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## EXPLORING THE PROBLEMS IN TEACHER EVALUATION PROCESS AND ITS PERCEIVED IMPACT ON TEACHER PERFORMANCE

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KEYWORDS	ABSTRACT
Evaluation, Teacher Evaluation, Teacher performance, Higher Education Commission	<p>The primary goal of the current study was to investigate how teachers' performance was thought to be impacted by the teacher evaluation process at Lahore's public and private universities. The research examined current issues or difficulties with the teacher evaluation system. Nature of this research was quantitative and survey method was applied to conduct this research and university teachers from all the HEC recognized "general category" public and private universities of Lahore, were target population. Sample was collected from three public and three private general category universities of Lahore through convenient sampling technique. A structured 4-point Likert-type questionnaire was designed. Descriptive and inferential statistics were conducted using SPSS version 25. The structural equation modeling was performed using the Analysis of Moment Structures version 20.0. (SEM). Findings revealed more issues with public institutions' teacher evaluation processes, tools and methodologies, student perceptions of the teacher evaluation, and evaluation results. Due to its poor execution, lack of teacher evaluation approaches, and failure to provide timely feedback, teacher evaluation has little impact on teachers' performance at the public sector universities.</p>
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Date of Submission: 25-10-2022 Date of Acceptance: 27-12-2022 Date of Publication: 31-12-2022	Corresponding Author: <a href="mailto:shahidch525@gmail.com">shahidch525@gmail.com</a> DOI: <a href="https://doi.org/10.51380/gujr-38-04-08">https://doi.org/10.51380/gujr-38-04-08</a>

### INTRODUCTION

A teacher's contribution to education and nation-building is fundamental. Without instructor doing their task with care, devotion, and sincerity, neither the finest course curriculum nor the most significant materials provide major benefit (Peng, McNess, Thomas, Zhang & Tian, 2014). Evaluation is a systematic process through which educational institutions review and assess the performance and effectiveness of instructors to preserve the teachers' quality and monitor their performance. As many nations have included teacher evaluation in their educational systems

as Singapore, China, Hong Kong, New Zealand and Japan. According to the "Organization for Economic Co-operation and Development (OECD), teacher evaluation should be core element of educational policy." Every institution must take effective teacher performance management into account to meet high worldwide standards. Evaluating teachers' performance may help them perform better since it is done to help with decision-making and accountability (Aslam, 2013). This procedure, which analyses the instructors' methods, must be considered under the institutional norms. At university level, assessing instructors' performance is equally as crucial as evaluating students' achievement in class (Bastian, Patterson & Pan, 2018). In educational institutions, the teacher evaluation is the valuable tool for monitoring and managing instructor accountability.

When teachers are aware that their work is being evaluated, they do their duties honestly and under institution's objectives, which positively affects student achievement (Brown, Peterson & Yao, 2016). According to the Forson, Ofosu-Dwamena, Opoku and Adjavon, (2021), the teacher evaluation process significantly motivates teachers since they are rewarded for exerting more effort and giving their all throughout their duties. Fernández and Martínez, (2022) revealed that two kinds of judgments are made based on teacher performance evaluation: "summative" is used for the final decision-making about compensation, bonus, incentive, and job status, and "formative" is utilized to enhance the teaching quality and instructional techniques. A practical teacher performance evaluation may distinguish between the effective and ineffective teachers. Evaluating teachers' job performance, dedication, and loyalty is another important goal of the institutes towards the teacher evaluation (Bastian, Patterson & Pan, 2018). In this connection, according to Hornstein (2017), dynamic changes, such as chances for teachers to continuously improve their performance happen as a result of measuring the efficiency and effectiveness of the teacher. By identifying their strengths and flaws, teachers' performance could improve. It allows for the identification of the complexities that impede the evaluation of teacher and staff performance.

Green (2014) found that since job retention, bonuses, and salary depend on teacher evaluation reports, the teacher evaluation process causes stress among private sector employees. He said that the pressure of teacher evaluations impacts teacher performance. According to Khan, Gul, Shah, and Khan (2012), evaluation pressure reduces teachers' individual and institutional accomplishments, which is harmful to their effectiveness. As a result, under pressure, teachers cannot deliver. The pressure placed on teachers to do well on evaluations dramatically affects motivation, productivity, and student happiness, that eventually undermines teaching quality and the school's reputation (Akhlaiq et al., 2010; Tahir, 2011; Marwat et al., 2012). Thus, in this connection, this approach has little impact on the effectiveness of teachers' performances. Therefore, the evaluation process for teachers has a significant influence on their performance. According to the literature, teaching methods span many instructional processes. However, this research emphasized teacher evaluation procedures employed at universities to evaluate instructors' instructional strategies. Every teacher evaluation method has particular goal during and after the lesson. In this regard, the following are a few well-known methods of evaluating teachers.

The self-evaluation of teachers, annual confidential report, or performance evaluation report: There is no denying the importance of teacher self-evaluation in higher education. It is most common form of evaluation when faculty members examine and assess themselves based on predetermined standards. A teacher's self-appraisal is a compilation of several facets of their

yearly academic performance, including their administrative, research, and teaching efforts. Teacher evaluation has a favorable effect on instructors' performance and quality of instruction (Hammond, 2010). Many institutions of higher learning, domestically and abroad, employ faculty members' self-evaluations for the professional growth and accountability reasons (Mumford & Newcomer, 2019). It has a beautiful capacity to enhance instructors' effectiveness since it gives them a rare opportunity to evaluate and enhance their instruction appropriately (Hammond, 2016). Evaluation by Institutional Head: As per literature, evaluating a teacher's performance via the institutional supervisor or head is another standard method. According to Beran et al. (2005), academic leaders (Deans & HODs) of any department, institution, or university must conduct teacher evaluations by supervisors. They undoubtedly consider it when making decisions on salaries, bonuses, promotions, and quality of faculty's instruction. Intriguing characteristic of formal incentive system is that it heavily depends on supervisor valuation without any other source, that is vital for evolving practical teaching in higher education (Grissom, Blissett & Mitani, 2018).

There is a wealth of research that demonstrates how supervisor assessment is regularly used by university administration and administrators to determine teacher promotions, tenure, and dismissals (Gump, 2007; Rantanen, 2013). Student Evaluations of Teachers: Another common strategy in higher education worldwide is to gauge a teacher's effectiveness in the classroom via student feedback or evaluation (Kreitzer & Sweet-Cushman, 2022). The student evaluations are vital for bettering courses, student engagement and teacher effectiveness (Xin, Shu-Jiang, Nan, ChenXu & Dan, 2022). Most teachers have some trust in students' evaluations of instruction and see it as a valuable resource for learning more about their pedagogical methods. According to the students' evaluations of their teaching methods, several teachers acknowledged that they had improved their instructional techniques (Kumar, Martin, Budhrani & Ritzhaupt, 2019). Some academics believe that teachers often dislike this evaluation approach and wonder how a few questions on a feedback form can serve as the basis for a judgment regarding a teacher's effectiveness (Lakeman, Coutts, Hutchinson, Lee, Massey, Nasrawi & Fielden, 2022). The term "evaluation" is subject of much discussion since it is believed that it has a highly final & definite sense and should not be used to define how students rate instruction (Adom, Mensah & Dake, 2020).

### **Research Objectives**

1. To examine current challenges/difficulties with teacher evaluation process at Lahore's public and private universities.
2. To examine how evaluation process for teachers impacts their performance at Lahore's public and private universities.

### **Research Questions**

1. Which challenges or difficulties do university teachers see with the current teacher evaluation system at Lahore's public and private universities?
2. In what ways teacher evaluation process impacts teacher performance at Lahore's public and private universities?

### **Rationale of Study**

This research aimed to examine concerns or difficulties with current teacher evaluation process and observed impact of teacher evaluation on teacher performance. The researcher has worked at 3-distinct private universities in Pakistan and has thoroughly examined those institutions'

methods for evaluating their faculty members. It was observed that universities through nation were informed of HEC general teacher evaluation criteria and that institutions implemented them within institutional contexts. At the private universities as opposed to public universities, university management in Pakistan consistently strives and encourages its instructors to obtain higher teacher evaluation scores. Because of this, university professors are often seen in intense conflict over findings of their evaluation reports. Private institutions take intense action against faculty members who earn unsatisfactory teacher evaluation ratings, whereas these outcomes are meaningless or have significant repercussions for public sector universities (Hyun & Sajjad, 2018; Sarfraz, 2019). Also, the teacher evaluation is cause of anxiety for teachers at Pakistan private universities, while it is seen as ritual in public institutions (Anjum, Muhammad & Rauf, 2021).

Teachers in Pakistan's private universities must deal with ridiculous situation of not receiving desired incentives or promotions due to subpar teacher evaluation results, while, the teachers in public sector universities are given promotions and pay raises under government's traditionally decided rules and regulations (Hyun & Sajjad, 2018; Sarfraz, 2019). Even if they did well on all of the duties given to them, university teachers often complain that they did not get the grade they had hoped for in their evaluation (Anjum, Muhammad & Rauf, 2021). Researcher observed that there aren't many studies addressing this issue at the university level, even though teacher evaluation was often researched at the school level in Pakistan (Faremi, 2017). According to Aslam's (2011) investigation of the implementation of the teacher performance mechanisms at public and private universities, assessing instructors may help them perform better since the performance is tracked with an eye toward accountability and decision-making. A similar study was undertaken by Ali (2019) to identify the difficulties that various institutions have while implementing their teacher evaluation systems in the lack of HEC regulation. It is important to note that this phenomenon has to be examined from a different angle. This study investigates difficulties with the current teacher evaluation system and how teachers see its impact on their performance.

### **Delimitation of Study**

1. Six universities from Lahore were chosen (3 each) from the public and private sectors universities.
2. "Teacher evaluation" was independent variable and it was subdivided into 3-categories or kinds: "teacher self-appraisal/annual confidential report / performance assessment report (PER)," "teacher evaluation by Head/Supervisor," as well as "teacher evaluation by students."
3. The dependent variable "teacher performance" was categorized into two components: "teacher teaching performance, and teacher research work."
4. Faculty members of public sector universities on basic pay scale contributed to data; those on tenure track system were not included in this research.

### **LITERATURE REVIEW**

In the 1700s, teacher evaluations were first conducted as the "top-down" procedure to examine teachers and their techniques (Uzor, 2005). Evaluation process provided a "rating" of teaching efficacy, defined by systematic notes, standardized achievement tests and criteria measurements (Peterson, 2000). Evaluator used variety of instruments and procedures during observation time, which made observations untrustworthy. Standardized achievement exams also revealed

little about the effectiveness of education and teaching. This review procedure did not provide depth of information that systematic and observational methodologies provide. Assessment methodology led to the breakdown of instruction into more manageable components referred to as goals to gauge success by the 1930s. Then, objectives might be examined and researched to allow for reflection on the instructional process (Black & Wiliam, 1998). To investigate instructional improvement, teacher observations started in the 1950s and 1960s. Teaching was noted as the practice that needed to be developed and assessed. Thus, soon after, quantitative monitoring started to appear in teacher assessments. Based on "the notion that teaching may be enhanced by specified, formal procedure of cooperation between instructor and supervisor," the quantifiable evaluation's goal was thus measure the teaching performance (Perez-Orozco, 2005).

With the involvement of the teachers and supervisors, this new paradigm of the teacher practice replaced the bureaucratic method of assessment via inspection with a more democratic and collaborative one. As result, teaching reached a point where evaluations were based on teacher performance and included essential support for improving instruction (Abrami, 2001). Thus, enhancing instructors' instructional practices changed the assessment process to incorporate a balance between corrective action, judgment, and supporting practices. There may be gains in teachers' performance overall due to procedure. Still, its primary goal is to draw summative judgments about teacher's capacity to fulfill instructional tasks and other obligations (Maslow & Kelley, 2012). Teachers' opinions about the evaluation system influence how it might support teachers to become aware of their strengths and weaknesses; this promising strategy leads to more outstanding evaluation results (Mathers & Oliva, 2008; Bamber & Anderson, 2012). In this connection, the teachers should ideally be able to increase instructional efficiency due to a helpful evaluation environment. In this linking, according to the literature, some instructors regard the evaluation system and process as a competition to win rewards, while others see it as frightening experience. The efficacy or failure of new policy enforcement that reflects academic openness may be significantly influenced by the teachers' perceptions of this process (Hinchey, 2010).

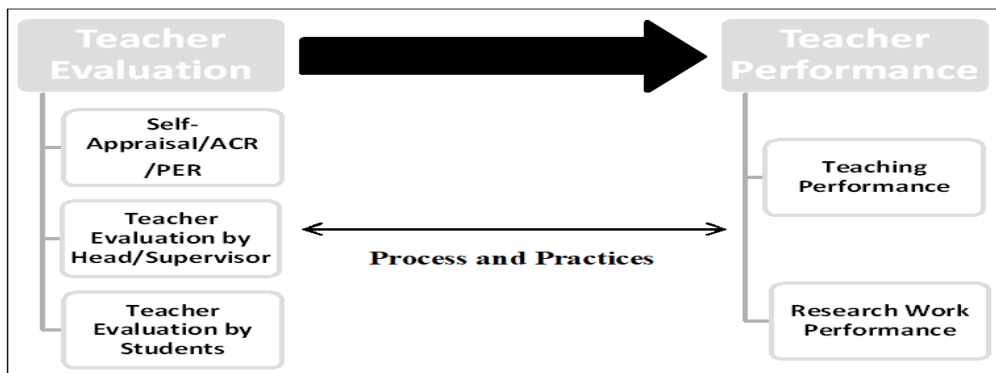
According to literature, educational evaluation culture was primarily created by educational institutions across the world. Many studies have supported the participation of teachers in the planning, design, and implementation of evaluation systems (Banta, Jones & Black, 2009). The research was conducted to gauge and assess the teachers' perceptions of the value of academic advancement and the evaluation techniques. The data suggest that student complaints are less common when instructors participate in the assessment process (Papay, 2012). As instructors decide which actions, knowledge, and abilities should be evaluated, constructive expectations and views about instructor evaluation should be considered (Maslow & Kelley, 2012). When teachers are free to design assessment tools, implement them, and set follow-up processes, they are more likely to have positive views about them (Bamber & Anderson, 2012). Young and new teachers passionately embrace the teacher evaluation process, according to research by Hornstein (2017); however, veteran teachers have different leading perspectives and are less enthusiastic about it. Teachers may get helpful advice to identify areas where they need to develop or acquire new abilities since they understand the need for ongoing improvement. As the educational body has introduced new rules, teachers also adopt new evaluation techniques. Teachers understand that policy changes also affect those who must be evaluated (Tellez, 2010; Bevan, 2018).

### Conceptual Framework

Figure 1 represents the conceptual framework of this study, which provides a visual reference to explore problems in teacher evaluation process and its impact on teacher performance under the umbrella of teacher evaluation, process, and practice. Moreover, it provides a visual of the underlying elements that drive every research aspect. First section focuses on teacher evaluation process practiced in Pakistan at university level. In this diagram, teacher self-appraisal, teacher evaluation by head/supervisor, and teacher evaluation by students are used as the teacher evaluation process, which is independent variable of this research. After reviewing literature, it was found that there were other common forms of teacher evaluation, like; as peer evaluation and class observation, which are widely used in world (Bichi, 2017). Usage of different forms may depend on any institution’s specific needs, which provides valid information on a teacher’s performance.

It may lay solid basis for improving teacher career development, performance, policymaking, and extension, leading to better working environments, quality teaching and successful learning outcomes. The second section deals with teacher performance and the categories used for this research. Researcher took two categories for teacher performance: teacher teaching performance and teacher research performance, and teacher performance was the dependent variable of this research. Many researchers have used above-discussed teacher performance categories in their studies (Stronge & Schuch, 2019). These categories can be used to collect and present data to document teachers’ performance based a systematic view of job responsibilities. See figure 1; using this framework, we can explore /issues problems in the teacher evaluation process and its perceived impact on teacher performance under the umbrella of process and actual practices in universities.

**Figure 1**  
*Conceptual Framework*



**Table 1**  
*Methodological Gap*

SN	Researcher	Title of Research	Methodology	Country
1	“Nicholas P. Elam W. Holmes Finch” 2020	“Examining the Relationship Between Teacher Performance Ratings and District Under the Ohio Teacher Evaluation System”	Quantitative Study	Ohio State United States of America

2	“Maria Assunção Flores” (2018)	“Teacher Evaluation in Portugal: Persisting Challenges and Perceived Effects”	Quantitative Study, Survey Research	Portugal
3	Beatrice Avalos-Bevan 2018	“Teacher evaluation in Chile: highlights and complexities in 13 years of experience”	Quantitative (Survey) And Qualitative (Interviews) Study	Chile
4	“Ryu Ju Hyun Shahida Sajjad” 2018	“Quality of Teachers’ Performance Evaluation in Public and Private Secondary Schools of Karachi”	Quantitative Study Survey Method	Pakistan
5	“Eyvind Elstad, Eli Lejonberg & Knut-Andreas Christophersen” (2015)	“Teaching Evaluation as A Contested Practice: Teacher Resistance to Teaching Evaluation Schemes in Norway”	Quantitative Study, Survey Research	Norway
6	“Brian B. Bullis” (2014)	“The Perceived Impact of Teacher Performance Ratings on The Teacher Evaluation Process: Voices from The Field”	Cross-Sectional Survey with Quantitative and Qualitative Data	United States of America
7	“Andrew B. Campbell” 2014	“Understanding the Teacher Performance Evaluation Process from the Perspective of Jamaican Public-School Teachers”	Qualitative Study In-depth Interviews	Jamaica
8	“Ayse Bas Collins” (2010)	“Teacher Performance Evaluation: A Stressful Experience from A Private Secondary School”	Qualitative Study, Semi Structured Interviews	Turkey

## RESEARCH METHODOLOGY

Proposed research is conducted according to research methodology. It gives a general outline of study design and methods. It contains specifics of the research methodology, from worldview or philosophy that guides the research to analytical techniques offered for determining correct response to given study questions. This section covers participants, demographic, and sample method thoroughly. This section covers the data collection and analysis methods and legal and ethical concerns. Since this research examined challenges/difficulties with teacher evaluation process and observed impact of the teacher evaluation on the teacher performance, it demands quantitative methodology for its comprehensive investigation. The accuracy of the data used in research is a critical factor in its success, and obtaining reliable data requires an adequately thought-out strategy. Survey method was data collection approach used in this research. The advantage of survey research is its generalizability. Results of survey research could be applied to the entire population. Scholar chose the survey approach since it is less expensive and ensures respondent confidentiality. Compared to personal interviews, respondent feels more confident. Additionally, surveys are more uncomplicated for the researchers to administer than in-person interviews. Additionally, survey methods are pretty helpful for gathering a lot of information quickly.

## Sampling of Study

The researcher chooses three common facilities from all three public and private universities. In this phase of study, the researcher used the convenient sampling technique. "Convenience sampling is a type of non-probability sampling in which sample is drawn from population in area's immediate vicinity." Most researchers find this method an appealing alternative because it is swift, simple, widely accessible, and affordable.

**Table 2**  
*Sampling Framework of Public*

SN	Name of the University	Purposively Selected Faculties/Schools from Each University	Total Faculty Members in Each Faculty/School	Conveniently Selected Faculty Members from Faculty/School
1	Public Sector University 1	"Faculty of Education"	45	20
		"Faculty of Behavioral and Social Sciences"	73	20
		"Faculty of Computing & Information Technology"	61	20
2	Public Sector University 2	"Faculty of Arts and Social Sciences"	47	20
		"Faculty of Business Management and Economics"	39	20
		"Department of Computer Sciences"	42	20
3	Public Sector University 3	"Faculty of Arts & Social Sciences"	47	20
		"Faculty of Economics & Business Administration"	38	20
		"Department of Information Sciences"	32	20
Total			424	180

**Table 3**  
*Sampling Frame of Private*

SN	Name of the University	Purposively Selected Faculties/Schools from Each University	Total Faculty Members in Each Faculty/School	Conveniently Selected Faculty Members from Faculty/School
1	Private Sector University 1	"School of Social Sciences and Humanities"	53	20
		"School of Business and Economics"	64	20
		"School of Systems and Technology"	75	
2	Private Sector University 2	"Faculty of Arts and Social Sciences"	31	20
		"Faculty of Management Studies"	85	20
		"Faculty of Information Technology"	71	20
3	Private Sector University 3	"Faculty of Social Sciences"	70	20
		"Faculty of Management Sciences"	96	20
		"Faculty of Information Technology"	64	20
Total			609	180



**Table 4**  
*Study Sample*

SN	University Type	Universities	Faculty Members
1	Public	03	60×03=180
2	Private	03	60×03=180
	Total	06	360

The researcher developed a survey questionnaire to collect data from the faculty members of selected public and private institutions in Lahore. Three components make up questionnaire. (i) demographics (ii) challenges or difficulties with the current teacher evaluation process (iii) opinions about a teacher's performance. Due to the researcher's usage of the Likert - type scale, all of these questionnaire items were examined on an ordinal scale. In this connection, the answer category's coded value is as follows: Strongly Disagree 1, Disagree 2, Agree 3, Strongly Agree 4.

**Reliability & Validity**

The internal consistency of tool's items was tested using statistical technique. Therefore, the instruments' pilot testing on a sample of 30 faculty members yielded resulting Cronbach alpha value.

**Table 5**  
*Reliability Statistics*

Factors	Items	Alpha
"Overall	82	0.813
Teacher Evaluation Process	12	0.789
Teacher Self-Appraisal/ACR/PER	7	0.810
Teacher Evaluation by Head/Supervisor	7	0.847
Teacher Evaluation by Students	9	0.762
Problems in Methods and Tools	8	0.823
Problems in Students' Opinions	6	0.891
Problems in Results of Teacher Evaluation	10	0.878
Teaching Performance	6	0.841
Research Performance"	8	0.859

Three national and three foreign educational experts in domain approved instrument. Experts' suggested points were incorporated.

**Table 6**  
*KMO and Bartlett's Test*

"Kaiser-Meyer-Olkin Measure of Sampling Adequacy"		.940
	"Approx. Chi-Square	6804.885
"Bartlett's Test of Sphericity"	Df	532
	Sig."	.000

For this combination of variables, the KMO Measure of Sampling Adequacy value was 0.940, considered "excellent."

## DATA ANALYSIS

With usage of two statistical software, data was analyzed. Descriptive and inferential statistics were performed using the SPSS version 25. In order to create the structural equation modeling, Analysis of Moment Structures (AMOS) version 20.0 was employed (SEM). The researcher evaluated the teacher evaluation process's influence on the teacher performance using SEM analysis.

**Table 7**  
*Demographic Info of Sample*

Measure	Characteristics	Frequency (n)	Percentage (%)
Gender	Male	188	52.2
	Female	172	47.8
Age	21 - 30 years	178	49.4
	31- 40 years	114	31.7
	41 - 50 years	39	10.8
	51 years or above	29	8.1
Education	Masters	24	6.7
	M. Phil/M.S	207	57.5
	Doctorate	129	35.83
	Others	0	0
Designation	Lecturer	168	46.7
	Assistant Professor	120	33.3
	Associate Professor	46	12.8
	Professor	26	7.2
Employment Status	Permanent/Regular	315	87.5
	Contract/Deputation	35	9.7
	Part Time/Visiting	10	2.8
Experience	1 - 5 years	115	31.94
	6 - 10 years	107	29.72
	11 - 15 years	71	19.72
	16 - 20 years	43	11.94
	21 years or more	24	6.67
University	Public	188	52.2
	Private	172	47.8

**Table 8**  
*The Challenges/Difficulties in Methods of Teacher Evaluation Score Comparison*

	Public		Private		t(358)	p
	M	SD	M	SD		
Challenges/difficulties in Methods	18.31	2.31	15.90	2.29	3.49	.002

\*p<.05

An independent-samples t-test was used to find a significant mean score difference between challenges/difficulties with processes of teacher evaluation at public and private universities. Researcher discovered that Public (M= 18.31, SD = 2.31) and Private (M = 15.90, SD = 2.29) had significantly different mean scores (t (358) = 3.49, p=.002, two-tailed). Size of the mean differences (mean difference=2.41) This shows that private universities methods & instruments for evaluating teachers are less problematic as compared to public.

**Table 9**  
*Challenges/Difficulties in Students' Opinion for Teacher Evaluation Score Comparison*

	Public		Private		t(358)	p
	M	SD	M	SD		
Challenges/difficulties in Students Opinion	21.41	2.25	14.31	2.13	3.47	.005

\*p<.05

An independent-sample t-test was used to identify significant mean score differences across challenges/difficulties in student opinion for teacher evaluation at public & private universities. Researcher discovered that the Public (M=21.41, SD=2.25) and Private (M=14.31, SD=2.13) had significantly different mean scores ( $t(358) = 3.47, p=.005$ , two-tailed). Size of the mean differences (mean difference = 7.1). In the view of the students, the teacher evaluation is less problematic at private universities as compared to public.

**Table 10**  
*Challenges/Difficulties In Results Of Teacher Evaluation Score*

	Public		Private		t(358)	p
	M	SD	M	SD		
Challenges/difficulties in Results of Teacher Evaluation	25.65	2.83	20.56	2.12	7.63	.000

\*p<.05

An independent-sample t-test was used to identify significant mean score differences between challenges/difficulties in teacher evaluation results in public and private universities. The Public (M=25.65, SD=2.83) and Private (M=20.56, SD=2.12) groups had significantly different mean scores ( $t(358) = 7.63, p=.000$ , two-tailed). The size of the mean differences (mean difference = 5.09). This indicates that the results of teacher evaluations are less problematic at private universities as compared to public.

**Table 11**  
*Teacher Teaching Performance in Public Universities*

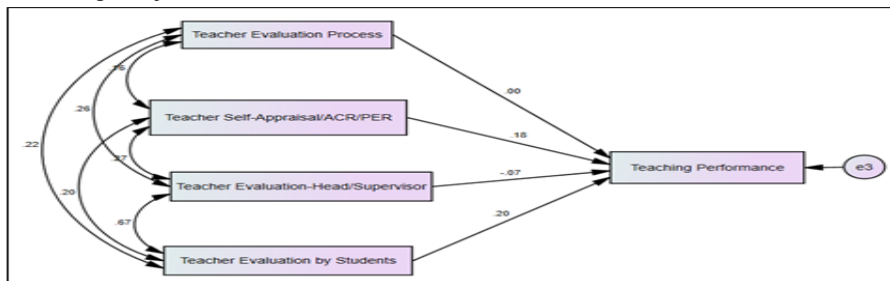
Variable	B	SEB	$\beta$	t	Sig.
Teacher evaluation process	-.003	.068	.003	-.047	.963
Teacher self-appraisal/ACR/PER	.200	.083	.179	2.402	.047
Teacher evaluation by Head/Supervisor	.222	.109	-.065	1.041	.507
Teacher evaluation by students	-.046	.070	.196	3.664	.013

Note: R square change=.053,  $F(4,072) = 1.18$

The best linear combination of the teacher evaluation process, teacher self-appraisal, teacher evaluation by students, and teacher evaluation by head/supervisor for predicting teaching performance scores of public universities was determined via use of multiple regression. (The linearity, normally distributed error, and uncorrelated error assumptions were examined and found to be true.)  $F(4,072) = 1.18, p > .05$ , indicating that this set of factors is not statistically predicting teaching performance and that none of the four variables significantly contributed to the prediction. .053 was the modified R squared value. This shows that the model explained 53% of the variation in teaching performance. According to the beta weights in Table 9, the best predictors of teaching success are teacher self-appraisal/ACR/PER ( $=.179, p=.047$ ) & student t-teacher evaluation ( $=.196, p=.013$ ). While the teacher evaluation process ( $=.003, p=.963$ ) and

teacher evaluation by Head/Supervisor ( $= -.065, p=.507$ ) did not substantially impact teaching performance.

**Figure 2**  
*Teacher Teaching Performance in Public Universities*



**Table 12**  
*Teacher Teaching Performance in Private Universities*

Variable	B	SEB	$\beta$	t	Sig.
Teacher evaluation process	.029	.082	.026	3.355	.034
Teacher self-appraisal	.103	.119	.064	2.866	.017
Teacher evaluation by Head/Supervisor	.108	.098	.121	3.099	.008
Teacher evaluation by students	.384	.160	.268	2.404	.007

Note: R square change=.147,  $F(4,031) = 6.51$

The best linear combination of the teacher evaluation process, teacher self-appraisal, teacher evaluation by students, and teacher evaluation by head/supervisor for predicting teaching performance scores of private universities was determined via the use of multiple regression. (linearity, normally distributed error, and uncorrelated error assumptions were examined and found to be true.) With all four factors contributing to prediction, this set of variables strongly predicts teaching performance,  $F(4031) = 6.51, p .001$ . The square root of the modified R was .147. This shows that the model explained 14.7% of the variation in teaching performance. Beta weights in Table 10, best predictors of teaching success are student evaluations of teachers ( $=.268, p=.007$ ) and head/supervisor evaluations ( $=.12, p=.017$ ). While teacher self-appraisal ( $=-.065, p=.008$ ) and teacher evaluation process ( $=.03, p=.034$ ) make less of a difference in predicting teaching performance.

**Figure 3**  
*Teacher Teaching Performance in Private Universities*



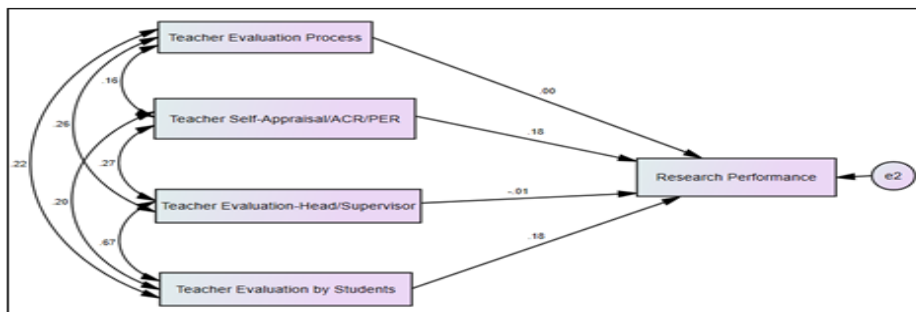
**Table 13**  
*Research Performance in Public Universities*

Variable	B	SEB	$\beta$	t	Sig.
Teacher evaluation process	-.005	.083	.004	-.055	.956
Teacher self-appraisal/ACR/PER	.244	.103	.177	2.377	.018
Teacher evaluation by Head/Supervisor	-.007	.086	-.008	-.083	.934
Teacher evaluation by students	.245	.134	.175	2.182	.049

Note: R square change=.050, F (4,072) =1.417

To predict the research performance scores of public universities, multiple regression was used to discover best linear combination of the teacher evaluation process, teacher self-appraisal, teacher evaluation by students, and teacher evaluation by head/supervisor. (linearity, normally distributed error, and uncorrelated error assumptions were examined and found to be true.) F (4,072) = 1.417,  $p > .05$ , with all four factors not statistically contributing to prediction, shows that this combination of variables is not significantly predicting research performance. The squared R-value after adjustment was .050. This shows that model explained 50% of variation in research performance. According to the beta weights shown in table 11, the best predictors of research success are teacher self-appraisal/ACR/PER ( $=.177$ ,  $p=.018$ ) and student evaluations of teachers ( $=.175$ ,  $p=.049$ ). While the process for evaluating teachers ( $=.004$ ,  $p=.956$ ) and the evaluation of teachers by heads of departments or supervisors ( $=-.008$ ,  $p=.934$ ) did not help predict research performance.

**Figure 4**  
*Teacher Research Performance in Public Universities*



**Table 14**  
*Research Performance in Private Universities*

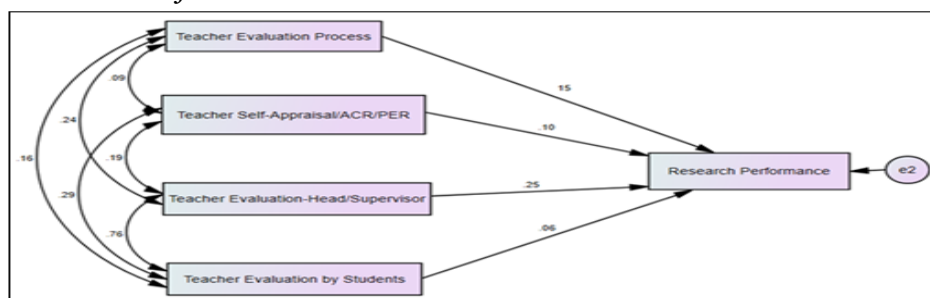
Variable	B	SEB	$\beta$	t	Sig.
Teacher evaluation process	-.155	.077	.150	2.003	.018
Teacher self-appraisal	.145	.112	.099	2.292	.042
Teacher evaluation by Head/Supervisor	.205	.092	.251	2.214	.014
Teacher evaluation by students	.085	.151	.064	.560	.086

Note: R square change=.102, F (4,052) =5.123

To predict the research performance scores of private universities, multiple regression was used to determine the best linear combination of the teacher evaluation process, teacher self

-appraisal, teacher evaluation by students, and teacher evaluation by head/supervisor. (The linearity, normally distributed error, and uncorrelated error assumptions were examined and found to be true.) With all four factors considerably influencing the prediction, this set of variables strongly predicts research performance,  $F(4,052) = 5.123$ ,  $p = .001$ . R squared was changed to a value of .102. This shows that model explained 10.2% of the variation in research performance. According to beta weights in Table 12, teacher evaluation by head or supervisor ( $\beta = .251$ ,  $p = .014$ ), teacher evaluation process ( $\beta = .150$ ,  $p = .018$ ), and teacher self-appraisal ( $\beta = .099$ ,  $p = .042$ ) are three factors that have the greatest influence on predicting research performance. While student evaluations of teachers ( $\beta = .064$ ,  $p = .086$ ) did not assist in predicting research performance.

**Figure 5**  
*Teacher Research Performance in Private Universities*



**Table 15**  
*Overall Model Fit Indices*

Model fit Index	Recommended values	Observed values
Chi-square/degree of freedom	$\leq 3.00$	0.020
GFI	$\geq 0.90$	1.000
AGFI	$\geq 0.80$	0.960
CFI	$\geq 0.90$	1.000
RMSEA	$\leq 0.08$	0.010
TLI	$\geq 0.95$	0.980

GFI- Good Fit Index, AGFI- Adjusted Goodness of Fit Index, CFI- Comparative Fit Index, RMSEA-Root Mean Square of Approximation, and TLI- Tucker-Lewis Index.

**DISCUSSION**

This research examined the challenges/difficulties universities perceived with current teacher evaluation process. The findings showed that the teaching facilities at public universities were inadequate and out-of-date. In contrast, the facilities offered by private universities were often superior, frequently updated and comprehensive. Results of previous studies were pertinent to the findings of current study, which revealed that teachers often dislike the evaluation system and wonder how a few questions on a feedback form can serve as basis for a judgment about their teaching ability (Anjum, Muhammad & Rauf, 2021). According to the researchers, using inefficient methods might lead to misunderstanding of evaluation results, which always shows that instructors are doing poorly in classrooms (Thomas, 2012; Lin, Tan, Lee & Tsai, 2017). Current research discovered that students' choices for evaluating teachers are skewed, which

lowers teachers' self-esteem. It was shown that students tend to give their favorite teachers the highest evaluation scores. According to present study's findings, there is substantial variation in student perceptions of effective teaching that may vary from complete approval to complete rejection.

This topic is a constant contention, particularly in the higher education (Kornell, 2020; Rafiq & Qaisar; 2021). Additionally, few experts agree that there are few opportunities for measuring and interpreting problems in how students rate their teachers (Rafiq, Qaisar & Butt, 2022). Similarly, in Students' evaluation of teaching: problems of item diagnostic, a research study by Madden, Dillon & Leak (2010) at university of South Carolina, Columbia, found that students' biased evaluations affect the teachers' reputations, especially when comparing one teacher to another. The current research findings showed that, particularly at public sector universities, not all faculty members are promptly informed of teacher evaluation results (Rafiq & Qaisar; 2021). In contrast, private sector institutions promptly inform all faculty members of results of teacher evaluations using an online teacher's portal before the end of semester. The current research results were consistent with previous study findings indicating teacher evaluation is a vital component of successful teaching. It substantially relies on the dissemination of findings that enable astute interpretation and results linked to wide variety of evaluations (Neumann, 2000). The current study also showed that universities lacked defense mechanism for dealing with subpar evaluation results. The influence of the teacher evaluation process on perceptions of teachers' performance was also investigated in this research. The findings showed that the teacher evaluation process significantly impacts the teaching performance at the private sector institutions.

In contrast, the teacher evaluation procedure did not significantly improve teachers' teaching performance in public sector universities. The findings of the current study are consistent with those of earlier studies, which found that teachers perceived teacher evaluation as potent tool for learning more about their pedagogical practices, and they modified their teaching methods in response to evaluation's findings (Rafiq & Qaisar; 2021). Present study's findings indicated that the teacher evaluation process significantly influences teacher research performance at private sector institutions. Performance of teacher research at public sector institutions, on the other hand, was not positively impacted by teacher evaluation process. The current research results are consistent with earlier studies' decisions that primary influence on faculty salaries and teacher performance in United States was volume of articles published in famous journals (Kwiek, 2021). Faculty incentives are determined by extent to which faculty members advance their fields by communicating their work to external audiences via publications of papers and books, sharing research findings, giving performances, seminars, and other means. Researchers have shown that the most reliable way to assess faculty performance is via teacher evaluation, which is dependent on the number of the research publications each academic year (Manasseh, 2020).

## **CONCLUSION**

The conclusion of this study was made based upon findings and discussion. In this study, the researcher explored problems/issues university teachers perceived in contemporary teacher evaluation. Moreover, study also explored the impact of teacher evaluation process on teachers' perceived performance in public and private universities in Lahore. Teacher performance was seen in terms of the teacher teaching performance and teacher research work performance.

According to the findings of this study, public sector universities have more issues with their teacher evaluation process than private sector universities, including outdated tools used for evaluation, no consequences for receiving the subpar evaluation results, the lack of evaluation methods, and late delivery of evaluation results. The difficulties and concerns with the modern teacher evaluation system at Punjab's public and private institutions varied noticeably. Private institutions, on the other hand, have a robust online system for the teacher evaluation process and few issues with it. In contrast to public sector institutions, which mostly employ obsolete single-page proformas, private universities have extensive and modern methods for evaluating teachers.

Peer assessment and classroom observation techniques of teacher evaluation was not used in both public and private universities. Results of present study deduced that enhanced teacher performance at private universities was predicted by teacher evaluation. The results concluded that teacher research work and teaching performance at private sector universities were more than in public universities. Teacher evaluation at public universities did not predict better teacher performance. The results of this study also deduced that teacher evaluation at public sector universities had little impact on how well teachers perform in terms of their ability to teach and research. The faculty members in private universities feel stressed and pressured due to teacher evaluation and feel departmental political influence like favoritism/personal grudges. On the contrary, faculty members in public universities feel no stress due to teacher evaluation process weak implications. Due to poor teacher evaluation results, they do not feel threatened with losing their job or the termination, as well as demotion from their position. Additionally, favoritism/personal grudges do not affect teacher evaluation in public universities as perceived by participants.

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