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Perceptions of Teachers Regarding Teachers' Assessment Process at Universities of Balochistan

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Abstract: *The study was sought to explore the perceptions of teachers regarding teachers' assessment process at universities of Balochistan and to discover the perceptions of teachers regarding the process of annual confidential reports (ACRs) at Universities of Balochistan. A cross sectional descriptive design was adopted. All the faculty members of public and private sector universities of Quetta constituted the population. Convenient sampling technique has been used to select 93 teachers for data collecting data through a questionnaire. Descriptive statistics was used to analyze data. Findings of questionnaire from teachers stated that majority of respondents 76(81.7%) said they have regular feature of teacher's assessment. Maximum respondents 68 (73.1%) answered in yes about teacher's assessment ACRs are used in department. Most of teachers 72 (77.4%) agreed that Peer review is essential part of teacher's assessment. Majority of respondents 63 (67.7%) agreed in yes that Opinions of students are also included in the assessment procedure. Majority of respondents 63 (67.7%) answered in no that they know the result of ACR. Maximum respondents 70 (75.3%) answered in yes that ACRs provide the vital input for assessing your performance. Maximum respondents answered in No that chairperson ever take any action against the poor ACR findings of any teacher.*

Key Words: Assessment, Teachers Assessment, Annual Confidential Reports (ACRs)

Introduction

Assessment is the necessary part of human life. Humans assess their self and others to do better in their future. Through assessment we recognize our time and effort is best or poorly spent. We recognize indicators of progress and regression our strengths and weaknesses.

In education, the term assessment alludes to the wide assortment of techniques or apparatuses that instructors use to assess, measure, and record the scholarly preparation, learning progress, expertise procurement, or educational needs of students, faculty, and instruction.

Assessment is an essential piece of educating and learning forms in judging students learning as well as to measure teachers teaching quality how their performance enhances as they experience different procedures of adapting effectively through yearly assessment. Evaluation, in this way, isn't just of adapting however to learn but also how to teach? (Black & Wiliam [2009](#)).

Assessment for learning is a continuous process that turn out of the relation between teaching and learning. In both process of teaching and learning information which is gained from assessment to judge their next level of achievement process.

It is a key link between students learning outcomes, content, course, teaching methods and learning activities. The assessment results are used to improve academic performance and to improve the quality of teachers to provide meaningful report on their performance ance (Huba & Freed [2000](#)).

Teaching in advanced education is helping the students to ponder their own learning. University instructors should be dependable to create quality graduates fit for the activity platform, and they can better play out their activity if they presented to formal advancement activities taken for upgrading their

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clinical capacity (Raza et al., [2010](#)).

Regardless of what part of educating is under thought, teachers should be powerful for all students and academic need. This adequacy of instructing could be accomplished through upgrading process of assessment abilities of university teachers (Nieto, [2000](#)).

Assessment is essential component of a comprehensive teacher growth and development system. This multidimensionality of university teaching demands highly skilled faculty. The actual practice of assessment has varied tremendously across different countries and often within countries as well. Unfortunately, within our education system there is lack of alignment and coherence. True reform of teacher evaluation and assessment needs to be considered in the larger context of transforming the education system.

For teacher assessment administration use different strategies which ACR is most important these assessments require teachers to document their plans and teaching for a unit of instruction and analyze their teaching and collect and evaluate evidence of student learning. All of these pieces of evidence are then assembled and evaluated by highly trained raters who score them in a consistent manner against specific criteria that reflect standards of best practice. These assessments have been found to measure teacher effectiveness and can be used to help teachers develop greater effectiveness. Participation in these assessments has been found to support learning both for teachers who are being evaluated, and for educators who are trained to serve as evaluators (Darling-Hammond [2010](#)).

Just as assessment helps students, assessment helps teachers give great deal of information. Assessment allows teachers to make sure about their performance what they need to improve in order to meet academic objectives and effective teaching. It can inform the teachers about what needs to be reinforced and perhaps about what strategies did and did not work (Nicol & Macfarlane-Dick [2006](#)).

ACR (annual confidential report) is an assessment of the conduct and the quality of the work that a teacher has performed during the calendar year. The report should be written

without any biasness there must be no partial and in unambiguous terms. The work of the reporting employee will be assessed on the quality of his/her report. The opinion expressed in the careful consideration no personal bias or favoritism without any fears and favor.

Problem Statement

Assessment is the need of today's world. The process of assessment is carried out at all higher education institutions in Pakistan to enhance quality of teaching and learning. But the assessment practices did not provide information to teachers regarding their strength and weaknesses. The present study was designed to explore the perceptions of teachers regarding teachers' assessment process at universities of Balochistan.

Objectives of the Study

1. To explore the perceptions of teachers regarding teachers' assessment process at Universities of Balochistan
2. To discover the perceptions of teachers regarding the process of annual confidential reports (ACRs) at Universities of Balochistan

Research Questions

1. What are the perceptions of teachers regarding teachers' assessment process at Universities of Balochistan?
2. What are the perceptions of teachers regarding the process of annual confidential reports (ACRs) at Universities of Balochistan?

Significance of the Study

The study will be beneficial for all the stakeholders belongs to teaching learning process.

Delimitation of the Study

The study was delimited to the teachers at university of Balochistan, BUEITMS and SBK

Literature Review

Assessment is essential for the evaluation process because of importance there is coordination between the teaching and the assessment process, the two process are going side by side from the very start or initial of the educational process (Brown, [2000](#)).

Annual assessment is the assessment of the performance of a person in connection to the goals, exercises, yields, and focuses of a job over a given timeframe. In organizational setting, performance assessment is characterized as an organized formal connection between a subordinate and superior, that for the most part appears as an intermittent meeting (yearly or semi-yearly), in which the work execution of the subordinate is analyzed and talked about, with a view to recognizing shortcomings and qualities and additionally open doors for development and abilities improvement (McNamara & O'Hara [2008](#)).

Teacher's assessment is one of the critical variables that can add to the quality educating and instructors can be assessed in a wide range of ways by pupils, peers, heads, by their examination yield and cooperation in curricular exercises. Educator assessment is the best strategy to enhance or increase instructive quality. From the old circumstances, evaluation of the nature of educational been viewed as a fundamental or basic technique for assessment in instructive settings. For instructor's assessment diverse strategies are utilized, for example, gathering chief's sentiment, dean's judgment, Co-works appraisal, self-assessment student's conclusion.

Teachers' viability can be judged through answerability, this is the procedure by which it can be measured that what the instructors are doing and it is as indicated by the gauges or not. An instructor has a primary part in the learning procedure. His part in country building is critical. Neither the best educational modules nor the book of top notch gives an important preferred standpoint unless the instructor plays out his dedication and obligation with care, devotion and earnestness. Execution assessment intends to check the performance of representatives they are working as per (David & Macayan [2010](#)).

Teacher's assessment is an important process to judge the performance of faculty members. Numerous organizations whether private or public have different parameters to be utilized as measure to fill the coveted need (Usman [2008](#)).

Most future choices are gone up against the premise of performance assessment these choices might be of two sorts "developmental" which utilizes the to enhance the quality models and "summative" which is used to take choices about augmentation in pay, advancement and occupation status (Berk, [2005](#)).

Through assessment of educator's performance, we can separate powerful and insufficient educators when the people are cooperating than association attempt to gauge the adequacy and commitment of people towards their work (Aslam [2014](#)).

Maicibi ([2005](#)) stresses that teacher annual assessment is an essential system that can be utilized by any administration (association) if the association truly needs to accomplish its set destinations. It has three fundamental targets, to quantify performance reasonably and unbiased against work prerequisites, to build performance by recognizing improvement objectives so the workers may keep pace with the necessities of a quick put association.

Confidential Reports are written for each calendar year. The Confidential Report is an important document. It provides the fundamental and indispensable contributions for surveying the performance of an employee and for his/her further headway in his/her vocation.

Annual confidential reports (ACRs) of teachers are written with a view to adjudge their performance every year in the areas of their work and capabilities.

ACRs have two main objectives. First is to improve performance of the employee. Second is to assess their potentially and to prepare them for their job. The Annual Confidential Report (ACR) framework is an old and early framework began in the 1940s yet at the same time utilized as a part of the general population part associations of many center and low-wage nations (for example, India, Swaziland, and Sri Lanka. It is



done yearly and essentially did for advancement related choices where advancements depend on position subject to acceptable ACR. ACR reports are classified, and the workers don't by and large get a chance to talk about their performance with their seniors.

Authority as reflected in the Confidential Reports is for the most part supposed as an essential element for choosing the instances of advancement to higher grades, affirmation and professional success all in all. The contributions to Yearly Confidential Report are, in this manner, essential in the enthusiasm of effectiveness in benefit as additionally of the employees. Considering this reality, it is underlined that the reports ought to be composed with most noteworthy care with the goal that the work, lead, character, and ability of the employees detailed upon can be accurately evaluated from the recorded remarks. Employees recording comments should likewise understand the significance of these sections, as their own skill will be judged especially from the classified comments, they record about the employees working under them.

It is the obligation of a detailing officer not exclusively to make a objective assessment of the work and characteristics of his subordinates yet in addition to give consistently the essential direction and help to revise his issues what's more, insufficiencies. It is underscored that revealing officers ought not be over impacted while making an assessment by any occasions instantly preceding composition of an Annual Confidential Report, yet an objective assessment ought to be mentioned through consistent objective fact made amid the whole-time frame for which the report is to be made. While recording antagonistic comments, the revealing officer ought to demonstrate the endeavors made by him to get those deformities evacuated. He ought to likewise give fundamental preparing and direction wherever conceivable the yearly report ought to be considering such watchfulness and periodical examinations.

In the meantime, nobody ought to be rewarded by misrepresented reports which are not in light of certainties. This may bring about wrong form to other praiseworthy authorities/officers at the season of advancement; other than disintegrating general hierarchical effectiveness With a view to guaranteeing objectivity (Kumar et al., 2008).

Performance evaluation frameworks can greatly affect choices identified with the pay, profession prospects, and advancement of representatives and can have imperative results for the inspiration of employees which can thusly impact the performance of representatives.

The ACRs give the fundamental and indispensable contributions for assessing the performance of instructors and headway in vocation, advancement, determination review. Extraordinary care ought to be taken in composing confidential reports of instructors (Purvis, 1991).

Confidential reports written by high author (Dean, HODs) they must show objectivity impartiality and fair assessment without prejudices and with highest sense of responsibility, honesty integrity to improve excellence of the teacher performance (Astin and Astin 2000).

ACR (annual confidential report) is an assessment of the conduct and the quality of the work that a teacher has performed during the calendar year. The report should be written without any biasness there must be no partial and in unambiguous terms. The work of the reporting employee will be assessed on the quality of his/her report. The opinion expressed in the careful consideration no personal bias or favoritism without any fears and favor.

Assessment of educators may likewise draw upon confirm gathered from perceptions of instructors gathered from face-to-face perception of educator's pre and post perception and educators work with students (Blair et al., 2016).

Research Methodology

A cross sectional descriptive design was adopted "To explore the perceptions of teachers regarding teachers' assessment process at universities of Balochistan. All the faculty members of public and private sector universities of Quetta are the population of this research. Convenient sampling technique has been used for the selection of the teachers from all three universities on the subject of the availability of teachers and their willingness to participate in the study.

The number of the selected participants and faculty members were:

Faculty	Department	Number of Participants
Teachers	Biochemistry, Botany, Commerce, Computer Science, Economic,	BUITEMS: 26
	Education, English, Gender and Development studies, IR, Math,	SBK: 20
	Pak studies, Pashtu, Pharmacy, Physics, Psychology, and Telecom	UOB: 47
		Total: 93

Researcher designed questionnaire for the collection of Primary Data according to the objectives of the study. The constructs were assessment process and annual confidential reports. The questionnaire was then piloted with 10 participants. During the pilot study face content, statistical validations were performed. Validity analysis of the both the questionnaires was performed by experts at Department of Education SBKWU Quetta. Validity analysis resulted in minor readjustment of phrases questionnaire. The questionnaires were re-tested after performing adjustments.

Cronbach's alpha test was used to measure the internal consistency and reliability for the study instruments. Cronbach's alpha value for teacher questionnaire was 0.78. The data were computed and analyzed using IBM statistical package for social sciences version 22 (IBM SPSS version 22). Descriptive statistics were applied.

Analysis of Data

Table 1

Do you have regular features of teacher's assessment?

Responses	Frequency	Percentage
Yes	76	81.7
No	11	11.8
Don't Know	6	6.5

Result

Majority of respondents 76(81.7%) said they have regular feature of teacher's assessment.

Table 2

For teacher's assessment ACRs are used in department?

Responses	Frequency	Percentage
Yes	68	73.1
No	15	16.1
Don't Know	10	10.8

Result

Maximum respondents 68 (73%) answered in yes about teacher's assessment ACRs are used in department.

Table 3

Peer review is essential part of teacher's assessment

Responses	Frequency	Percentage
Yes	72	77.4
No	12	12.9
Don't Know	9	9.7

Result

Most of teachers 72 (77.4%) agreed that Peer review is essential part of teacher's assessment.

**Table 4**

Opinions of students are also included in the assessment procedure

Responses	Frequency	Percentage
Yes	63	67.7
No	15	16.1
Don't Know	15	16.1

Result

Majority of respondents 63 (67.7%) agreed in yes that Opinions of students are also included in the assessment procedure.

Table 5

Do you know about the result of your ACRs

Responses	Frequency	Percentage
Yes	16	17.2
No	63	67.7
Don't Know	14	15.1

Result

Majority of respondents 63 (67.7%) answered in no that they know the result of ACR.

Table 6

ACRs provide the vital input for assessing your performance

Responses	Frequency	Percentage
Yes	70	75.3
No	7	7.5
Don't Know	16	17.2

Maximum respondents 70 (75.3%) answered in yes that ACRs provide the vital input for assessing your performance.

Table 7

Do your chairperson ever take any action against the poor ACR findings of any teacher.

Responses	Frequency	Percentage
Yes	22	23.7
No	39	41.9
Don't Know	32	34.4

Result

Maximum respondents answered in No that chairperson ever take any action against the poor ACR findings of any teacher.

Table 8

Is there any plan of improvement / action is included in teacher's assessment procedure?

Responses	Frequency	Percentage
Yes	49	52.7
No	24	25.8
Don't Know	20	52.7

Result

Majority of respondents 49 (52.7%) agreed that there is plan of improvement / action is included in teacher's assessment procedure.

Table 9

Do ACR include all available means of assessment for knowing any teacher?

Responses	Frequency	Percentage
Yes	52	56.0
No	18	19.4
Don't Know	23	24.6

Result

Majority 52 (56.0%) agreed in yes that ACR include all available means of assessment for knowing any teacher.

Table 10

What is the procedure of sending these ACRs to higher authorities

Responses	Frequency	Percentage
Don't Know	77	82.79
Email	4	4.3
Performa	2	2.2
Sealed and send.	1	1.1
Send to higher Authorities	2	2.2

Result

Majority 77 (82.89%) respondents don't know the procedure of sending these ACRs to the higher authorities.

Table 11

Do you have any grievances regarding confidentiality?

Responses	Frequency	Percentage
Yes	22	23.7
No	55	59.1
Don't Know	16	17.2

Result

Maximum respondents 55 (59.1%) do not have any grievances regarding confidentiality.

Table 12

Do you give any application /complain regarding the confidentiality of ACR?

Responses	Frequency	Percentage
Yes	8	8.6
No	78	83.9
Don't Know	7	7.5

Result

Maximum 78 (83.3%) respondents denied giving any application /complain regarding the confidentiality of ACR.

Table 13

Do you think teaching is more important than research?

Questions	Responses	Frequency	Percentage
Do you think teaching is more important than research?	Yes	23	24.7
	No	24	25.8
	Don't Know	6	6.5



Questions	Responses	Frequency	Percentage
Research or Teaching Preference Research		19	20.4
Teaching Both		11	11.8
		8	8.6

Result

Most of respondents 24 (25.8%) denied that teaching is more important than research and maximum respondents 19 (20.4%) opt research as important preference over teaching.

Table 14

Because teaching effects on so many people therefore it should have more wattage for it.

Responses	Frequency	Percentage
Yes	37	39.8
No	41	44.1
Don't Know	15	16.1

Result

Maximum 41 (44.1%) denied teaching effects on so many people therefore it should have more wattage for it.

Table 15

In your ACR in teaching had more weightage / number than research?

Responses	Frequency	Percentage
Yes	43	46.2
No	9	9.7
Don't Know	41	44.1

Result

Maximum respondents 43 (46.2%) agreed In your ACR is teaching had more weightage / number then research.

Table 16

Teaching involve more skills than research

Responses	Frequency	Percentage
Yes	55	59.1
No	27	29.0
Don't Know	11	11.8

Result

Majority 55 (59.1%) teachers agrees that Teaching involve more skills than research.

Table 17

Is ACR a serious matter for you?

Responses	Frequency	Percentage
Yes	53	57.0
No	36	38.7
Don't Know	4	4.3

Result

Most of teachers 53 (57.0%) agreed that ACR a serious matter for them.

Table 18*Result of ACR is shared with you*

Responses	Frequency	Percentage
Yes	15	16.1
No	72	77.4
Don't Know	6	6.5

Result

Most of respondents 72 (77.4%) denied that Result of ACR is shared with them.

Table 19*Do you feel any motivation after knowing your ACR?*

Responses	Frequency	Percentage
Yes	39	40.9
No	44	47.3
Don't Know	11	11.9

Result

Most of teacher 44 (47.3%) do not feel any motivation after knowing your ACR

Table 20*Do the ACR provide the vital input for assessing your performance?*

Responses	Frequency	Percentage
Yes	67	72.0
No	15	16.1
Don't Know	11	11.8

Result

Most of respondents 76 (72.0%) agreed that ACR provide the vital input for assessing your performance.

Table 21*Is you are trying to improve yourself after knowing your report*

Responses	Frequency	Percentage
Yes	65	69.9
No	11	11.8
Don't Know	17	18.3

Result

Most of teacher 65 (69.9%) agreed that they are trying to improve yourself after knowing their report.

Table 22*Do you have ever changed your pedagogy after ACR result?*

Responses	Frequency	Percentage
Yes	47	49.5
No	25	26.9
Don't Know	21	22.6

Result

Most of respondents 47 (49.5%) answered in yes that you have ever changed your pedagogy after ACR result.

**Table 23**

Do you satisfy regarding your ACR process?

Responses	Frequency	Percentage
Yes	65	69.9
No	14	15.1
Don't Know	14	15.1

Result

Maximum respondents 65 (69.9%) agreed that they satisfy regarding your ACR process .

Table 24

Do you ever had any complain about ACR?

Responses	Frequency	Percentage
Yes	14	15.1
No	63	67.7
Don't Know	16	17.2

Result

Maximum participants 63 (67.7%) had no complain about ACR.

Table 25

Is the procedure of ACR reporting is free from all biasness?

Responses	Frequency	Percentage
Yes	44	47.3
No	11	11.8
Don't Know	38	40.9

Result

Majority of respondents 44 (47.3%) said yes that the procedure of ACR reporting is free from all biasness.

Table 26

What issues do you have focused in your ACR proforma?

Responses	Frequency	Percentage
Neutral Regularity Punctuality	8	8.60
Promotion for teacher	10	10.75
No information about ACR proforma None	5	5.37
	1	1.07
	4	1.07
	64	68.81

Result

Majority of respondents 64 (%) had not any issue concerned to proforma.

Findings and Conclusion

Findings of questionnaire from teachers stated that majority of respondents 76(81.7%) said they have regular feature of teacher's assessment. Maximum respondents 68 (73.1 %) answered in yes about teacher's assessment ACRs are used in department. Most of teachers 72 (77.4%) agreed that Peer review is essential part of teacher's assessment. Majority of respondents 63 (67.7%) agreed in yes that Opinions of students are also included in the assessment procedure. Majority of respondents 63 (67.7%) answered in no that they know the result of ACR. Maximum respondents 70 (75.3%) answered in yes that ACRs provide the vital input for assessing your performance. Maximum respondents answered in No that chairperson ever take

any action against the poor ACR findings of any teacher. If any action taken some teacher replied with Explanation to Teacher and Intimating teacher of their weakness. Majority of respondents 49 (52.7%) agreed that there is plan of improvement / action is included in teacher's assessment procedure. Majority 52 (56.0%) agreed in yes that ACR include all available means of assessment for knowing any teacher. Majority 77 (82.89%) respondents don't know the procedure of sending these ACRs to the higher authorities. Maximum respondents 55 (59.1%) do not have any grievances regarding confidentiality. Maximum 78 (83.3%) respondents denied giving any application/complain regarding the confidentiality of ACR. Most of respondents 24 (25.8%) denied that teaching is more important than research and maximum respondents 19 (20.4%) opt research as important preference over teaching. Maximum 41 (44.1%) denied teaching effects on so many people therefore it should have more wattage for it.

Maximum respondents 43 (46.2%) agreed that in ACR is teaching had more weightage / number then research. Majority 55 (59.1%) teachers agrees that Teaching involve more skills than research. Most of teachers 53 (57.0%) agreed that ACR a serious matter for them. Most of respondents 72 (77.4%) denied that Result of ACR is shared with them. Most of teacher 44 (47.3%) do not feel any motivation after knowing your ACR. Most of respondents 76 (72.0%) agreed that ACR provide the vital input for assessing your performance. Most of teacher 65 (69.9%) agreed that they are trying to improve yourself after knowing their report. Maximum respondents 66 (69.9%) agreed that they trying to improve after knowing their report. Most of respondents 47 (49.5%) answered in yes that you have ever changed your pedagogy after ACR result. Maximum respondents 65 (69.9%) agreed that they satisfy regarding your ACR process. Maximum participants 63 (67.7%) had no any complain about ACR. Majority of respondents 44 (47.3%) said yes that the procedure of ACR reporting is free from all biasness.

Recommendations

1. University teachers do not consider the ACR as necessary as it is supposed to be. Features of an effective appraisal system indicate that the overall appraisal system is ineffective and may have an influence over appraisees' perceived accuracy about the appraisal system in order to properly evaluate the ACR systems.
2. The findings stated that teachers are more concerned to teaching and they do not think Research as integral part of academics, therefore teachers should be trained in such a way that both part are considered to be parallel.
3. It is evidenced in current study about confidentiality concerns of university teachers; therefore, authorities should design responsible ways to ensure confidentiality.

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