral components of any educational framework (Rasheed, Yousaf, & Noor, 2011).

The prosperity of a nation is intricately tied to its education system. Consequently, quality has emerged as a fundamental benchmark for evaluating educational systems, with teachers assuming a crucial role in the delivery of quality education. Teachers serve as the foundation of any education system, bearing the significant responsibility of molding students into future responsible citizens of their country. In the educational hierarchy, the teacher is regarded as the foremost academic and professional figure (Shetty, Venkataramaiah, Anand, & management, 2019).

Nations are placing significant emphasis on the quality of educators, and national policies reflect the growing recognition that teachers play a pivotal role in shaping the educational institutions' overall output (Asghar, Awan, & ur Rehman, 2012). Contends that a teacher's primary function is to facilitate the learning of a designated curriculum (Parrott & Keith, 2015). There is a prevailing notion that if students fail to grasp the material, the activities undertaken by the teacher cannot genuinely be considered as effective teaching. As that successful teaching and learning form a mutual agreement between the teacher and the learner. Analyzing factors influencing educational outcomes, Stronge assert that the teacher stands out as the most influential school-related factor in determining student achievement (J. Stronge, 2013).

Studies indicate that teachers wield a significant influence on students' learning, with the most effective teachers consistently achieving positive outcomes among their students. Consequently, both historical and contemporary researchers emphasize the importance of evaluating teachers' performance as a crucial element for their professional growth and development (Muhammad, Bakhtiyor, Mahliyo, & Muhammad, 2023).

Teacher evaluation is instrumental in the enhancement of teaching quality. It not only serves as a mechanism for identifying and rewarding effective educators but also plays a crucial role in pinpointing those educators who may require additional support and training to boost their effectiveness. Highly effective teachers consistently exhibit creative and innovative teaching methods while also actively sharing their expertise with their peers. In their professional journey, educators must master various competencies, encompassing classroom management, subject matter expertise, pedagogical skills, and student assessment, among others. Other studies were emphasized the significance of implementing a system for evaluating teachers. The pertinent question arises: do our schools indeed have a robust system in place for assessing teachers' performance? If such systems exist, what are the outcomes of these evaluations? While private-sector schools typically have established mechanisms for evaluating teachers to uphold education



standards, public-sector schools often perceive this task as a mere obligation, lacking a profound understanding of its purpose (Ovando, 2001) observed that evaluations are frequently perceived as meaningless exercises, endured by both teachers and evaluators, with a prevailing lack of seriousness in the majority of evaluation systems.

Teacher evaluation initially revolves around the comprehensive assessment of teacher performance, with a subsequent shift in focus toward facilitating their professional growth while simultaneously holding them accountable for their contributions. Emphasized, in recent years, as the education field has increasingly emphasized accountability and meticulous examination of factors influencing educational outcomes, teachers consistently emerge as the most pivotal school-related factor influencing student achievement (J. Stronge, 2013). Given the prominence of teacher quality underscored in initiatives like No Child Left Behind, along with legislative mandates, public policies, and practices in every state, and indeed in numerous nations across the globe, there is an unprecedented need to prioritize the development of high-quality teacher evaluation systems. Teacher evaluation is a deliberate endeavor aimed at the comprehensive assessment and interpretation of educators' professional competencies (House, 2017). This multifaceted process entails the meticulous documentation of teachers' performance quality, an ongoing commitment to improvement, and the establishment of accountability concerning their job-related responsibilities (J. H. Stronge, Ward, Tucker, & Hindman, 2007). Consequently, teachers' performance is assessed through a robust evaluation mechanism designed to offer constructive feedback), assert that teacher evaluation is indispensable for recognizing excellence and providing rewards to those who exhibit outstanding performance. The concept of fair evaluation, coupled with timely feedback, serves as a catalyst for refining teaching practices, thereby optimizing the teaching and learning processes (McCune, 2009). In essence, teacher evaluation represents a gateway to refining not only the art of teaching but also classroom management and broader school administration. Accordingly, various research studies have proposed recommendations to make the teacher evaluation process more comprehensive (Jacobs, Spence, & Langor, 2007).

Why is teacher evaluation significant? Because, no matter how well a program is conceived, its effectiveness is wholly contingent upon the individuals executing it, as highlights. Therefore, a well-conceived, meticulously structured, and proficiently executed teacher evaluation system constitutes a vital, even indispensable, element of a successful school while the assessment and evaluation of teachers are undeniably fundamental to the achievement of successful schools and quality education, this critical aspect of educational reform is regrettably often overlooked. The deficiency is not a lack of teacher evaluation but rather the presence of inadequate evaluation systems and subpar evaluation methods (J. H. J. N. B. Stronge, 1993).

Teaching Evaluation is always have remain one of the important elements to gauge the performance of any institution and related agencies conducting this activates to measure the academic goals. A quality teacher evaluation system should fundamentally encompass the



principles of fairness and effectiveness, rooted in performance assessment, with a primary goal of fostering growth and development in both the evaluated teacher and the broader school environment.

Evaluation play the vital role in the progress of any institution and Teacher's performance Evaluation closely link with the quality of Education, through Teacher's Performance Evaluation Principle and Teachers will come to know the strength and weakness of academic years, Performance Evaluation enhances teachers' job security, Moreover, it serves as an indicator for the necessary adjustments or enhancements in desired behaviors and overall performance improvement .As noted by(Lemieux-Charles et al., 2003). Thus considering the importance of Teacher's Performance Evaluation and its impact upon the quality of Secondary School Education in District Sohbat Pur , Baluchistan. Several studies have been conducted on this studies but no research work has been conducted in province of Balochistan generally and particularly in Naserbad Dvision District Sohbat Pur, The main purpose of this study is it to explore the main elements for constructing and implementing fair and effective teaching evaluation system, additionally this researcher will also focus to identify effective teacher evaluation contribute to quality of Education,

Statement of the Problem

In a school setting, teaching and learning are anticipated activities wherein teachers play the crucial role of guiding students to meet the specified objectives outlined in the educational curriculum. The evaluation of teachers' performance serves as the foundation for assessing their effectiveness, ensuring alignment with the overarching goals of the education system. This study investigate the perception of teachers about performance evaluation system used in higher and high school of in District Sohbat Pur, Balochistan,

Scope of the study

In present there is no stander Evaluation system through which found out the performance of secondary school, Principle and supervisor and educational authorities use the traditional method to evaluate Teacher's Performance, This study discover that how Principle and Teachers making the performance evaluation, The study purpose to identify the need and requirements for effective performance evaluation that will be helpful for Principle and Teachers to work in healthy environment for the improvement of quality of education in secondary school, The study will be fruitful for both Teachers and Principle and identify the suitable and appropriate of Teacher's Performance Evaluation to achieve educational objectives, achieve better result of their students.



The general objective of the study was to analyze teacher's performance evaluation and its impact upon quality of secondary school Education in district Sohbat Pur, Balochistan. The study specifically focused on the following:

1. To determine the purpose of teacher's performance evaluation and its impact upon the quality of secondary school education.
2. To explore the quality of teacher's performance evaluation and its impact upon the quality of school.
3. To recognize whether the teacher and principals of secondary school received any training regarding the teacher's performance evaluation process for teachers.

Based on objectives following questions were raised:

1. What is the purpose of teacher's performance evaluation process in secondary school as perceived by teachers and principle?
2. How do the quality teachers and principle of secondary school determine the quality of teacher's performance evaluation?
3. What kind of training was received by both teachers and principals of secondary school about the teacher's performance evaluation process?

Three hypotheses were formulated.

1. There is a significant relationship between the purpose of teacher's performance evaluation and the quality of secondary school education.
2. The quality of teacher's performance evaluation is directly related to the overall quality of the school.
- 3, There is a positive correlation exists between the recognition of teacher and principal training in the teacher's performance evaluation process and the effectiveness of the evaluation.

The study results in following benefits, policy makers, educational managers and especially for the headmasters and teachers concerned with the Teacher's Performance Evaluation and its impact upon the quality of secondary school Education of District Sohbat Pur, Balochistan. The study will help in the advancement of knowledge, it will provide useful guidance for the authorities concerned, and it will facilitate the researcher

Scope and limitation of the study were:

1. The study was focused on secondary schools of district Sohbat Pur.
2. The sample included limited numbers of teachers and principals from limited numbers of secondary and higher secondary schools.



3. In this study the opinion of teachers and principals was sought out the teacher's performance evaluation on secondary school level only.
4. Majority of the respondents of the study were teachers of both girls and boys secondary school.

Key terms of the study were:

Evaluation is the systematic process of assessing, appraising, or determining the value, worth, or quality of something.

Teacher Evaluation: Teacher evaluation can be defined as the formal procedure employed to assess and review a teacher's performance and effectiveness within the classroom setting (Sawchuk, Buchhalter, & behavior, 2015).

Secondary Education: This term refers to the educational level that typically follows primary or elementary education.

Teacher's Performance Evaluation; the purpose of evaluating teachers' performance is to enhance the teaching and learning processes. Through this process, teachers receive constructive feedback aimed at improving both their individual performance and that of their students. The goal of teachers' evaluation is to refine teaching practices by identifying strengths and weaknesses, providing a foundation for ongoing professional development (Isoré, 2009).

Literature Review

Teacher evaluation serves as a vital mechanism to ensure the quality of educators and foster their professional growth, all with the ultimate aim of enhancing their future performance (Visser et al., 2010). While a simplistic characterization of teacher evaluation labels it as the formal assessment of a teacher's classroom performance and effectiveness (Sawchuk et al., 2015), in reality, it encompasses a more complex landscape.

In practice, teacher evaluation delves into the intricacies of defining and agreeing upon various components, including the inputs (such as the teaching practices that exemplify quality instruction), the outputs (such as student achievement metrics), and the evaluation methods (including data derived from student assessments and teacher observation rubrics). It is worth noting that reaching a consensus on these evaluation elements remains a challenging endeavor (Goe, Bell, & Little, 2008). This overview sheds light on the multifaceted nature of teacher evaluation, emphasizing its role in collecting information about teachers' practices and leveraging this data to enhance student outcomes.



Educational personnel evaluation systems should incorporate elements of both accountability and performance enhancement. In fact, evaluation systems that encompass both these dimensions are not just advantageous but also crucial for effectively meeting the requirements of individual educators and the broader community. To ensure the feasibility of these dual purposes within evaluation systems, a logical and meaningful connection between them must be established, (J. H. J. S. i. e. e. Stronge, 1995).

Teacher's Performance Evaluation

The definition of performance evaluation or performance appraisal varies among researchers. According to Erdogan (2002), performance appraisal is characterized as the systematic assessment and observation of an employee's performance (Erdogan & Liden, 2002). It serves as a means of evaluating and offering feedback on how well employees meet work expectations during a specified period (Hyun & Sajjad, 2018). Performance evaluation and measurement are closely related terms, as noted by (Fryer, Antony, & Ogden, 2009). However, certain researchers, such as (Brown & LepakD., 2019), prefer to use the term "performance appraisal" instead of "performance evaluation."

Teacher evaluation serves as a potent tool for collecting data, aiming to assist upper management in identifying teachers requiring additional support and aiding individual teachers in enhancing their educational performance. As highlighted, "At its most fundamental level, teacher evaluation helps teachers identify the need to improve and then serves as a catalyst for accomplishing those desired improvements." School principals, supervisors, and senior teachers can incorporate various opportunities to assess teaching methods and leverage this information to make constructive adjustments in instruction. This diagnostic application of assessment, providing ongoing feedback to teachers and students throughout instruction, is referred to as formative assessment (Brown & LepakD., 2019).

The education system of Pakistan may or may not have stander Teacher's Performance Evaluation stander but school leaders conduct performance evaluation and provide their feedback for the improvement of Teaching e.g. in Denmark, Norway and Iceland (OECD., 2018). After the 18th Amendment in Pakistan now education became province chapter and all policies and planning regards education is the responsibility of Province and Federal Govt have little role in it , The Local Government Ordinance (LGO), other studies were delegates authority for teacher management up to the secondary level to district governments in Pakistan (Malik, 2001). Previously, the District Education Officer (DEO) oversaw teacher supervision and assessments, supported by Deputy District Education Officers (DDEOs), Assistant Education Officers (AEOs), and Local Councils (LCs). Presently, the Executive District Officer Education (EDO) holds supervisory authority, assisted by Assistant District Officers (ADOs), DDEOs. Despite this



structure, precise job descriptions are lacking, and the specific responsibilities assigned to each role remain unclear Top of Form

Kinds of Performance Evaluation

Teacher's Performance Evaluation could be measure in two types, one is Formative Evaluation and second is Summative Evaluation, the primary aim of formative assessment is to gauge students' learning strategies and track their progress in learning. Classroom assessments, such as informal observations and posing questions, hold significance across all grade levels (Mueller, 2019). School principals, supervisors, and senior teachers have the capacity to incorporate numerous opportunities for assessing teaching methods and subsequently utilize this information to implement beneficial changes in instruction. This diagnostic utilization of assessment, offering feedback to both teachers and students throughout the instructional process, is commonly referred to as formative assessment.

The summative evaluation occurs at the conclusion of an academic session to ensure accountability for teachers' performance. The outcomes of this evaluation may play a role in career advancement and providing incentives to teachers. (Zimmerman & Deckert-Pelton, 2003) emphasize that the primary purpose of appraisal is improvement, echoing (White Jr, 1982) to enhance teaching techniques. Contrastingly, the accountability function underscores the significance of professional goals, competence, and high-quality performance. It centers on assessing the success of the educational services rendered by the school. This form of assessment, termed summative evaluation, typically occurs after a period of instruction and necessitates making a judgment. Significantly, summative evaluation furnishes essential insights into the extent of a teacher's classroom performance. The results of summative evaluation also play a pivotal role in decisions related to teachers' career trajectories (Ahangar et al., 2012).

Criteria for Teacher's Performance Evaluation

A Teacher's Performance Evaluation play the key role for the progress of any institution, Different studies had mentioned several criteria for the Teacher's Performance Evaluation which are directly link with the monitoring of Teachers Performance in which major are , Peer Feedback , Teachers relationship with students and Parents, Teachers relationship with Teachers, Pupil academic performance, Teachers knowledge on subject , Content Knowledge , classroom management, lesson Planning, Teaching techniques, extra-curricular activities , Cooperation with Principle, Checking assignments , Using advance technology, Attending workshop and Training, Teachers attitude , Teacher repo in society and students, Teachers Professional Development, These are major criteria for Teacher's Performance Evaluation which were mentioned in previous literature (Ghasemi Pirbalouti, Kalbasi, & Mirheidari, 2023).



Teacher performance evaluation serves dual purposes, namely accountability and professional development. Notably, the impact of evaluation results on teachers' employment status varies across countries. In Finland and Iran, the findings suggest a limited influence, while in Australia, evaluations are pivotal for issuing teaching certificates and facilitating continuous career improvement or termination for non-compliance. Despite these differences, commonalities exist in evaluation indicators, such as addressing individual student needs, integrating new technologies, fostering positive relationships with colleagues, and active professional participation. However, specific indicators, such as emphasis on critical thinking (USA), adherence to Islamic values (Iran), and awareness of diverse dimensions of the teaching profession (Finland), play more prominent roles in certain contexts. The study also highlights similarities in evaluation methods, encompassing direct observation, feedback from various sources, and self-evaluation. Nonetheless, distinctive approaches, like consultative and formative evaluations in Finland and the absence of using academic records in Iran, set these countries apart (Ghasemi Pirbalouti et al., 2023).

Purpose of Teachers Performance Evaluation

The purpose of Performance Evaluation is various context generally accountability, Professional development, career advancement, Quality assurance, decision making, incentives and recognition, legal compliance and continuous improvement, Moreover particularly Performance evaluation is perceived to serve diverse objectives, with the primary aims being the enhancement of teachers and employees' performance and the establishment of accountability in their roles. The basic purpose of the Teacher's Performance Evaluation is to enhance teachers' performance in school environment, Evaluation improve the teaching and learning process, The fundamental objectives of the teacher appraisal system are to afford teachers the chance to enhance their performance competencies and to comprehensively and objectively evaluate their job performance (Inoki, Corradetti, & Guan, 2005).

(Türk, Roolah, & Administration, 2005) emphasized that appraising academic staff is instrumental in achieving an institution's objectives and goals. It provides insight into the quality of teaching, fosters a clearer understanding of expectations for teachers, boosts motivation, instills discipline, and encourages training and development initiatives. Hamed Hilal pointed that one of the main purpose of Teacher,s Performance Evaluation that Teachers is working according to the design objectives and students learning in better way.

As the different literature emphasizing that the basic purpose of Teachers Performance Evaluation make a check on the teacher's Professional growth and academic outcome that keep the teachers on right track for the improvement of institutions as well as Teachers itself.

Quality of Teacher's performance evaluation process



The importance of employees trusting the performance evaluation system. They highlighted the need for transparency in the evaluation process and advocated for involving employees in the evaluation process. Performance appraisal involves documenting the quality of teachers' performance, facilitating improvement, and ensuring accountability for their work (Limberg, 2008). Three essential components for a quality teacher appraisal system, termed the three C's - Communication, Commitment, and Collaboration. These elements aim to foster synergy, transforming the appraisal process into a meaningful dialogue focused on enhancing instructional delivery to students. For the development of a high-quality appraisal system, it is crucial to consider how both appraisers and appraisees perceive the appraisal process and their relationship. As a result, the evaluation process gained increased significance, leading to the assignment of head teachers who possessed expertise in both subject matter and pedagogical skills, along with an understanding of societal values, to evaluate teacher performance (Taylor, Tracy, Renard, Harrison, & Carroll, 1995).

The assessment of teaching performance constitutes a thematic research focus on a global, continental, and national scale. Given the evolution of the teacher's role in schools and the need for effective teaching-learning processes, there is a prioritized emphasis on its enhancement. Undoubtedly, the complexity of teaching performance evaluation manifests in diverse applications across regions and political systems (Gálvez Suarez & Milla Toro, 2018). As various researcher indicating and emphasizing about the importance of Teacher's Evaluation equivalent process of evaluation matter because without proper expertise, knowledge and proper tool and skill no one be able to properly conduct quality of Teacher's Performance Evaluation within the jurisdiction of institutions.

Training on Teacher's Performance Evaluation Procedures

Teacher's performance Evaluation is required more skill, expertise and knowledge and it need a proper training because while any external and expert like supervisor, headmaster, principal and others educational expert is going to analyze the teacher's Performance and he or she have no previous expertise then objectives of evaluation will be failed, the significance of teachers' contribution to the development of teaching standards is paramount, given their pivotal role in the profession. Their active involvement reflects the acknowledgment of the value of their skills, experience, and the breadth of their responsibilities issues with the performance evaluation system, emphasizing the challenges posed by untrained appraisers who were unable to provide effective feedback. Researchers (Rasheed, M. I., (Rasheed et al., 2011) underscored the importance of training supervisors to enhance their knowledge of the evaluation system and its effective implementation.



Research Methodology

Research Design

A mixed method research approach was used. This approach was received a lot of attention in related studies, According to (Tashakkori & Teddlie, 2003) a multi/mixed method approach to research is superior to a mono-method approach because a mixed method approach may concurrently answer confirmatory and exploratory questions, and complex social phenomena can be answered in an intelligible manner. The results of the hybrid approach provide multiple perspectives on the problem (Tashakkori & Teddlie, 2003). As the name suggests, studies layout denotes to chosen and intended techniques of exploring social reality, or the planned organization of how to treat the research topic in a method that maximizes research findings and effectiveness (Omari, 2011). The current study had seemed to collect the knowledge from the educators by the research itself to shape a comprehensive understanding of Teacher's performance evaluation and its impact upon quality of secondary school education in District Sohbat Pur, Balochistan.

Population and Sampling

The population of this study was comprised of 32 Secondary and Higher Secondary School Teachers (both male and female) of district Sohbat Pur, Balochistan, Table 1 describe the total number of high and higher secondary school of district Sohbat Pur, Balochistan, Table 1,

S#	List of High and Higher (Girls + Boys) Secondary School in district Sohbat Pur, Balochistan	Total
1	Schools	
2	Girls' Higher Secondary Schools	02
3	Boys' Higher Secondary Schools	07
4	Girls' High Schools	08
5	Boys' High Schools	15
	Total	32

Source: (EDO office District Sohbat Pur)

Table 2: Composition of Higher Secondary School Teachers in district Sohbat Pur, Balochistan



S/No	Job Title	Male	Female	Total
1	SST General	10	03	13
2	SST Science	6	1	7
3	PTI	4	0	4
4	JET	29	6	35
5	MQ	5	2	7
6	Drawing Master	5	2	7
7	JVT	35	16	51
8	EST	0	0	0
Total		94	30	124

Source: (EDO office District Sohbat Pur)

Table 3 Composition of High Secondary School Teachers in district Sohbat Pur, Baluchistan

S/No	Job Title	Male	Female	Total
1	SST General	21	02	23
2	SST Science	20	02	22
3	PTI	11	02	13
4	JET	66	10	76
5	MQ	11	5	16
6	Drawing Master	09	2	11
7	JVT	86	33	119
8	EST	2	2	4
Total		226	58	284

Source: (EDO office District Sohbat Pur)



The stratified sampling design was used to draw the samples from higher secondary and high schools principals, head masters, head mistress and teachers of district Sohbat Pur. In district Sohbat Pur the total number of boys' higher secondary school 07, girls' higher secondary school 02, boys' high school 15, girls' high school 08, and this data has been gathered from education office district Sohbat pur. So, researcher have collected information from teachers of selected schools through random sampling.

Research Instruments

Questionnaire and Interview protocol were designed, Kothari (2004) said that for collection of data any approach that a researcher used is defined as an instrument (C. R. Kothari, 2004).

Questionnaire

Questionnaire was comprised in two section, Section one was comprised on particular of respondents and section two was measurement scale, it contains 19 items, Item were drawn from literature and advice of the experts, Kothari (2008) stated that questions are printed or typed in a specific order on a form or a series of forms to create a questionnaire (A. Kothari & Sagar, 2008).

Interview

Structured interview protocol was developed, it was comprised of three brad question, Researcher want to know through this that what is in the mind of Principal/ Head Master or Head Mistress, Kothari (2008) discussed in his research that in qualitative research, and the interview instrument is a common and crucial data collection tool. It entails the delivery of oral-verbal stimuli and the elicitation of oral-verbal replies. It may be achieved face to face or over the phone (A. Kothari & Sagar, 2008). The goal of conducting interviews is to learn what's on people's concentrations and what they suppose or sense approximately the study. As a result, the researcher performed an interview to extract information from higher secondary school and secondary school principals.

Participants / Population Criteria

This study was only include principals/headmasters and secondary school teachers as participants, the overall number of participants in this study were 64, with 60 of them being higher and secondary school teachers (both male and female) with at least 2 years of teaching experience and having worked under at least one principal or headmaster or headmistress, the remaining 4 were the top headmaster or headmistress or principal, with a minimum of two years of leadership experience, and they completed the study's criteria, keeping in view time, cost and program of the study the data has been collected.

Reliability and Validity of Quantitative/Qualitative Data

Pilot test of the draft questionnaire was conducted on a small sample (n= 20). Data was analyzed through Pearson's r (0.80). The reliability was found satisfactory. Validity refers to how successfully a data collection method accomplishes its goals or how properly it measures and what



it is designed to measure (Amin, 2005). Validity of the instrument was ensured as all the items were drawn through the literature. Advice of the experts were sought to refine the items. Validity of the tool was ensured in order to get the final draft of the instrument.

Data Collection

The researcher used google form to administer the questionnaire. It helped to collect the data and save on time and multiple resources and for interviews researcher conducted face to face interviews.

Data Analysis

Data analysis is the process of reviewing and deducing conclusions from data acquired in a survey or event (Kombo & Tromp, 2006). The information gathered through interviews was defined and interpreted. The data was interpreted and a conclusion was reached. Before coding the obtained data, the data from the questionnaires were evaluated using the statistical software for social science (SPSS). All questionnaire were double-checked for mistakes before being categorized into appropriate groups. SPSS ran cross tabulation, frequencies, percentages, and averages were used to code the data. Data analysis researcher focused on qualitative and quantitative analysis by using different statistical techniques such as descriptive and content analysis.

Descriptive statistics

Descriptive measurements are short elucidating coefficients that sum up a particular arrangement of information, which might be delineation of the total people or an example of a general population. Proportions of indispensable propensity and proportions of changeability are the 2 sorts of distinct measurements (spread). Mean, middle, and mode are instances of proportions of crucial inclination, while far reaching deviation, change, insignificant and most factors are instances of proportions of inconstancy (Christensen, Johnson, Turner, and Christensen, 2011). To find the outcome in measurable manner research embraced to utilize the distinct measurements that assistance and blueprint and catch the elements of exact records set through giving fast sum up roughly the example and level of the records.

Hypothesis testing

To find out the relationship among the Teachers Performance Evaluation and its impact upon the quality of Secondary Education in District Sohbat Pur In this sense research has used hypothesis testing. In this situation researcher has used T-Test and One way ANOVA test because the variables are categorical (nominal and ordinal).

Independent T-Test

A t-test is a factual speculation test used to test whether the distinction between the reaction of two gatherings is genuinely huge or not. It is any measurable speculation test in which the test measurement follows an Understudy's t-circulation under the invalid speculation. It is most usually



applied when the test measurement would follow a typical conveyance in the event that the worth of a scaling term in the test measurement were known

ANOVA Test

The statistical method known as analysis of variance (ANOVA) is used to determine whether two or more groups' means are significantly different from one another. ANOVA actually looks at the effect of at least one variable by contrasting the method for various examples.

Ethical Considerations

Wells (1994) described ethics is a set of standers for academic and scientific activity, according to author ethical concern were observed in order to acquire informed consent from teachers, parents, students and all other participants in this study. The researcher abode with privacies from the people who wanted information. There was no release or leakage of material without accord of the person who disseminated information. The scholar was subtle to culture and principles of respondents (Wells, Morrison, & Therapy, 1994).

Result and Discussion

This part focus on the result of the data of teacher's performance evaluation and its impact upon the quality of secondary school in District Sohbat Pur, Balochistan, the finding of the field data presented and discussed on the basis of objectives were,

4. To determine the purpose of teacher's performance evaluation and its impact upon the quality of secondary school education.
5. To explore the quality of teacher's performance evaluation and its impact upon the quality of school.
6. To recognize whether the teacher and principals of secondary school received any training regarding the teacher's performance evaluation process for teachers.
- 7.

Data collected under the above-mentioned objectives was presented into two sections. The first section was about the demographic information of participants of study while in the section two was about the perception and views of participants about the Teachers Performance Evaluation and its impact upon the quality of Secondary School Teachers in District Sohbat Pur, Balochistan,

Section 1,

Background Information

On the background of participants, no's of variables were investigated, the researcher interest was here to measure to the current position of respondent to their organization. The result of the current status of respondent are indicated in the followings table one by one position.



Table 1.

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	22	36.7	36.7	36.7
	Male	38	63.3	63.3	100.0
	Total	60	100.0	100.0	

As observed from the table no 1 above it is clear that the majority of respondents, 38 (63.3%) were male and female participants of the study were 22 (36.7%), As the above table show that the total no of participants of this study were 60 in which majority male teachers participated in this study.

Table 2, Academic Position

	Frequency	Percent	Valid Percent	Cumulative Percent
JVT	16	26.7	26.7	26.7
EST	1	1.7	1.7	28.3
JET	15	25.0	25.0	53.3
Valid SDM/JDM	4	6.7	6.7	60.0
SST * Science)	13	21.7	21.7	81.7
SST (General)	11	18.3	18.3	100.0
Total	60	100.0	100.0	

As observed from the table no 2 above it is clear that the majority of respondents, 16 (26.7%) were in the JVT, this was followed by 15 (25.0%) JET, while the third one followed second one no 13 (21.7%) SST (Science) participants, in these six variables fourth no participants, 11 (18.3%) were SST (General) and fifth no participant 4 (6.7%) were SDM/JDM and in sixth no participant were 1 (1.70%), the above table show that majority of the teachers in the high and higher secondary school who participated in this study were JVT.

Table 3. Qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
MS/M.Phil	10	16.7	16.7	16.7
Master	18	30.0	30.0	46.7
Graduation	23	38.3	38.3	85.0
Valid Intermediate	8	13.3	13.3	98.3
Matric	1	1.7	1.7	100.0
Total	60	100.0	100.0	



The researcher aim here was to link the level of education with the teachers performance evaluation and its impact upon the quality of secondary school teachers in the district Sohbat Pur Balochistan,. The observation of table no 3 shows that the majority of participants, 23 (38.3%) were graduate and yet 18 (30.0%) were master holder and MS/MPhil no of participants were 10(16.7%) and 8 (13.3%) participant were intermediate and only 1 (1.7%) participants of the study was matric. The observation showed that majority of the teacher of the targeted higher and high school had high qualification and this one was a good sign to understand that high level of education play significant role in Teaching performance and quality of secondary school.

Table 4 Professional Qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MeD	21	35.0	35.0
	BeD	27	45.0	45.0
	ADE	2	3.3	3.3
	CT	3	5.0	5.0
	PTC	7	11.7	11.7
	Total	60	100.0	100.0

The researcher interest here was to link the teacher performance and quality of education with its professional qualification. The observation of the table no 4 shows that majority of the respondents 27 (45.0%) were B-Ed holder and this was followed by 21 (35.0%) of M-Ed holder while the third one 7 (11.7%) participants were PTC holder and on the fourth no of participants 3 (5.0%) were CT holder and the least no of participants 2 (3.3%) were ADE holder. According to above mentioned data in the table no 4 shows that good sign is that majority of teachers have high level of professional qualification in B-Ed degree and such qualification is very helpful in teaching sector and enhance the capacity of teacher and remove barriers and challenges in teaching. The result of the table no 4 indicate that teacher are interested to get higher level of education and it is one of the good sign that high level of education for teacher will be helpful in their profession. The higher educated teacher do not hesitate to accept any challenges and that kind of education will be very helpful for the student and for teacher.

Table 5 Experience as a Teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21 Years and Above	19	31.7	31.7
	16 to 20 Years	5	8.3	8.3
	11 to 15 Years	10	16.7	16.7



6 to 10 years	16	26.7	26.7	83.3
0 to 5 years	10	16.7	16.7	100.0
Total	60	100.0	100.0	

This distribution was intended to answer the question that how long the respondents are affiliated with the department, As seen in the table no 5 that majority of participants were 19 (31.7%) of the study were fall in the age of year of experience in 21 years and above and second variable no 16 (31.7%) whose age range were 6 to Years were affiliated with departments and two variable whose age range were 11 to 15 years 0 to 5 years total no of participant were 10 (16.7%) affiliated with the department and only 5 (8.3%) no of participants of the study whose age range 16 to 20 years affiliated with education department. The highest representation was (31.7%) shows that enough experience in teaching sector and to understand the teacher's performance evaluation and its impact upon the quality of secondary school in District Sohbat Pur, Balochistan,

Table 6 Education Level

	Frequency	Percent	Valid Percent	Cumulative Percent
College	17	28.3	28.3	28.3
Valid Secondary School	43	71.7	71.7	100.0
Total	60	100.0	100.0	

The table no 6 indicated that majority of participants of the study were no affiliated with secondary school as above table show that out of 60 participants 43 (71.7%) of the study from secondary school and 17 (28.3%) participants of the study were affiliated with college section mean higher secondary school.

Section 2,

There is significant relationship between the purpose of teacher's performance evaluation and the quality of secondary school education

Gender Statistics-Independent Samples Test						
		N	Mean	Std. Deviation	t-value	Sig. (2-tailed)
Service	Male	43	2.705	22955	3.066	.003
	Female	17	2.519	15459	3.623	.001

This study explores the significant relationship between the purpose of teacher's performance evaluation and the quality of secondary school education, focusing on gender-based differences. An independent samples t-test was employed to compare mean scores between male and female groups. The analysis includes descriptive statistics, t-values, and two-tailed significance levels, indicating a statistically significant difference in service scores, the analysis reveals a statistically



significant gender-based difference in service scores related to the purpose of teacher's performance evaluation. For males (N=43), the mean service score was 2.7054 with a standard deviation of 22955, resulting in a t-value of 3.066 and a p-value of 0.003. Similarly, for females (N=17), the mean service score was 2.5196 with a standard deviation of 15459, resulting in a t-value of 3.623 and a p-value of 0.00.

The t-values and significance levels indicate that the observed differences in service scores between genders are statistically significant. Both p-values are less than the commonly used threshold of 0.05, providing strong evidence to reject the null hypothesis of equal means. Therefore, it is concluded that there is a significant relationship between the purpose of teacher's performance evaluation and the quality of secondary school education, as measured by service scores in this gender-based analysis. Based on the results of the independent samples t-test, the study finds a statistically significant gender-based difference in service scores concerning the purpose of teacher's performance evaluation. Further research may be necessary to explore the underlying factors contributing to this observed relationship and its implications for improving the quality of secondary school education.

The above finding were supplemented and structured interview conducted with principals, head masters and head mistress of 4 school of districts, head master and head mistress b,c and d said that they are well aware about the purpose of evaluation and it is very important for progress of school, raise standers of education and learning, head master a and e replied that purpose of evaluation identify the gray areas and enlighten both teachers and head to how improve the learning with in institutions.

There is significant relationship between the purpose of teacher's performance evaluation and the quality of secondary school education

ANOVA

Experiences of Teachers	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.586	4	.147	3.316	.017
Within Groups	2.430	55	.044		
Total	3.016	59			

This study aimed to investigate the potential relationship between the purpose of teacher performance evaluation and the quality of secondary school education. An Analysis of Variance (ANOVA) was conducted to examine the variance between different purposes of teacher evaluations and their impact on the quality of secondary school education.



The data collected included information on the purpose of teacher performance evaluations and the corresponding quality of secondary school education. A one-way ANOVA was performed to determine if there were statistically significant differences in the quality of secondary school education based on the various purposes of teacher performance evaluations.

The F-statistic of 3.316 with a p-value of 0.017 suggests that there is a statistically significant relationship between the purpose of teacher performance evaluations and the quality of secondary school education. The p-value is below the conventional significance level of 0.05, indicating that we reject the null hypothesis. This implies that there are significant differences in the quality of secondary school education based on the different purposes of teacher performance evaluations. Based on the results of the ANOVA, there is evidence to support the hypothesis that the purpose of teacher performance evaluations significantly influences the quality of secondary school education. The variations in teacher evaluation purposes contribute meaningfully to differences in the overall quality of secondary school education. This ANOVA analysis indicates a significant relationship between the purpose of teacher performance evaluations and the quality of secondary school education. These findings highlight the importance of considering the objectives behind teacher evaluations when assessing and enhancing the quality of education in secondary schools. The finding were supplemented with principal, head masters and head mistress and they were agreed with the statements that they are well aware about the propose of evaluations and it has a positive impact upon the quality of school. Respondent a,b,c and d indicated their intention of evolution is particularly it that improve the quality of learning for the better of institutions.

There is a positive correlation of quality of teacher's performance evaluation is directly related to the overall quality of the school.

ANOVA					
Education Level	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.421	1	.421	9.400	.003
Within Groups	2.596	58	.045		
Total	3.016	59			

This study aimed to explore the potential correlation between the education level of teachers and the overall quality of the school. An Analysis of Variance (ANOVA) was conducted to examine the variance between different education levels and their impact on the overall quality of the school.

The data collected included information on the education levels of teachers and an assessment of the overall quality of the school. A one-way ANOVA was performed to determine if there were



statistically significant differences in the overall quality of the school based on the various education levels of teachers.

The F-statistic of 9.400 with a p-value of 0.003 suggests a statistically significant relationship between the education level of teachers and the overall quality of the school. The p-value is less than the conventional significance level of 0.05, indicating that we reject the null hypothesis. This implies that there are significant differences in the overall quality of the school based on the education levels of teachers.

Based on the results of the ANOVA, there is evidence to support the hypothesis that the education level of teachers is directly related to the overall quality of the school. The variations in education levels among teachers contribute meaningfully to differences in the overall quality of the school. This ANOVA analysis indicates a significant positive correlation between the education level of teachers and the overall quality of the school. These findings underscore the importance of considering the educational qualifications of teachers in efforts to enhance the overall quality of education in schools.

The same questions were raised with principal, head masters and head mistress in which responses of a, b, c , d and e were supporting above hypothesis that quality level evaluation play significant role in the quality of secondary school of district Sohbat Pur, Balochistan, Head Master f and a indicated that while evaluations covers all parametric and learnings design that will be conscious for teachers for better preparation in future and it is one of sign of quality education.

There is a positive correlation exists between the recognition of teacher and principal training in the teachers performance evaluation process and the effectiveness of the evaluation

ANOVA					
Training	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.405	4	.351	1.521	.004
Within Groups	12.703	55	.231		
Total	14.108	59			

This study explores the positive correlation between the recognition of teacher and principal training in the teacher's performance evaluation process and the effectiveness of the evaluation. An Analysis of Variance (ANOVA) was conducted to examine potential differences in evaluation effectiveness across different training groups. The results include the sum of squares, degrees of freedom, mean squares, F-statistic, and significance levels.



The ANOVA results indicate a statistically significant difference in evaluation effectiveness across different training groups. The F-statistic is 1.521 with 4 and 55 degrees of freedom for between and within groups, respectively. The p-value (Sig.) is 0.004, which is less than the commonly used significance level of 0.05.

The F-statistic and the significance level suggest that there is a significant variation in evaluation effectiveness based on the recognition of teacher and principal training. The p-value being less than 0.05 provides evidence to reject the null hypothesis, indicating a positive correlation between training recognition and evaluation effectiveness.

Based on the results of the ANOVA analysis, it is concluded that there is a statistically significant positive correlation between the recognition of teacher and principal training in the teacher's performance evaluation process and the effectiveness of the evaluation. Further investigation may be needed to explore the specific aspects of training that contribute to improved evaluation effectiveness and the implications for teacher and principal professional development.

The above finding were supplemented and while interviews were conducted with principal , head masters and head mistress majority were replied that training is paly vital role to improve the performance of both teachers and head of institutions because it will cover the key decencies and enhance the capacity to that how evaluate the performance of teachers and give feedback about particular areas and how to set the indicator and tools, All the head of institution were have general consensus on requirements of trainings for improvements of the evaluation process.

Conclusion and Recommendation

The study main objective was to find out the Teachers performance evaluation and its impact upon the quality of secondary school education in district Sohbat Pur, Balochistan, The result of study revealed that Principal, head masters, head mistress and teachers of higher and high school exhibited that Teachers performance evaluation have significant role in the quality of education. Standers of education improving through evaluation and teacher's evaluation improving the professional development of teachers. It also indicated teachers and principal due to passage of time evaluation requirements has been changed so it is necessary that for the conduction of meaning and purposeful evaluation training is the main requirements of institutions heads and seniors teachers.

Recommendations

1, There is proper training required to all teachers and head of the institution about the purpose of emulations,



- 2, Teacher's performance must be linked with promotion or extra allowances because while teachers get benefits it will improve the quality of school education.
- 3, Indicator and parametric of evaluation must be clear and while head of the institution conduct evaluation must generate a comprehensive report against of each indicator with feedback for the improvement of teaching quality.

Recommendation for future Research

- 1, Exploration of underlying factor

Future research should develop into the underlying factors contributing the gender-based difference in the impact of teachers performance evolution,

- 2, Contextual analysis of education level

Future studies could explore the contextual factors influencing the relationship between the education level of teachers and the overall quality of school.



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