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ANALYSIS OF TOOLS USED FOR TEACHER EVALUATION PROCESS AT UNIVERSITY LEVEL: A DOCUMENT ANALYSIS APPROACH.

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KEYWORDS	ABSTRACT
Evaluation, Teacher Evaluation Tools, Higher Education, Quality Assurance	<p>The prime aim of this research was to analyze the tools used for the teacher evaluation process in public and private universities of Lahore. The research was qualitative in its nature and follows an interpretive research paradigm. The researcher used the document analysis technique for the analysis of documents. The tools were collected by visiting the universities' concerned departments for analysis. All collected tools were reviewed and analyzed against the criteria set by four experts from the qualitative domain. It was identified that teacher evaluation tools of the private sector universities were more comprehensive and detailed and self-developed as compared to the public universities. The public sector universities were using only single-page tools. It was also pointed out that the tools of the public sector universities had very limited aspects of the teacher's teaching, while private universities' tools had more aspects and were exhaustive. This article might provide the source material for future researchers and policymakers to ponder the area of teacher evaluation too.</p> <div style="text-align: center;">  </div> <p style="text-align: right;">© 2022 Gomal University Journal of Research</p>
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INTRODUCTION

The evaluation in education always varies in different contexts. What may seem suitable in one context may not be appropriate in another context. The practices and tools used for the teacher evaluation can differ from instance to instance or from one university to another what is suitable for one university may be less suitable for the another. [Usmani and Khatoon \(2018\)](#) stated that as per contemporary evaluation practices in Pakistan, it is identified that teacher evaluation was conducted at the institutional level only and even that was not systematic and aligned. Teacher evaluation is the least formal in the Pakistani context and, in past, it had not been conducted in many public sector universities, but now HEC has made it the mandatory feature of the teaching

and learning process. The administrative heads and deans used different tools and instruments for teacher self-appraisal and student rating of the teaching, even though these instruments may differ in terms of scope and worth and thus teachers' evaluation is significant to enhance quality of teaching (Schafte, 2020). Many scholars have observed that existing teacher evaluation tools and procedures used in institutions are ambiguous and obsolete. It is thus essential to modify these tools on a regular basis for improvement of teacher evaluation process (Blaskova, Blasko, Matuska & Szyrocka, 2015). Every institution needs to keep its employee's performance at their best.

Likewise, higher management in universities always actively looking for new ways of evaluating and improving their faculty members. For this, the comprehensive teacher evaluation tools and techniques serve this purpose. Value-able feedback can be given to teachers based on evaluation results (Bichi, 2017). This made it easier to make decisions, for example on terms of promotion or dismissals of teachers. Literature reveals that a well-designed teacher evaluation tool can lead to the desired results of quality assurance that an institute wants to achieve (Hammond, Hyler & Gardner, 2017). It was also observed that techniques and tools used for the evaluation process are ineffective and outdated and procedure guidelines and parameters of evaluation should be renewed after some time to get quality outcomes. (Muthuri, Momanyi & Nduku, 2019). Teacher evaluation is significant to enhance the quality of teaching and the worth of the institute because performance of teachers is directly related to student achievement, so this can only be ensured by the use of appropriate teacher evaluation process and tools. By end of 20th century, teacher evaluation was long ignored unspecified and unclear policy features and controversial issues, but now it's become popular and hot topic in education sector (Beauchamp, 2015). A well-known mechanism may empower teachers with teaching tactics, promote self-reflection and strengthen discussions about successful teaching skills amid teachers and administrators (Taylor & Tyler, 2012).

The effectual evaluation tools may perform a key part in enhancing value of teacher evaluation process, however, there is a lot of work to be done at the academic and practical stages, and in developing efficient teacher evaluation tools and implementation techniques. The worth of a valid tool may also depend on its consistency and cohesiveness with an institute's vision mission and core academic goals (Looney, 2011). However, the key concept of evaluation and assessment mechanism is focused on the adherence to the criteria and standards prescribed by the system for teacher evaluation tools. It is difficult to derive meaningful results about the progress of the teaching and learning process or to implement successful methods for teaching change if the tool is not properly aligned (Rafiq & Qaisar, 2021). In the education system of Pakistan, teacher evaluation is less concentrated. They also claimed that teacher evaluation never seems to work except as a waste of time at the higher education institutions (Einbinder, 2018; Ellahi, 2018). Teacher evaluation is least formal in the Pakistani context and in past, it had not been conducted in many public sector universities, but now HEC has made it the mandatory feature of teaching and learning through quality enhancement cells (QEC). The teachers in Pakistan are evaluated by Universities QEC on the Performance Evaluation Report. So now, it is rapidly strengthening in the system, however, the problem of the dense mechanism and comprehensive tools is still there.

The teachers and management of higher education institutions are apprehensive about present teacher evaluation practices and tools presently being used at university level, although others

acknowledge this as means of enhancing teaching effectiveness and productivity. Many instructors are concerned that teacher evaluation tools and techniques are ambiguous and time-consuming (Crusan, Plakans & Gebril, 2016). The current evaluation tools create stress and concern among teachers in terms of how the evaluation findings will influence teachers and their performance. Numerous academicians believe that most teachers do not have faith in evaluation tools and wonder how merely a few questions asked in the evaluation proforma can serve as the basis for measuring teaching effectiveness (Little, Goe & Bell, 2009; Shepard, 2017). Teacher evaluation tools used for this process have a crucial effect on efficiency of the teaching and learning process. Many teachers found claiming that existing tools and techniques of teacher evaluation, used in our universities are vague and outdated (Croft, Roberts & Stenhouse, 2015). Researcher himself also observed this process very closely as researcher worked at three private sector universities in Pakistan. There is a huge difference in tools used for teacher evaluation at public and private universities. There is need to revise these tools on regular basis. In Pakistani context, still, there is no research conducted to analyze the teacher evaluation tools and techniques (Rafiq & Qaisar, 2021). This study analyzes teacher evaluation tools used by many public and private universities in Lahore.

LITERATURE REVIEW

Evaluation is a vital component of every educational society; it is backbone of any institution's or system's entire functioning. The evaluation has a regular component of every academic policy and is a tool for quality assurance and development for higher education institutions at national and international levels. Literature reveals that evaluation tools for educational institutes have been predominately designed by non-teaching staff and administrators, there is need to involve teachers in the organizing, designing, analyzing and execution of the teacher evaluation tools in the universities (Lillejord, Elstad & Kavli, 2018). The involvement of educational specialists and teachers can play a vital role in success of evaluation tools development and refinement process (An, 2012). In the nutshell, teacher evaluation tools and instruments are powerful resources for determining efficacy and performance of teachers. To ensure teacher success, several countries around the world are adopting more robust assessment techniques and tools. Teachers involved in the development and creation of the tools and instruments of evaluation, seem to have a more positive attitude about the teacher evaluation process (Golding & Adam, 2016). As a result, the universities are taking measures to evaluate the quality of teaching faculty as per guidelines and tools provided by HEC. Faculty members claim that these tools are vague and outdated and there is a need to benchmark these tools with well-reputed universities (Croft, Roberts & Stenhouse, 2015).

It is, therefore, valuable to analyze the existing teacher evaluation tools adopted by public and private higher education institutions in Pakistan. The effective monitoring and evaluation of the teaching are central to the continuous improvement of effectiveness of teaching in a university (Avella, Kebritchi, Nunn & Kanai, 2016). It is essential to evaluate teacher itself along with the knowledge, teaching practices, and annual academic performance, to know which aspects could be further developed. From this perspective, teacher evaluation tools are vital in drive to improve effectiveness of teaching and learning and raise educational standards (Papay, 2012). Teacher evaluation is a constant check which is imposed upon university faculty members to maintain the quality of teaching-learning. It may check teacher's self-perception about teacher quality, similarly, it may check students' expectations from teacher, and the course delivered. Since we see ourselves through the eyes of others and this perception is a critical part of self-motivation,

therefore this perception must be managed in the fair and transparent way. Many researchers agree that though there are few chances of ambiguity in the measurement and interpretations of teacher evaluation tools and techniques, yet the well-structured evaluation system do provide sufficient information about ability of a teacher and can be used for assessing the necessary skills in a teacher (Smith, Cook, and Buskist, 2011; Galbraith, Merrill, and Kline, 2012; Gable & Wolf, 2012).

Some of researchers argue that there is significant variance in reliability of teacher evaluation tools for good teaching and it ranges from total acceptance to total rejection, that is why these researchers consider this issue a permanent source of conflict, specifically in higher education (Nasser & Fresko, 2002; Algozzine et al., 2004). Academicians believe that most of teachers do not have faith in evaluation tools and wonder how merely the few questions asked in evaluation proforma can serve as basis for measuring teaching effectiveness. Some researchers are of the view that usually teachers do not like this evaluation system and they question that how only the few questions asked in teacher evaluation tools can become base of decision about their teaching performance (Beran & Rokosh 2009; Olsson & Roxå, 2008; Algozzine et al., 2004). Beatrice Avalos, who has 13-year perspective on teacher evaluation complication, pointed out that conflicts between formative and summative aims exist not only in conception but also in the structure of the tools utilized and information processing. As a result, tools for evaluation are also debatable. As pointed to in the USA and Australian articles, standards tools provide needed quality (OECD, 2013). Moreover, if the procedure to adopt tools is implemented incorrectly or inappropriately, it may be viewed as a failure of whole process of the teacher evaluation (Campbell & Derrington, 2017).

Many researchers of technically advanced countries argue that establishing a teacher evaluative culture depends upon providing the appropriate tools which may help teachers to take charge of their improvement (Kraft & Gilmour, 2016). To make process strengthen, many researchers highlighted that teacher evaluation complexities might be removed if teaching leadership support the process because they have the potential to rectify issues involved in teacher evaluation tools and techniques if these tools are revisited from time to time. Teacher evaluation tools, according to Papay (2012), should be assessed not just on their effectiveness in correctly measuring teacher performance, but on how well they inform and assist in continuing teacher growth. Developing and adopting a systemwide change, such as teacher evaluation tools, can be politically difficult. In order to establish what constitutes excellent teaching and choose acceptable instruments for gathering reliable data, technical competence is necessary. Teachers in many countries report that unfortunately teacher evaluations are not conducted systematically, major reason is that evaluators may not be trained or may use useless tools and that expert learning and growth are often not aligned with their needs (Flores & Derrington, 2018). The main objective of research was to analyze tools used for teacher evaluation process in public and private universities of Lahore.

Significance of Study

This study is important because it may provide valuable information about the effectiveness and efficiency of tools used for the teacher evaluation process at public and private universities in Lahore. It may serve as a resource material for others who want to carry out research in related areas. Specifically, it will guide management of the university to develop better evaluation tools and mechanisms for the teacher evaluation. In this connection, it may provide information and

guidelines to university administration to modify the criterion to assess performance of quality teaching. In this connection, this research may also provide a pathway for potential researchers to conduct studies in this field to check, verify, and recommend the various aspects of current research.

METHODOLOGY & PROCEDURE

The research paradigms explain the rationale for choosing one research technique over another. Because it is journey from ideas to acts, a researcher's techniques are governed by philosophical and functional needs. For this study, researcher utilized interpretive paradigm. The interpretive paradigm is focused on comprehending the world via sensory experiences of humans. They rely on subjective interaction between researcher and participants to use meaning-focused procedures including interviews, participant observation and document analysis rather than measurement-focused approaches. Thus, based on the qualitative approach the researcher used the document analysis technique to analyze the tools used for conducting the teacher evaluation process at the public and private universities in Lahore. According to [Love \(2013\)](#) document analysis is a classy technique that utilizes preordained parameters and aims to examine the documents. The data was collected from two universities with equal proportionate (50%). The aim was to assess how much public and private universities have followed the tools used for this process. This approach helped the researcher to understand the clear picture of the teacher's evaluation process through its tools.

Data Source

Two public and two private sector general universities of Lahore were purposively selected and their teacher evaluation tools were taken for this research study. These tools were collected after visiting the respective university's human resource/registrar's office and quality enhancement cells. In this connection, some of them were also available on official website of the universities. There were total three documents and their types like self-appraisal form of private universities (25%), annual confidential report/performance evaluation report of public sector universities (25%) and teachers' evaluations by students' form of public and private universities (50%). In this linking, the lists of the documents that have been selected to review for this research were as follows;

1. Tools used for teacher evaluation in public sector university 1.
 - ✓ Teacher Annual Confidential Report/ Performance Evaluation Report
 - ✓ Teacher Evaluation by Students Form
2. Tools used for teacher evaluation in public sector university 2.
 - ✓ Teacher Annual Confidential Report/ Performance Evaluation Report
 - ✓ Teacher Evaluation by Students Form
3. Tools used for teacher evaluation in private sector university 1.
 - ✓ Teacher Self-Appraisal Form
 - ✓ Teacher Evaluation by Students Form
4. Tools used for teacher evaluation in private sector university 2.
 - ✓ Teacher Self-Appraisal Form
 - ✓ Teacher Evaluation by Students Form

Procedure

The researcher reviewed these documents against criteria set and approved by four experts in the qualitative research domain. The criteria met the objective of the study of analyzing the tools

used for teacher evaluation process. The documents were retrieved from official resources of the above-mentioned institutions and departments. All tools were official documents. Tools were reviewed, compared, and analyzed as per criteria depicted in table below. The researcher abides by the austere ethical considerations for conducting this research study as described by (Arifin, 2018).

Figure 1
Framework of Document Analysis

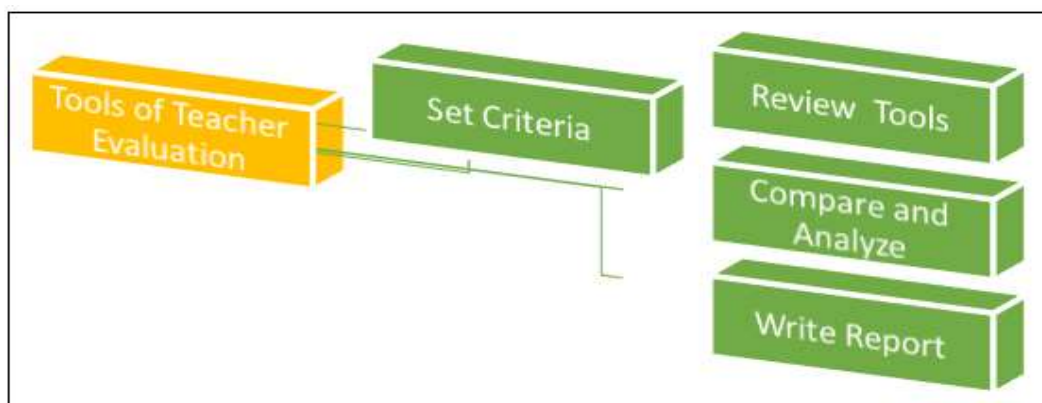


Table 1
Document Analysis of Self-Assessment Proforma

Particulars	PBL-University 1	PBL-University 2	PVT-University 1	RVT-University 2
Document Type	Official	Official	Official	Official
Developed by	Registrar Office	Registrar Office	HRD	HRD
Pages	3	3	3	5
Demographic	3	3	4	6
Parts	2	2	5	7
Major Sections	<ul style="list-style-type: none"> • Teaching • Research 	<ul style="list-style-type: none"> • Teaching • Research 	<ul style="list-style-type: none"> • Teaching • Research • Activity Profile • Self-Evaluation • Remarks Head • Remarks Dean 	<ul style="list-style-type: none"> • Teaching • Knowledge • Research • Services • Strengths • Future Aims • Supervisor
Time Period	Once in a Year	Once in a Year	End of every Year	End of every Year

Document Analysis of SA/ACR of Public & Private Universities

The proformas of self-appraisal/annual confidential report of sampled public and private sector universities were analyzed over document analysis. Both proformas of public sector universities were official documents that were taken from Registrar Office special/record branch of sampled universities. Whereas proformas of private sector universities were taken from human resource department of private universities, both proformas were official documents and also available on their websites. Those Proforma of Self-appraisal/Annual Confidential Report had developed by

every university on its own, not adopted from anywhere. The public sector universities had three, three demographic questions in their proforma that were name of faculty member, designation, and department, and both consisted of three, three pages. While, both private sector universities had four and six demographic questions in their proforma respectively. Demographic questions of the first private sector university were Teacher Name, designation, academic year, date and consisted of three pages. In this connection, the other private universities had name, position, faculty/school, name of the head, joining date, and period of evaluation and it consisted of five pages.

It was highlighted that both the public sector universities had two sections in their proforma of self-appraisal/annual confidential report that include teaching and research. These two sections had also different subsections regarding teaching and research activities. The other two private sector universities had five and seven main sections in their proformas respectively. The first private sector university sections consist of the summary of teaching and other skills, Research and other activities, activity profile, overall self-evaluation, and remarks of the Head/Dean. The second private sector university sections consist of the teaching knowledge updation, research, services to students, strengths, future aims, and supervisor remarks. It was also noted that the activity of the self-appraisal/annual confidential report is held once a year in the public sector universities whereas, in the private sector, it is conducted at the end of every year normally in December.

Table 2*Document Analysis of Student Evaluation of Teacher's Proforma*

Particulars	PBL-University	PBL-University	PVT-University	RVT-University
	1	2	1	2
Document Type	Official	Official	Official	Official
Demographic	5	5	5	5
Scale	Likert-Scale	Likert-Scale	Likert-Scale	Likert-Scale
Indicators in Tool	2	2	4	4
Name of Indicators	<ul style="list-style-type: none"> • Instructor • Course 	<ul style="list-style-type: none"> • Instructor • Course 	<ul style="list-style-type: none"> • Quality • Courses • Examination • Contribution 	<ul style="list-style-type: none"> • Designing • Learning • Class Control • Assessment
Items of Each Indicator	13	13	08	08
	05	05	05	08
			05	07
Total Item Statements	18	18	05	06
Open-ended Questions	02	02	23	29
			03	03
Developed By	Adopted of HEC	Adopted of HEC	Developed QEC	Developed QEC

Document Analysis of Teacher Evaluation by Students

Teacher evaluation proforma of sampled public and private sector universities were analyzed through document analysis. All the proformas were official documents that were taken from the quality enhancement cell of the sampled universities. Analysis of documents showed that public sector universities adopted the higher education commission proforma of teacher evaluation as it is. Whereas, private sector universities developed their own proforma of teacher evaluation

by students with the involvement of QEC. It was identified that the sampled public and private universities had five demographic questions in their proforma of teacher evaluation which were course title and code, name of instructor, semester, department, and degree program. All the proformas of public and private sector universities were measured on Liker-scale 1 to 5 points where 1 strongly disagreed and 5 strongly agreed. Further, it was pointed out that both public sector universities had only two teacher performance indicators that were instructor and course, while both private sector universities had four, four teacher performance indicators which were quality of teaching, courses, examination & assessment, and student contribution and other four were designing and planning instruction, learning environment, class control and assessment & evaluation.

One teacher performance indicator “instructor” of the both public sector universities had thirteen item statements in their teacher evaluation proforma and second teacher performance indicator “course” had only five-item statements. Whereas, one private sector university had eight-item statement of their first teacher evaluation indicator “quality of teaching” the second indicator “courses” had five-item statements, third indicator “examination & assessment” also had five items statements, fourth indicator student’s contribution had five-item statements. The other private sector university had eight-item statements of their first teacher evaluation indicator designing and instructions second indicator “learning environment” had eight-item statements, third indicator “class control” had seven-item statements, and the fourth indicator “assessment and evaluation” had six-item statements in their proforma of teacher evaluation by students. It was noted that both public sector universities had a total of eighteen, eighteen item statements in proforma of teacher evaluation. Other private universities had twenty-three and twenty-nine items’ statements in proforma of teacher evaluation respectively. It was dyed that both public sector universities had only two, two open-ended questions/ in the teacher evaluation proformas, whereas the other two private sector universities had there, three open-ended questions in their proforma.

DISCUSSION

The main objective of this study was to critically analyze the tools used for teacher evaluation in public and private universities of Lahore. The teacher’s evaluation tools were analyzed through document analysis. It is identified that teacher evaluation tools of private sector universities were more comprehensive than of the public sector universities of Lahore. These results were also supported by the study titled “teachers' performance evaluations and development systems among higher education institutes of Pakistan” conducted by [Chaudhry \(2017\)](#). In this linking, the results of this article pointed out that private universities have more teacher teaching aspects in their teacher evaluation tools instead of public sector universities. In this connection, it was also highlighted that these aspects have more item statements/ questions as compared to public sector universities. Consequently, these findings were also supported by study titled “mentoring the tool of teacher development and assessment” in diverse contexts by [Jan \(2007\)](#) and [Aslam \(2011\)](#).

It was also noted that tools of teacher evaluation by students have few open-ended questions in their proformas. All the proformas of teacher evaluation by students were measured on a Likert scale. It was analyzed that the public sector universities adopted higher education commission, Pakistan’s tools of teacher evaluation whereas, private sector universities had self-developed their tools of teacher evaluation. Near-about findings were reported in study titled “Educational

evaluation in Pakistani higher education context carried by (Usmani & Khatoon, 2013). Findings of this study also reported that teacher self-appraisal/ annual confidential report proformas of private sector universities were more detailed having more aspects of teacher's teaching, while the public sector universities used only single page proforma. This research revealed that teacher self-appraisal/Annual confidential report is being conducted once a year in the sampled public sector universities from June to December. Whereas, in private sector universities teacher self-appraisal is conducted at the end of every year normally in December. A close finding was also reported in the study titled "A critical analysis of performance appraisal system for teachers in the public sector universities of Pakistan" carried out by (Rasheed, Yousaf & Noor, 2011; Yunus 2018).

CONCLUSION

It is concluded that teacher evaluation tools of private sector universities were comprehensive and updated as compared to public sector universities of Lahore. It was highlighted that public sector universities adopted higher education commission, Pakistan's tools of teacher evaluation whereas, private sector universities had self-developed tools of teacher evaluation. An important thing pointed that the tools of the public sector universities had very limited aspects of teacher's teaching evaluation while private sector universities had more aspects in their tools than public sector. Moreover, it was revealed that teacher evaluation tools of private sector universities shed complete light on the teachers' teachings. They used to update and detailed proformas for teacher evaluation, whereas the public sector universities are using single page proforma's for teacher evaluation, which has only one or two aspects of teacher's teachings. After critical analysis of the tools, it seems teacher evaluation in public sector universities is just a formality as reported by (Rafiq & Qaisar, 2021). While in the public sector it's a serious practice. Researchers concluded that there is a need for serious focus to revise the teacher evaluation tools of the public sector universities. There is also need to include more aspects of teacher teaching in the tools of public sector universities. For this purpose, teacher evaluation tools might be benchmarked with some good national and international reputed universities. This will luster whole process of teacher evaluation.

Recommendations

- ✓ Teacher evaluation tools should be revised on regular basis in public sector universities.
- ✓ There should be more aspects/indicators and questions of teacher's teachings in teacher evaluation tools of public and private sector universities.
- ✓ Teacher evaluation tools of public sector universities should be benchmarked with some good reputed national international universities.
- ✓ The proforma of self-appraisal/annual confidential reports should comprise questions about teachers' annual performance.
- ✓ There should be more open-ended questions in teacher evaluation tools of public and private sector universities.
- ✓ The teacher evaluation can also be checked with the addition of some new and innovative tools.

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