

# Analysis of Performance Evaluation System for Teachers in Colleges of Pakistan: A Case Study of Colleges operating in Punjab, Pakistan

**Hassan Danial Aslam**

Lecturer, Faculty of Management Sciences, The Islamia University of Bahawalpur (Pakistan)

Email: hassan.danial@hrmars.com

(Corresponding Author)

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## Abstract

Education is now universally recognized to be the prime key to moral, political, cultural, and social-economic development of a nation. The researcher selected the area of college education as the focus of the research study. It will be attractive to conduct such studies at other levels of education to enhance the working conditions of the teachers resulting in improvement of their system. Therefore the purpose of this study is to firstly identify the strengths of the organizational performance of Public and Private Colleges as alleged by the heads, teachers and college students secondly to appraise the performance of the teachers alleged by the heads of the organizations and thirdly to find out relationship between teachers and administration.

The nature of the study was discretionary type. Population of this study consisted on teachers of Public and Private Colleges in Punjab. For choosing the sample from the population random sampling technique was used. The sample was contributed of 100 colleges (63 Public + 37 Private) teachers were included in this sample. Data collected from colleges was tabulated, analyzed and interpreted by applying mean, standard deviation, and t-test techniques in the objectives of the study.

On the basis of analysis, it was concluded that majority of the public and private college principals that open environment was very highly positive resulted to teacher performance but protective and closed environment were negatively resulted to teacher performance. As compared to public college principals, private college principal like closed environment in their institutions. Majority of the public and private college teachers disliked closed environment. Teachers of both systems liked the thrust behavior of their heads and disliked reserve behavior of their heads. Teachers did not use effective teaching aid. Teachers did not try to assess student's level of understanding. Teachers of both systems did not respect opposing viewpoints of students.

## Introduction

Education is the first compulsion of a Muslim. The Holy Prophet (PBUH) directed the importance of education when he said the Muslims to obtain knowledge even if they had to go to China. Education is the way of life for information passion, facts and feelings, understanding and appreciation to human beings. It is responsible for explore the character and attitude of an individual in the light of ethics and ambitions and hence it attempts to make an individual useful citizen for the society. It also enables the individual with skills, abilities and techniques

to earn livelihood and make over his surroundings for an improved and better life (Govt. of Pakistan, 2004).

Professional evaluation is a method by which the job performance of an employee is evaluated, generally in the term of quality, quantity, cost and time. Performance appraisal is an analysis of an employee's recent successes and failures, personal strengths and weaknesses and stability for the promotion or further training. As Aslam et al (201) explained performance appraisal systems are always of essential concern of any organization/institution during managing its human resources. Longenceker (1999) cited in Aslam et al (2011) He found that there are many reasons, why an organization needs an official performance evaluation system, because of smart decisions regarding salary increases, promotions, demotions, termination and transfers. Similarly (Valance, 1999) advocated major that Performance evaluation system is an element that can assess and suggest the improvements in employee productivity. The importance of evaluation in an organization cannot be over emphasized. The literature on staff evaluation, facing a wide range of fields such as commerce and industry along with the private and public sectors including colleges, categorizes three main purposes of evaluation, to provide as a basis for changing the behavior to understand more effective working conditions, to provide the satisfied response to each employee on his or her performance, and to provide the administrators with data with which to find out the future assignments in order to establish benefits. Although there are many purposes of evaluation across organization, the structure of the organization dictates the system of evaluation to be carried out. The study on professional evaluation shows that it can be very complex, involving a number of factors that can support the effectiveness of professionals. As Hunzai (2009 cited in Sarwar and Hussain (2010) argued that if a country does not capable and competence teachers in its school development cannot be achieve. Without the (SKAs) skills, knowledge and abilities development cannot be sustained. The quality of teacher education regarding the education system is the pivotal factor in determining the efficiency. Iqbal (2005) cited in Sarwar and Hussain (2010).

Education is universally recognized to be the prime key to moral, political, cultural and economical development of a nation. As education system of Pakistan describes, the teacher, the main representative of change through education, suffers so many stains and stresses to perform his duties. Evaluation in a workplace is one of the factors that clearly and perfectly influence the level of performance of teachers.

Teachers' performance is very crucial in child's development. The identification and nurturing of talents is one of the main responsibilities of the teachers. As an interpreter, the college teacher has to place new knowledge and new experience within the context of what is already known and understood by the students. In order to be good mediator, he has to understand a great deal about the way in which the people at various ages and stages of development perceive the world around them. As a guide, he has to teach the students 'how to learn rather than stuff his mind with factual information (Riley, 1994). Effective college teacher was one who quite consistently achieved which either directly or indirectly focused on the learning of the students. Attaining excellence was a complicated process. An effective teacher must have basic command of his subject matter. He must keep abreast of his field and be able to communicate his knowledge effectively to other at the level of comprehension. He must have an acquaintance with psychological principles and to be able to make practical use of them in teaching (Anderson, 2004).

The most widely used technique to measure teachers performance is student assessment. Ochave and Abulon (2006) cited in David and Macayan (2010) explained that the services

provided by the teachers in good position are a good source to measure the performance. The assessment covers the observations, class room situation and attitudes. This is not so good way as students can mark to those teachers on rating scale who are fair in grading Yon et al (2007) asserted that the evaluation can be done by the two to more persons, this is conducted through the checking by the persons of same fields. The evaluation can be done through peer observation, understanding alternatives views, checking the techniques used by the teachers in their teaching. David and Macayan (2010) suggested that the teachers should set a normal mood to make their teaching effective, keep their topic short and simple so that it would be effective and interesting, be honest with their profession, try to overcome the weaknesses and choose suitable words to convey the results. Cochran and Smith (2001) cited in Shafqat and Saeed (2009) observed that the policy of teachers is according to the outcomes. They defined the student learning education of teacher for learning. Panda and Mohanty (2003) stated that the classroom behavior of a teacher will influence the learning outcome of students. Baiocco (1998) discovered significant relationship between teacher and student influence achievement and attitudes on the basis of several co relational field and experimental studies. He concluded that teacher influences are related to higher student achievement and more positive attitudes, on student's personality there is impact of teacher appearance and attitude. Similarly according to Zehm and Kottler (1993) the personal professional dimensions of what makes teachers great. The great teacher had great personalities and that the greatest teachers had outstanding personalities. Means teachers personality contributes great in teaching effectiveness. Class management or class discipline is the key to increase the learning time. Effective classroom management is the identifying characteristic of a teacher.

### **Literature Review**

The quality of education depends on the high performance of the teachers. And the teacher's performance can be enhanced by their evaluation. As David and Macayan (2010) explained that teachers effectiveness can be judged through accountability, this is the process by which it can be measured that what the teachers are doing and it is according to the standards or not. A teacher has a main role in the learning process. His role in nation building is very important. Neither the best curriculum nor the books of high quality gives a meaningful advantage unless the teacher performs his obligation and duty with care, devotion and sincerity. Performance evaluation means to check the performance of employees they are working according to standards or not. As Dulewicz (1989) explained that a basic human tendency to make judgments about those one is working with, as well as about oneself. Through this the people will make judgments about the work performance of others. It is the review and judgment about the employee performance of assigned jobs and duties, and areas for the improvement or skill development are identified through this. The assessment and evaluation of employees performance is a routine practice for rating, comment and information.

Teacher plays very important role for the development of the nation. Similarly Spencer and Ingram (1965) stated that the degree of failure or success of the enterprise would depend upon the extent to which the leader of the group, the teacher, takes account the emerging social emotional climate in the classroom and acts accordingly. If the teacher is performing according to standard than he will provide the qualified and developed students. Performance of teacher is evaluated for the purpose of future decision making. Berk (2005) asserts that the most future decisions are taken on the basis of performance evaluation these decisions are may be of two types "formative" which uses the to improve the quality standards and "summative" which is used to take decisions about increment in pay, promotion and job status. Kovel and Hassel (n.d) emphasized that through evaluation of teacher's performance we can differentiate effective and

ineffective teachers when the individuals are working together than organization try to measure the effectiveness and contribution of individuals towards their work. Similarly Davis (1995) cited in Anjum et al (2011) described that performance evaluation is a process that involves both the supervisor and the employee, who identify common goals, which helps them to achieve the higher objectives of the institution.

Performance evaluation has a good impact on the performance of employees as they know their performance is being observed so they will perform all the tasks and duties with honesty and according to the standards. As Tomlinson (2000) cited in Beavis (2003) argues that through evaluation the better decisions are taken which plays an important role in the motivation of the teachers as they are properly being rewarded for their performance. And they will try to improve their performance more and will give their best. Oppositely Heathfield (n.d) said that employee whose performance is being observed often becomes defensive. Whenever his performance is rated as less than the best, or less than the level at which he personally perceives his contribution, the manager is viewed as punitive. Disagreement about contribution and performance ratings can create a conflict ridden situation that festers for months.

Marshall (2009) explained by the evaluating teachers performance flowing changes will occur. There will be continuous learning of teachers, there will be communication between teachers and the principal about the evaluation process and they will try to overcome their weaknesses and takes responsibility to improve their own teaching. It can help to improve employee's job performance by identifying strengths and weaknesses and determine how their strengths can be best utilized for the success of organization and to overcome their weaknesses. They can help to know the problems which may create hindrance in employee's progress and causing inefficient work.

Some employers may talk to their employees regularly about their problems and performance at work and may not feel the need for a formal appraisal system. Regular conversation between managers and their staff about work performance should, of course, be encouraged. However, in the absence of a formal appraisal scheme, mostly will depend on the attitude of individual managers, it may create biasness as some will give regular feedback on their employees' performance and potential while others will neglect this responsibility.

An appraisal system can develop a sense of consistency by ensuring that managers and employees meet formally and regularly to discuss performance and potential. Experience shows this process encourages better performance from employees. Appraisals can also provide information for human resource planning to assist succession planning and to determine the suitability of employees for promotion, for particular types of employment and training. Moreover they can improve communications by giving employees an opportunity to talk about their ideas and expectations and to be expressing how they are progressing. This process can also improve the quality of working life by increasing mutual understanding between managers and employees. Oppositely Gray (2002) cited in Islam and Rasad (2005) written that Performance appraisals don't produce more competent, loyal workers because the practice is inherently flawed.

The performance Appraisal system basically developed for improvement communication related work between worker and their boss, and obviously when it used properly in organization then they can achieve goal of organization. Employee receives rating on their performance and organization gives reward in term of annual leave, employee who gets low rated on performance. Performance Evaluation is a system that developed on regular basis for

assessment of an employee's performance, ability, and learning. This system provides opportunity for overall view of their performance. Similarly Lansbury cited in Islam and Rasad (2005) stressed that its process of identify, judge, measure work performance of the employee in organization due to this they achieve goals and collect feedback from this process.

Mohrman cited in Hannay (1995) Performance evaluation system improves the quality of teacher and accountability of classroom performance. It's also contribute successful achievement that they got from vision, mission, and goals. Performance evaluation system provides records of actual and past performance of employee separately after this organization reconcile the results of appraisal. It's a set of activity through work, target are identified and after this gives rewards to their employee of organization. Due to performance evaluation system productivity also enhance, organization objectives always in front of their. It also improves the satisfaction of employee. Similarly Armstrong and Baron cited in Junejo (2010) asserted that it's a strategy use for increasing and improving performance of the employee through their rate of contribution of their performance.

Tziner and Kopelaman cited in Anjum et al (2011) explained that this system provide performance assessment to employee of organization and improves the commitment between employee and organization. Similarly Aguinis and Lansbury cited in Anjum et al (2011) Performance evaluation is a process through which abilities of employees judged, rating and after this organization can be improved in this process completion of goals of organization can be measured, Its measure individual level performance of employee not on salary base system.

The main objective of appraisal system are usually use for performance, ability and for identification for career needs, and appraisal system may be used for determining employee receive financial reward for their performance. Performance appraisal beneficial and provide opportunity to manager and employees what sort of things can be improve and necessary for employee better performance. Its help to build their own strength and enable worker for perform more bitterly. It's beneficial for reward system that they perform in past year or days, during reward system for employee performance appraisal takes in front of and on that basis reward gives or punishment to employees.

Appraisal system improve employee strength and weakness and can take assessment that how they can use their strength for benefit of organization and how they can overcome weakness that are not beneficial specially for organization and personal experience of employee. This system provides and facilitate to manager for overcome their weakness that can be harmful for organization. When every employee know about performance appraisal than due to this every worker discuss their problem and performance with each other and this discussion between employee and managers enhance their ability and solved problem.

According to concept of teacher performance evaluation regarding to above mentioned studies, the relation between administrator, teachers, students, education system and their environments. According to teachers who are perceived by students to be dynamic, competent and trustworthy, whereas the students more expected to provide the positive feedback to teachers. One must put into account the fact that each is independent. It is mostly perceived that the teacher who is more competent, as not trustworthy or dynamic, only because lack of knowledge of the subjects matter (Goldhabout, 1999)

The general advantages of relationship are described below:

**Competence** involves the course of teaching in way that will truly important for the students. Descriptive adjectives contain experienced, qualified, informed and experienced.

**Trustworthiness** refers to that teacher who has the best attention of the students at heart. A teacher who has trustworthy, he promotes the positive relation between teacher and student. For example, when the students participating in the class, teacher sincerely cares about the interests of the students and he is responsive to cultural issues and gender in the classroom. Descriptive adjectives contain: honest, friendly and safe.

**Dynamism** refers to the passion and keenness of the teacher in the classroom. It is also includes the communication skills of the presenter. A dynamic teacher is one who is more likely to be animated, articulate and confident. She or he has the ability to change environment of the class by providing different techniques of teaching. Descriptive adjectives contain: energetic, bold, emphatic and active (Goldhabour, 1999)

According to these three factors, the first responsibility of teacher is an awareness and understanding that affect the observation of students. The second, step is determining how students really perceive in terms of these three factors than the teacher should be prepared to perform their duties.

Study on Self reporting measure is conducted to measure reform oriented practices by large scale surveys and through instructional log in which teachers are advised or get instructions to provide frequent detailed record of their teaching. The other is teacher interviews in which they supplements to other measure to teacher effective teaching. Flowers & Hancock (2003) they developed an interview protocol to assess professional standards and students learning. The protocol was highly structured and contains specific questions about instructional activities and intentions, actions of teachers by evaluator during interview. The study rated reliability and content validity. Report on decentralization in education of Pakistan education system and its policies and strategies Shah (2003) discussed about existing education delivery system is not meeting the needs and aspirations of the society. In the academy of educational planning and management ministry of Pakistan. The local government ordinance on 14th August 2001 decision making authorities and administration responsibilities moved from on the village level, union council, district levels with making policy federal government is responsible for formulation of national policies under devaluation of power. The issue regarding education, equity and equality. Sarwar (2010) argued the student teaching is a unique opportunity for experience and today's Pakistani education need to improve education opportunities need. Its focuses more specifically on colleges in his study. Situation analysis of teacher education in Pakistan (2006) there is no single ruling authority to provide proper guidance and to do experienced teaching and prepare new teacher that has need of it. Bhat & Gainhar (2006) founded that the teacher's quality of education is the most important factor in determining the education system efficiency. Darling & Hammond (2000) argued that teachers who have had more preparation for teaching are more confident and successful with students that those who have had little or none. In addition, the Darling & Hammond stated that the programs with extended clinical preparation interwoven with the coursework during learning and teaching produce teachers are more effective. Stay in teaching (2000, p.166) Research also revealed that teacher education quality is seriously neglecting both in content and methodology in Pakistan Sheikh (2000) said that In Pakistan, many of the teachers even at the elementary school level lack adequate content purposes of this study, is the following qualities of an effective teacher, that is presented by The National Research Center on English Learning Achievement (1998) are utilized. Ability to motivate students for higher academic engagement

and competition and the other is excellent classroom management. Sarwar and Hussain (n.d) in their study focused on the ability to foster a positive, reinforcing, cooperative environment and teaching skills and emphasis on literature and heavy emphasis on reading and writing the match between demands and student competence; and the connections across curriculum all of These listed qualities cannot be effectively emphasized nor implemented without effective teacher trainings. So it shows that student teaching is an essential step in preparing a successful teacher. Student teaching provides opportunity to teachers to achieve learning goals without the responsibilities Faced by full time teachers while, allowing pre-service teachers a chance to confirm. Their career choice .they has the relationship, to gain professional confidence, and to bridge the gap between the pre professional in University of Nebraska Kearney (2005) University of Iowa (2007) cited in sarwar (2010) it is evident that Student teaching can and should be a valuable learning experience; however, to be effective, all involved in the process must be aware of and understand the problematic issues that can arise during the student teaching experience. That is the objective of this study” To explore the problems faced by student teachers, cooperating classroom teachers, and administration in the Punjab province of Pakistan. World is divided into developed and developing countries and the division is their capacity of educational and scientific attainment and applicable in economic progress.

### Research Methodology

Research requires investigation of issues in a scientific way to find out some practical solutions. It an initiates with a problem, collects data or facts, analyses these seriously and search the decisions based on the actual evidence. For this, to get the opinions of the respondents the survey was conducted. Therefore, the nature of study was descriptive type as it required verifying relationship among various variables of the research study. It dealt with variables, the demonstration of which had already occurred and indicators of the study were not under direct control of the research.

The major aim of the study was to find out the relationship between performance evaluation of teachers in private and public colleges of Punjab. For this purpose, two sources of data were used, namely, the primary and secondary sources. The accessible literature related to the study was widely reviewed. The primary data were collected from the individuals directly occupied in the private and public colleges of Punjab.

### Finding and Discussion

#### Involvement in setting objectives

Perceived Issues and challenges faced by College Teacher	Types of institutes				<i>t</i>	Sig. (2 tailed)
	Private Colleges		Public Colleges			
	Mean	Std. Deviation	Mean	Std. Deviation		
Involvement in setting objectives	4.08	.862	3.90	1.118	.826	.411

As the result indicates that the mean score of the private colleges is 4.08 and the means of public colleges is 3.90. The standard deviation is .862 for private colleges and 1.118 for public colleges. The t-score for equality of means is .862 with p-value .411. In private colleges as the mean score indicates that most of teachers said that they don't have any part in their objectives setting and all the decisions are taken by the heads and they don't have any active participation in decision making or objectives setting. Most of public college teachers agreed they are not involved in setting their objectives and their administration imposed rules and decision and they are not involved in decision making and setting their objectives because all the decisions are taken by their administration. As the results shows that the p value is greater than .05 which indicates that there is no significant difference between the two mean scores. Teachers of both public and private colleges agreed that there should be active participation of teachers in setting their objectives. As the mean result of private colleges shows that most of the teachers don't have their active participation in decision making and their administration imposed the decisions on them. Similarly in public colleges most of teachers said that they also don't have the active participation in setting their objectives.

### Feedback during appraisal

Perceived Issues and challenges faced by College Teacher	Types of institutes				<i>t</i>	Sig. (2 tailed)
	Private Colleges		Public Colleges			
	Mean	Std. Deviation	Mean	Std. Deviation		
Feedback during appraisal	2.81	.776	2.79	1.180	.079	.937

As the result indicates that the mean score of the private colleges is 2.81 and the mean score of public colleges is 2.79. The standard deviation is .776 for private colleges and 1.180 is for public colleges. The t-test value for equality of mean is .079 with p-value .937. In private colleges the teachers claimed that there is no proper feedback system at their institute and they argued that there should be proper feedback after appraisal so that they can improve their weak points and the better results can be produced. Mostly teachers were agreed that the proper communication is necessary for improved results. Similarly teachers of private colleges claim that there is no feedback system at their institute. Also they further added that there should be proper communication after appraisal and the feedback is necessary for improved results and for performance improvement. Because the strength and weaknesses can be better judged by proper communication after appraisal. As the results show that the p value is greater than the .05 so there is no significant difference in public and private college teacher's opinions. The teachers of both public and private colleges said that they are not properly informed by their appraisal so that they are unable to improve their performance.

**Unbiased Appraisal**

Perceived Issues and challenges faced by College Teacher	Types of institutes				<i>t</i>	Sig. (2 tailed)
	Private Colleges		Public Colleges			
	Mean	Std. Deviation	Mean	Std. Deviation		
Unbiased appraisal	2.51	.961	2.43	.979	.422	.674

As the result indicates that the mean score of the private colleges is 2.51 and the mean score of public colleges is 2.43. The standard deviation is .961 for private colleges and .979 is for public colleges. The t-test value for equality of mean is .422 with p-value .674. Most of the respondents revealed that appraisal is biased and largely depends of favoritism. Mostly teachers said that it should be unbiased as there should be no leniency. Because the true results can be obtained about teachers performance by rigid or strict appraisal not lenient. Similarly teachers of public colleges revealed that appraisal results are mostly biased. Mostly public college teachers argued that there is need of proper and unbiased appraisal which helps them in improving their knowledge and skills. The appraisal should be based on real results so the fair judgment is necessary. As the results shows that the teachers of both public and private colleges are strongly agreed that there is need of fair and unbiased appraisal which helps them in improving their teaching skills and they can deliver better knowledge. There is no significant difference between the two mean scores. In public colleges the teachers pointed out that the appraisal should be fair and unbiased without any favoritism which will help in improving the teaching and to produce better results. In private colleges as the mostly teachers are fresh masters without having any experience so there should be proper guidance for them.

**Difficulty in Objectives Achievement**

Perceived Issues and challenges faced by college teachers	Types of institutes				<i>t</i>	Sig. (2 tailed)
	Private Colleges		Public Colleges			
	Mean	Std. Deviation	Mean	Std. Deviation		
Difficulty in objectives achievement	2.84	1.405	3.21	1.194	-1.395	.166

As the result indicates that the mean score of the private colleges is 2.84 and the mean score of public colleges is 3.21. The standard deviation is 1.405 for private colleges and 1.194 for public colleges. The t- score for equality of means is -1.395 with p- value .166. In public colleges as the result indicates that teachers are facing problem of difficulty in objectives achievement as the mean is 2.84 and the standard deviation is 1.405. Due to inflexible teaching environment and no chances of growth teachers feel highly de-motivated to put efforts for the attainment of organizational objectives that are not linked to their current and future prosperity. There are

fewer chances of promotions. In private colleges the teachers facing the problems in achieving their objectives as the result indicates. They are not sure about the performance standards and they don't have specific rules and no proper plans for future achievements. As the p value is .166 which indicates that there is no significant difference between two means. The results indicates that the teachers of public and private colleges are somehow agreed with the statement that their objectives are difficult to achieve and public college teachers face this problem more as compare to the private colleges as they have strict rules and inflexible system. They don't have proper management support in setting their objectives and for their achievement. They claims that they find their environment sometimes unfriendly and non cooperative

### Feedback from students

Perceived Issues and challenges faced by college teachers	Types of institutes				<i>t</i>	Sig. (2 tailed)
	Private Colleges		Public Colleges			
	Mean	Std. Deviation	Mean	Std. Deviation		
Feedback from students	2.39	1.273	2.25	1.436	1.130	.261

As the result indicates that the mean score of the private colleges is 2.39 and the mean score of public colleges is 2.25. The standard deviation is 1.237 for private colleges and 1.436 for public colleges. The t- score for equality of means is 1.130 with p- value .261. The teachers of the public college suggested that the students are the main source to know about the teachers' performance so to judge the performance of teachers the feedback can be taken by the students as they are directly related with the teacher. In private colleges the teachers suggested that the students are the main source to judge teachers' performance so the feedback can be taken by the students to evaluate the performance of the teachers. As the results indicates that there is no difference between the mean scores as the p value is more than .05 which is .261 with t test value 1.130 the teachers of both public and private colleges suggested that as the students are the main stakeholders and they are getting the direct knowledge of the teachers so the teachers performance can be better evaluated by taking students feedback.

### Conclusion and recommendations

- From the findings it is indicated that there is lack of communication in between management and subordinates that poses serious problems. Therefore it is highly recommended that management and faculty must join hands together to overcome this communication gap and management must involve faculty in decision making as well so that their consent in planning, implementing and evaluating objectives could be acquired.
- The major problem highlighted was lack of involvement of teachers in making decisions. Most of the respondents of both public and private colleges argued that management is authoritarian in nature and mostly decisions are made in isolation without active involvement and input of teachers. It is highly recommended that

management must involve teachers in decision making as well so that faculty owns those decisions and becomes motivated to implement those decisions.

- There is no proper system of appraising the performance of teachers and they are not well informed about their performance that whether they are performing good or bad. Therefore it is highly essential that proper performance management system should be there at institutes and continuous and prompt feedback system should be there to appraise the performance of teachers on time.
- It is suggested that appraisal system must be unbiased and merit and performance must be indicator for awarding rewards or giving punishments not undue favors or likings and disliking.
- It is recommended that teachers must be made well informed about performance standards so that they can perform their job up to mark. As mostly teachers are not informed of the standards therefore they don't know how much effort they have to exercise to meet the planned objectives.
- It is recommended that training could be solution of many problems. As firstly management must conduct a training need assessment at organizational and personal level. Then management must arrange training sessions for faculty members keeping in view their requirements.
- It is suggested that workload of teachers must be minimized as teachers cannot perform their utmost due to over burden of work. Moreover management must train teachers on how to manage time properly and must look for their work life balance that is extremely crucial to guarantee smooth working of teachers at institute.
- There is acute need of performance management process that should be conducted on continuous basis. So that performance could be measured on time and rewarded or corrected on time as well.
- Respondents also revealed that due to lack of finance and lack of resources and proper facilities many problems arise and quality could not be maintained well. Therefore it is suggested that government must invest its attention to upgrade quality education and for this they must invest at institutes.

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