

Linking Head Teachers' Ratings of Teacher Evaluation with School Performance

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Abstract

The study examined how linking head teachers' ratings of teacher evaluation with school performance. Teacher evaluation is defined as how quality practices: evaluating teachers, documentation of teachers' performance, and sharing legal guidelines with teachers were implemented by head teachers while evaluating their teachers. School performance can be defined as accomplishment of goals by students, teachers and schools. In district Sahiwal, 124 head teachers evaluated themselves for teacher evaluation on HTEQ through selecting them conveniently. For school performance, MEAs monthly visit reports were used to collect data on following factors: school cleanliness, presence of teachers, functionality of facilities and student presence, while data on student achievement score were obtained from their schools. The study found that head teachers were used quality practices of teacher evaluation effectively and their schools' performance were also revealed at the level of excellence. The study revealed moderate relationship between both these variables ($r=.58$) and 34% variance in school performance could also be explained through quality practices of teacher evaluation. The study also added the recommendations.

Keywords: Quality Practices of Teacher Evaluation; Evaluating Teachers; Documentation of Teacher Performance; Legal Guideline for Teacher Evaluation; School Performance

Introduction

Teacher evaluation is being conducted to rate and review the effectiveness and performance of teachers in the classroom which further provides data for feedback to teachers that improve their professional growth and development (Malik et al., 2022; Darling-Hammond, 2015). Evaluation of teachers is most required to ensuring the quality of education, meeting the desired objectives, enhancement in instruction, student learning and holding accountable the teachers for their teaching (Phillips et al., 2014). A multiple of research provided evidence that quality teacher is the one who highly contributes to the student learning (Akram, 2018; Akram & Zepeda, 2015; Siddiqui, 2010; Stronge, 2018) but the question arises that what actually should do by the head teachers for conducting teacher evaluation and what are the effective practices which can be employed by them to make the process of teacher evaluation effective (Al-ghanabosi & Idris, 2010; Stronge et al., 2008).

Peterson (2004) revealed that head teachers are essential for teacher evaluation but the information provided by them about teacher quality were not adequate. Teacher evaluation which is usually conducted by head teachers do not required only to evaluate their teachers on quality indicators but also needed to know the effective practices of head teacher which should be implemented while evaluating their teachers due to influential role of head teachers in institution. Good teacher evaluation is required to understand the purpose of teacher evaluation that reflects both professional improvement and accountability of their teachers (Bichi, 2017; Malik et al., 2022; Mette et al., 2015), ensure the quality practices of teacher evaluation through ensuring mutual trust and two-way communication (Ladd, 2016; Stronge, 2006), make documentation of teacher performance which involving teacher portfolios, classroom observation, student achievement scores and student surveys to attain the in-depth information and improve validity of the evaluation process (Al-ghanabosi & Idris, 2010; Danielson, 2002), share and implement legal guideline to teachers prescribed by authorities (Bichi, 2017; Delvaux et al., 2013; Stronge, 2005).

Globally various research were conducted through providing the quality practices of head teachers to carry out the evaluation of their teachers that were significantly correlated with student achievement (Al-ghanabosi & Idris, 2010; Bichi, 2017; Ladd, 2016; Malik et al., 2020; Mathus, 2017; Mette et al., 2015). On the other hand, in Pakistan, multiple studies were conducted by taking quality standards of effective teacher only rather than emphasizing on effective practices of head teacher which should be implemented while conducting evaluation of their teachers (Akram, 2018; Akram & Zepeda, 2015; Aziz, 2010; Siddiqui, 2010). Although different studies conducted to evaluate the teachers in Pakistan which were heavily contributed in the area of teacher evaluation but did not make efforts to evaluate head teachers' quality to make teacher evaluation effectively. If we want to compete with the world, it is highly required to consider head teachers' quality of teacher evaluation to make them effective on their influential role to maximize the school performance along with teacher effectiveness because school performance the main factor is highly interlinked with head teachers' quality practices of teacher evaluation.

Previous, some serious efforts have been made to evaluate the effectiveness of head teachers through taking the quality indicators of head teacher involving teacher evaluation that were correlated with school performance (Malik et al., 2020; Malik et al., 2022) and further also provided valid and reliable instrument to evaluate their effectiveness (Akram & Malik, 2021) but actually did not provide literature on teacher evaluation by considering the required quality practices of head teacher such as ensuring to meet overall purpose of process of teacher evaluation, documenting the overall teacher performance, and follow legal guideline while evaluating their teachers. Head teachers are the main observers to evaluate their own quality of teacher evaluation that affect the school performance. In Pakistan, there is dire need to conduct the study that evaluates head teachers' quality of teacher evaluation through effective practices and would predict and correlate with the school performance. The present study focused on linking head teachers' ratings of teacher evaluation through exercising the effective practices that would predict and correlate with school performance to fulfill the existing gap in the literature.

Research Questions

The study at hand involved the following research questions:

1. What are the head teachers' perceptions about their own quality of teacher evaluation?
2. What is the level of schools' performance in public high schools?
3. Is there any significant relationship between the quality practices of teacher evaluation score and school performance?
4. Do head teachers' quality practices of teacher evaluation affect performance of schools?

Conceptual Framework of the Study

The conceptual model gives a written and visual result of the unified ideas of quality of head teachers to evaluate their teachers that is connected with school performance (Al-ghanabosi & Idris, 2010; Ladd, 2016; Mette et al., 2015). Three main effective practices to conduct teacher evaluation by the head teachers based on Akram and Malik (2021) model: evaluating teachers, documentation of teacher performance, and follow legal guideline for teacher evaluation were employed to evaluate the quality of head teachers while evaluating their teachers. On the other hand, presence of teachers, school cleanliness, student achievement, functionality of facilities and presence of students were the factors employed to determine school performance. Based on the provided framework, it was supposed that quality practices of teacher evaluation would predict and correlate with school performance.

Independent Variable

Dependent Variable



Literature Review

Quality Practices of Head Teachers and Teacher Evaluation

Evaluation of teachers is a course of action to assess performance of teachers and make judgment about the quality of work using standardized criteria by head teachers (Darling-Hammond, 2015;

Malik et al., 2020). Teacher evaluation is being conducted to rate and review the effectiveness and performance of teachers in classroom which further provides data for feedback to teachers that improve their professional growth and development (Akram, 2018; Malik et al., 2022). Through teacher evaluation, effective teachers meet the quality standards, demonstrate the subject matter knowledge, and implement the instructional strategies and assessment techniques that help them to improve their teaching (Akram, 2019). Evaluation of teacher is most required to make sure the quality of education, meeting the desired objectives, improvement in instruction, student learning and making answerable the teachers for their teaching (Phillips et al., 2014; Malik et al., 2022; Stronge et al., 2008).

A multiple of studies provided evidence that an effectual teacher is the one who effectively contributes to the student learning (Akram, 2018; Akram & Zepeda, 2015; Siddiqui, 2010; Stronge, 2018) but the question arises that what actually should do by the head teachers for conducting teacher evaluation and what are the effective practices which can be employed by them to make teacher evaluation process effective (Al-ghanabosi & Idris, 2010; Bichi, 2017; Mathus, 2017; Mette et al., 2015; Phillips et al., 2014; Stronge et al., 2008). In Pakistan, the previous research ignored the main aspect that how should we evaluate the quality of head teachers to evaluate their teachers through exercising effective practices of teacher evaluation (Akram, 2019; Akram & Zepeda, 2015). Akram and Malik (2021) Model provided some main effective practices of head teachers that must be understand and keep in mind while conducting teacher evaluation by head teachers: *purposes of evaluation, good practices, documentation of teacher performance, and legal guidelines of teacher evaluation* to produce quality teachers and maximize head teachers' effectiveness in their institutions.

Evaluating Teachers

Teacher evaluation is not about filled the form only at the end of the year and if these practices are prevailing, then both head teachers and teachers are wasting their time. If teacher evaluation is done properly, may enhance school performance because quality of teacher has great impact on student achievement. Teacher evaluation which involves accountability of teachers and their improvement make a difference in school success and student achievement (Stronge et al., 2008). Performance improvement which is the major purpose of teacher evaluation leads to professional growth of teachers, improvement, assisting teachers to learn about, reflection and improve the practices of teachers. It is growth oriented or formal where head teachers assist their teachers to improve their practices continuously (Al-ghanabosi & Idris, 2010; Duke, 1990). On the other hand, teacher evaluation for accountability reflects a commitment to meet the required competence and quality performance of teachers. It is perceived as summative or final and great concerned of determine the teachers' effectiveness (Delvaux et al., 2013; Tucker et al., 2003).

Teacher evaluation systems that reflect both professional growth and accountability are very essential for teachers and school success, and it is the main responsibility of head teachers and accountable as well to assist the teachers' grow and flourish, and ensuring the good results (Akram, 2018; Stronge, 1995). Effective head teachers make ensure the best practices and give support the teachers for their professional growth, and develop high level skills of teachers to meet the standards and accountability (Malik et al., 2022). Accountability has been made for students through state testing and for teachers through instruction to meet the standards. Accountability policy emphasize on teachers to carry on the standards for professional performance (Haward & McColskey, 2001; Leithwood & Riehl, 2003).

Providing a positive climate for teacher evaluation is most essential characteristic of effective head teacher. Teacher evaluation conducted in mutual trust environment is important for the success of school and students, and essential as well for effective evaluation system (Stronge, 1995). In trustworthy leadership, head teacher is in better position to conduct more active and productive supervision that can improve the instruction of their teachers (Tschannen-Moran, 2004). Teacher evaluation that is conducted in cooperative environment enhances satisfaction of everyone about their concerns (Ladd, 2016). Communication between both the head teacher and teacher is very essential in teacher evaluation for the professional growth of their teachers. Two important aspects of two way communication such as public and confidential are very important to establish clarity about the evaluation system and head teacher must keep in mind while evaluating teachers (Stronge et al., 2008).

Public aspect of communication is about the disclosure of those elements which teacher has a right to be informed such as establish clear goals for improvement of the school, determine how evaluation connect with goals, develop and identify acceptable performance standards for teacher evaluation, develop clear and consistent guidelines, and timeline. Second important aspect is personal or private where ongoing communication is made between them including cooperatively developing evaluation procedures, providing opportunities for professional development and enhancement throughout the process, and identifying means and ways to reach higher level standards of performance (Stronge, 2006). Stronge et al. (2008) mentioned some effective practices of teacher evaluation such as head teachers listen more than talk and get useful data about performance of teachers, evaluate of past performance and future goals to maximize the competency of their teachers, recognize the teacher strengths and success through conferences in teacher evaluation, and also identify and make analysis about the existing problems.

Documentation of Teacher Performance

Observation is very important tool to get the information about teachers' performance but actually do not give in-depth picture of their outcomes (Peterson, 2000; Stronge et al., 2008). Although a pre-conference, observation and post-conferences can be assisted for teacher professional growth but it is inaccurate measurement and provides limited information such as instructional planning and classroom management that do not cover about all aspects of improvement and outcomes of student-teacher achievement. It is need of time that evaluation of teachers must be made on the basis of multiple data sources (Tucker et al., 2003). Documentation is a procedure of recording the data about the performance of teachers to support and improvement of teachers. The key function of documenting the performance is to enable the teachers for required professional responsibilities (Stronge et al., 2008). The use of different data sources such as teacher portfolios, classroom observation, student performance, and student surveys are essential to get the in-depth data of outcomes and increase validity of teacher evaluation process (Peterson, 2004). *Classroom observation* is not only the source to collect the data of teacher performance but it can provide essential data about teacher performance.

Teacher portfolios is the meaningful collection of written records, documents about the job responsibilities and set of artifacts about teacher performance such as lesson plans or newsletters to parents kept by the teachers. Analysis of portfolios can also serve as valuable self evaluation which includes thoughtful and reflective comments about teaching (Stronge et al., 2008). Teachers can be actively engaged in evaluation process and encouraged in reflective practice through the use of portfolios (Danielson, 2002; Stronge, 2005). *Student survey* is another important source of information for documentation. Student's perception about performance of their teachers can contribute as significant source of documentation (Stronge, 1995). Students are in superior position to assess the performance of their teachers (Embeier et al., 1991). Significant correlation was also found between teacher performance and student outcomes, indicated that feedback of students is a useful tool to evaluate the performance of their teachers (Al-ghanabosi & Idris, 2010; Wilkerson et al., 2000).

Student performance measures are also important to evaluate the teachers' performance. There are some technical issues involve of measuring the student outcomes such as missing of meaningful pre and post data about achievements, and single time test of student progress (Tucker & Stronge, 2005). But despite all above mentioned concerns, there are also various evidences that student achievement data have great significance in the process of teacher evaluation (Stronge et al., 2008). Value-added approaches used to assess teacher performance also provide the most accurate and meaningful data about the student outcomes (Tucker & Stronge, 2006).

Legal Guideline for Teacher Evaluation

Effective head teachers shared legal guidelines to teachers prescribed by the states or local authorities and ensured its implementation during teacher evaluation process (Stronge, 2005). It is essential to inform the teachers about all standards, criteria and procedures before conducting their evaluation, adopt guidelines prescribed by the state or local authorities, unbiased and ensure an objective process of evaluation, document all pattern and effects of behavior, and determines remediable and irremediable behaviors of teachers. If remediable behaviors of teachers are found, then inform teacher about their deficiencies and suggest all the ways to correct their deficiencies. On the other hand, if

very serious deficiencies are found in teachers, then head teacher must allow appropriate time and reasonable assistance to improve the deficiencies of their teachers (Stronge & Helm, 1991).

School Performance

School performance can be defined as the accomplishment of all long or short term educational goals by the students, teachers and schools through less expensive and within time (Habib, 2010). Some important models of school performance were reviewed: School Manual Model (2004), Louisiana Model (2016) and School Reforms Roadmap Model (2016), and five factors: *school cleanliness*, *student presence*, *student achievement*, *presence of teachers*, and *functionality of the facilities* were employed to measure school performance. *Student presence* in classroom is most essential for their success (Hufford, 2014). *Cleanliness of schools* involves cleanliness of all corridors, playground, lawn, toilets, classrooms, and premises of the school should be meeting the requirement of hygiene. School cleanliness is required for school effectiveness and supportive environment (Kausar et al., 2017). *Teacher presence* in classroom is the most contributing factor for the quality education (Garrison, 2007). *Functioning of facilities* involves proper working and provision of facilities that improve student outcomes (Uko, 2015). *Student achievement* is defined as the accomplishment of objectives that can be evaluated with the help of standardized test (Nyagosia, 2011).

Linking of Teacher Evaluation and School Performance

There are multiple of studies revealed the significance of teacher evaluation or teacher effectiveness for the school performance and student learning. The previous research also revealed the main quality practices of teacher evaluation which are most essential while conducting the teacher evaluation by the head teachers. Al-ghanabosi and Idris (2010) revealed different quality practices: supervising the performance of teachers by using observation, goal setting, developing teacher performance with the help of workshops, and providing directions and feedback. The study recommended the use of quality practices to evaluate the teachers' performance that is the most essential to increase quality of the teachers. The study focused mainly on head teachers rather than only teachers to evaluate them through employing the quality practices of teacher evaluation.

Aziz (2010) investigated that how much student achievement is affected through the competencies of teachers in Pakistan which explored that both of the variables were significantly correlated and highlighted the importance of teacher evaluation process to enhance quality of teaching, performance of teachers and student outcomes. However, the study provided evidence that teacher evaluation is essential for student achievement but ignored the main aspect related to head teachers that actually how should be implemented the effective practice of teacher evaluation by them such as purpose of teacher evaluation, documentation of teacher performance and legal guideline of teacher evaluation to make the process effective.

In Pakistan, competency of teachers were being evaluated by Siddiqui (2010), and revealed that teachers' effectiveness score measured through their evaluation was moderately correlated with school effectiveness, highlighted the importance of teacher evaluation process for the success of schools. The study also suggested that through making teacher evaluation, leaders of the institutions might enhance their teachers' effectiveness and achievement. The study ignored the most important aspect that as a head teacher what are actually the effective practices or skills which might be implemented by them while conducting teacher evaluation in true manner.

Delvaux et al. (2013) explored the main components of an evaluation system of teachers such as purpose of teacher evaluation, leadership qualities, and the meaningful framework of quality evaluation system that is necessary for the development of teachers and student outcomes. The study revealed that school effectiveness could be explained through an effective evaluation system. This study emphasized on effective practices of head teachers to some extent to make sure the quality teacher evaluation that is highly essential for development of teachers, student learning and school success. However, the study provided some practices of teacher evaluation but did not cover some other main practices of evaluation process such as documentation of teacher performance, and follow and share legal guideline.

Akram and Zepeda (2015) provided tool of teacher evaluation after validation that employed quality indicators of effective teacher, and positive and significant association was revealed between both teacher evaluation and student results which is evident that tool is valid and reliable to evaluate teachers. This study heavily contributed in the area of teacher evaluation and also given important quality standards to evaluate teachers but missing the major aspect of teacher evaluation on the part of

head teachers what actually effective practices should be implemented by them while evaluating their teachers to make the teacher evaluation process effective.

Teachers' performance were being evaluated by Mette et al. (2015) on two factors such as participation of learners while taking class and maximize the capacity of teachers about instruction through their head teachers to improve the student learning and quality education. The study revealed that both these practices were being used by head teachers while conducting teacher evaluation which maximize the student outcomes. The study implemented quality practices of head teachers to some extent while conducting teacher evaluation but actually did not consider all required practices of head teachers such as documentation of teachers' performance, and follow and share legal guideline for teacher evaluation with their teachers.

Teachers' perceived in the study of Ladd (2016) that teacher evaluation process must included two main purposes such as accountability and improvement. The study found that trainings are necessary to comprehend the quality practices of teaching and its proper utilization, and using the valid and reliable instrument of teacher evaluation through quality practices that might maximize the efficiency of teachers. The study mainly emphasized on the major purposes of teacher evaluation and improvement in overall teacher evaluation system but neglected also the main aspects of teacher evaluation such as documentation of teacher performance through observations, portfolio, survey and student achievement, and shared legal guideline.

Evaluation of teachers' performance were being examined by Bichi (2017) and provided main quality practices of teacher evaluation such as criteria which employed to conduct teacher evaluation, main purpose of teacher evaluation, and evaluation methods through involving multiple of data sources such as students', teachers', self and peers' ratings. Integrated model to conduct teacher evaluation was being given which mainly focused on given quality practices of teacher evaluation to maximize the professional development of teachers, quality of education, and student learning. The study highlighted the main aspects of teacher evaluation such as purpose, criteria, and methods of evaluation that must be considered while evaluating head teachers to maximize school outcomes and student learning.

Mathus (2017) investigated the teacher evaluation score and its relationship with student achievement which revealed that student outcomes can be predicted through the teacher evaluation. Akram (2019) also revealed the similar results that both these variable were correlated with each other. The study further revealed that student achievement could be explained through teacher evaluation score that highlighted the essentiality of teacher evaluation for the student achievement. Both of these studies were also focused on teachers only to evaluate them through quality indicators and did not provide literature about the effective practices of head teacher such as purpose, documentation, and criteria to evaluate their teachers effectively.

Malik and Akram (2020) also examined the teacher evaluation quality of head teacher involving quality practices that was moderately correlated with school performance and teachers' evaluation also affected the school performance. Further, Akram and Malik (2021) also provided an instrument to evaluate effectiveness of head teachers involving teacher evaluation. Both these studies highly contributed to evaluate the head teachers' effectiveness through quality indicators involving teacher evaluation but actually did not provide the literature on the effective practices which might be employed by head teachers to evaluate the teachers in an effective manner.

It is obvious that teacher evaluation which is being conducted by head teachers is most important and required to maximize the student outcomes and effectiveness of teachers. The multiples research also evident that teacher evaluation through using quality practices can enhance the school results and development of teachers. However, In Pakistan, the study found that multiple studies conducted on teacher evaluation through quality indicators of teacher but might not be contributed in the literature which focused on quality practices of head teachers for conducting teacher evaluation which highlighted the existing gap and direly needed to fulfill it.

Material and Methods

Survey method was being used for data collection in this correlation design study. All head teachers of public high schools were the population and 124 head teachers were selected as a sample of study conveniently from district Sahiwal. In overall, sample of study included 70 (56%) male and 54 (44%) female head teachers.

Instrumentation

Two instruments in overall were employed for collection of data. First, HTEQ developed by the researchers, was adapted to evaluate the teacher evaluation quality of head teachers that contained 18 items and grouped into three domains: evaluating teachers, documentation of teachers' performance and legal guidelines for teacher evaluation. The scales of the tool are as: ineffective (1), less effective (2), moderately effective (3), effective (4), and very effective (5) were ranged from the lowest to the highest level effectiveness of teacher evaluation (Akram & Malik, 2021). The overall reliability of the tool was 0.84 which is acceptable level in social sciences. Secondly, to measure the school performance, in overall, five factors such as presence of teachers, school cleanliness, functionality of the facilities, student presence, and student achievement were selected from the following models: (1) School Manual (2004), (2) School Reforms Roadmap (2016), and (3) Louisiana (2016).

Data Collection

One of the researchers visited the sampled high schools and obtained data from 124 head teachers through the questionnaire after getting the consent from each participant. All ethical concerns such as data safety and confidentiality were ensured by the researchers. Data of school performance on factors: presence of teachers, presence of students, functionality of the facilities, and cleanliness of schools were gathered through monthly visit reports of MEAs and student outcomes scores were through BISE Sahiwal annual result of grade 10th for 2017-2018 session. After that, all data on school performance were summed up which was available in percent form and further mean score of all factors was used as overall score of school performance.

Data Analysis

In this study, quantitative approach was employed and SPSS version 20 was used to enter and analyze the data. Analysis of data is being given in the following.

Result and Discussion

Table 1

Overall and Factor-wise Reliability of Teacher Evaluation Factors

Factors	No. of Items	Cronbach Alpha
Evaluating Teachers	06	.76
Documentation of Teacher Performance	06	.75
Legal Guideline for Teacher Evaluation	06	.72
Overall Head Teachers' Quality of Teacher Evaluation	18	.84

Initially, the reliabilities of the head teachers' quality of teacher evaluation were calculated factor-wise and in overall through employing Cronbach Alpha.

Table 2

Descriptive Level of Head Teachers' Quality of Teacher Evaluation (N=124)

No.	Statement	N	Mean	SD
Evaluating Teachers				
1.	I focus on both improvement and accountability in evaluating teachers.	124	4.02	0.89
2.	I communicate with teachers during the evaluation process.	124	3.87	0.96
3.	I inform teachers about elements related to the evaluation process.	124	3.91	0.93
4.	I follow to evaluation timeline.	124	3.79	0.97
5.	I participate in programs designed to strengthen evaluation skills.	124	3.90	0.94
6.	I conduct formal and informal conferences with teachers about teacher evaluation.	124	3.82	1.07
	Overall	124	3.89	0.65
Documentation of Teacher Performance				
1.	I make documentations of teachers' performance through conducting teacher evaluation	124	3.57	1.03

Linking Head Teachers' Ratings of Teacher Evaluation with.....Malik, Akram & Nader

2. To evaluate the teachers, I use multiple of data sources.	124	3.54	1.14
3. I conduct formal observation of classroom through lesson presentation of teachers	124	3.56	1.05
4. I conduct informal observations of classroom through making class visits	124	3.72	0.99
5. I consider performance of students while evaluating the teachers	124	3.93	0.82
6. After observations, I provide feedback to the teachers	124	4.01	1.04
Overall	124	3.72	0.68
Legal Guidelines for Teacher Evaluation			
1. I Inform teachers of evaluation criteria before completing Performance Evaluation Report.	124	3.92	0.90
2. I follow official procedural process while evaluating teachers.	124	3.82	0.82
3. I evaluate teachers objectively.	124	3.81	0.95
4. I document patterns and effects of observed behaviors.	124	3.87	0.91
5. While evaluating performance of teachers, I provide clear descriptions of deficiencies if they exist	124	3.80	0.90
6. In case of deficiencies found, I provide clear remediable actions to the teachers	124	3.84	0.97
Overall	124	3.85	0.59
Overall Head Teachers' Quality of Teacher Evaluation	124	3.82	0.57

Adapted from Akram and Malik (2021) Model of HTEQ

Table 2 showed that most demonstrating practices of teacher evaluation was evaluating teachers (M=3.89, SD=0.65), followed by legal guideline for teacher evaluation (M=3.85, SD=0.59) and documentation of teacher performance (M=3.72, SD=0.68). Finally, in overall, head teachers' quality of teacher evaluation which were rated by themselves (M=3.82, SD=0.57) revealed an above average on all these effective practices of head teachers while evaluating their teachers.

Table 3
School Performance Factors---Descriptive Statistics (N=124)

Factors	N	Mean	SD	Min	Max
Presence of Teachers	124	94.02	2.539	85.3	100
Student presence	124	91.58	2.300	82.8	94.5
Functioning of Facilities	124	96.23	0.690	84.8	100
School Cleanliness	124	89.21	4.264	76.1	96.4
Student Achievement	124	76.40	11.82	51.4	100
Overall School Performance	124	88.14	14.12	76.2	95.2

Table 3 revealed that schools' performance was the highest on functionality of facilities (M=96.23, SD=0.69), while the lowest was on student achievement (M=76.40, SD=11.82). In overall, level of school performance (M=88.14, SD=14.12) found that schools were at the level of excellence in terms of their performance.

Table 4
Relationship of Head Teachers' Quality practices of Teacher Evaluation with School Performance

Factors	School Performance				
	1	2	3	4	5
Evaluating Teachers	.452*	.321*	.294*	.264*	.544*
Documentation of Teacher Performance	.311*	.326*	.241*	.264*	.482*
Legal Guideline for Teacher Evaluation	.342*	.273*	.294*	.391*	.521*
Overall Teacher Evaluation	Relationship=.581*				

* p=.05 level (2-tailed Sig.)

*5=Student Achievement, 4=School Cleanliness, 3=Functioning of Facilities, 2= Student Presence, 1=Teacher Presence

Table 4 revealed positive and significant relationships between all the quality practices of teacher evaluation and all the factors of school performance. In overall, the study found the significant and positive relationship between the Head teachers' quality of teacher evaluation and the overall performance of schools (r=.58).

Table 5

Regression Analysis----Head Teachers' Quality practices of Teacher Evaluation and School Performance

Model	Sum of Square	df	Mean Square	F	Sig.
Regression	472.578	3	157.526	3.12	.004*
Residual	24036.458	120	200.304		
Total	24509.036	123			

All three effective practices of teacher evaluation significantly combined to predict the performance of schools ($R^2=.34$, $F(3, 120)=3.12$, $p=.004$). The value of R square confirmed that 34 percent variance in performance of schools could be explained though the head teachers' quality of teacher evaluation.

Discussion

The focus of the study was to examine how linking head teachers' ratings of teacher evaluation with school performance. The study at hand found that head of the institutions were used the quality practices of teacher evaluation effectively and their school performance were also at the level of excellence. The study explored the significant and moderate relationship between both head teachers' quality of teacher evaluation and school performance (r=.58) that were consistent with various research (Al-ghanabosi & Idris, 2010; Bichi, 2017; Malik et al., 2022) provided evidence that evaluating head teachers' quality of teacher evaluation through effective practices are essential for school improvement. The study further also revealed that 34% variance in school performance was explained through head teachers' quality of teacher evaluation that were also consistent with multiple research (Ladd, 2016; Malik et al., 2020; Mette et al., 2015) highlighted the essentiality of teacher evaluation in such way for school performance. In overall, the findings of this study based on HTEQ which is adapted by the researchers confirmed previous findings, theories and models that evaluation of head teachers' quality to make teacher evaluation through employing the effective practices predicted and correlated with student outcomes and performance of schools.

Al-ghanabosi and Idris (2010) revealed different quality practices such as supervising the performance of teachers by using observation, goal setting, developing teacher performance with the help of workshops, and providing directions and feedback that were the predictors of school outcomes. The conclusions of the study were similar with the study at hand that highlighted the importance of these quality practices of head teachers for the effective teacher evaluation process. In another study, Delvaux et al. (2013) provided some major components or practices of an effective evaluation system such as purpose of teacher evaluation, leadership qualities, and the meaningful framework of an effective system of evaluation that affect the effectiveness and development of teachers which is most essential for student outcomes. The findings of the study were also similar with the study at hand that head teachers' quality of teacher evaluation through using the practices contributed in their school success, teacher effectiveness and student learning.

Teachers' perceived in the study of Ladd (2016) that teacher evaluation process must included two main purposes such as accountability and improvement which is most essential for head teachers to conduct the evaluation of their teacher which contributed to teacher effectiveness and student learning. The study was also consistent with the study at hand that comprehension about the purpose of teacher evaluation is most important factor of teacher evaluation. In another study, Evaluation of teachers' performance were being examined by Bichi (2017) and provided main quality practices to teacher evaluation such as criteria which employed to conduct teacher evaluation, main purpose of teacher evaluation, and evaluation methods involving multiple of data sources such as students', teachers', self and peers' ratings through developing integrated model of teacher evaluation that would provide true picture of teachers' performance and might maximize the quality education,

professional development of teachers, and school results. The study contributed in teacher evaluation process and also consistent with the given study which emphasized on the main factors of teacher evaluation such as purpose, criteria, and methods that must be considered while evaluating the head teachers. All these studies provided evidence that head teachers' quality of teacher evaluation through using effective practices while evaluating their teachers are most essential for teacher effectiveness, quality instruction, student learning and school outcomes.

Conclusion

The study examined that how linking head teachers' quality practices of teacher evaluation with school performance through using head teachers' ratings. The study at hand found that head teachers were used quality practices of teacher evaluation in their institutions effectively and the excellent level of performance were also found in their schools. Further, the study was also explored the moderate relationship between both head teachers' quality of teacher evaluation and school performance ($r=.58$), and 34% variance in school performance was also explained through head teachers' quality of teacher evaluation. The findings of study confirmed previous findings, theories and models that evaluation of head teachers' quality to make teacher evaluation through employing effective practices predicted and correlated with the achievement of the students and school performance.

Recommendations

The study revealed that teacher evaluation is being made through quality indicators to make them effective teachers in Pakistan with less emphasized on head teachers that how to conduct teacher evaluation to maximize the school performance. The study recommended that head teachers should be evaluated through effective practices provided in HTEQ such as comprehension the purpose of teacher evaluation, documentation of teacher performance through using multiple data sources, and sharing the legal guideline with teachers to make teacher evaluation process effective which might be different lens to measure teacher evaluation quality of head teachers in Pakistan. The policy makers and authorities might evaluate the head teachers through HTEQ based on effective practices of teacher evaluation instead of focusing only on the teachers to make their evaluation through quality indicators of effective teacher which might not be contributed in true sense of teacher evaluation and might also not be provided the expected results of teacher evaluation.

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