

Assessment of Teacher Performance in India: Psychometric Validation of the Teacher Perceived Performance Scale

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ABSTRACT:

Teacher performance forms a quintessential basis for measuring effectiveness of the educational system thereby executing a critical part in improving the learning outcome associated with students as also the institutional quality. For assessment of a teacher's performance various methods/ tools exist yet their efficacy across different cultural paradigms requires corresponding validations. Though Ozturk and Tezcan's Teacher Perceived Performance Scale (TPPS) provides for a structured model to assess their performance, yet its psychometric properties exploration in Indian context remains a question mark, thus creating gaps in educational context validation. In view of this, the current study was conducted with a purpose to evaluate TPPS reliability and validity among Indian secondary school teachers. Beginning with an initial scale comprising 23 items circulated among a select group of teachers, three items were excluded during the validation process, thereby resulting in a final scale of 20 items being classified into five distinct dimensions: Professional Knowledge(PK), Instructional Design and Application Skills(IDA), Assessment and Evaluation Skills(AES), Attitudes and Values Regarding Human Relations(AVR) and Attitudes and Values Regarding Personal and Professional Development(AVP). Exploratory Factor Analysis(EFA) followed by Confirmatory Factor Analysis(CFA) through JAMOV(Version2.6.44.0) and SPSS(Version27) was performed evaluating the scale's psychometric properties. The outcome demonstrated satisfactory factor loadings across all dimensions thereby endorsing the validity of five-factor scale model. Presenting robust internal consistency and CFA results, the scale indicated a favourable model fit confirming the instrument's construct validity. The TPPS, thus serves as a dependable and well-founded instrument for teacher performance assessment within the framework of Indian educational system.

Keywords: Teacher Performance, Secondary School Teachers, Psychometric validation, EFA, CFA.

Introduction

Teachers have a pivotal task to positively influence student's academic success, their attitudes and thereby the lifelong learning abilities. Teachers that are effective design impactful learning experiences, adapt those instructional strategies that meet varied student needs fostering surroundings that bolster engagement and thinking that is logical and informed by evidence (Hattie, 2009). Extensive research demonstrates that teacher performance stands out as one of the most significant school level determinants of student achievement (Rivkin et al., 2005). In contrast, suboptimal pedagogical approaches can impede student learning outcomes, diminish intrinsic motivation and adversely affect classroom dynamics (Kyriakides & Creemers, 2008). As a result, enhancing teacher performance has emerged as a central focus in global educational reform initiatives aimed at improving both the quality and equity of education systems (OECD, 2005).

In the educational context, teacher performance pertains to the effectiveness with which teachers plan, organize and execute instructional processes to promote student learning and development. This construct "performance" originated from the Latin word *performare*, implies execution or fulfilment of a task aligned with predefined standards or criteria (Oxford University Press, 2020). It is multidimensional which reflects not only the knowledge teachers possess but also their ability to apply it in real classroom situations (Stronge, 2018). The efficacy of teacher performance is crucial to the operation of educational systems, as it directly impacts student achievement, institutional efficiency and the overall quality of education provided (Darling-Hammond, 2000). Teacher performance can be understood as a synthesis of professional competencies and observable pedagogical behaviours. These competencies encompass a deep understanding of subject matter, adeptness in instructional design, effective classroom management strategies, robust assessment practices and strong interpersonal skills that facilitate student

engagement and learning (Danielson, 2007). Furthermore, effective teaching encompasses professional attitudes, including a strong commitment, ethical responsibility and a dedication to continuous professional development. (Shulman, 1987).

Throughout the years, numerous frameworks have been developed to systematically assess and analyse teacher performance. Marzano's framework (2007) addresses key areas such as instructional planning, classroom management, pedagogical delivery, and professional responsibilities, offering insights into effective teaching practices (Marzano, 2007). The frameworks offer guidelines for assessing teaching practices and identifying improvement areas. Turning these theories into measurable metrics requires reliable assessment tools that reflect the complexities of teacher performance (DeVellis, 2017).

In response to the growing demand for robust assessment tools in educational settings, a variety of standardized scales have been established to evaluate teacher performance. Notably, the Teacher Perceived Performance Scale (TPPS) developed by Ozturk and Tezcan provides a multidimensional framework for appraising teacher performance. This scale encompasses various facets of instructional quality, thereby offering a thorough methodology for assessing teacher's performance in diverse educational contexts (Öztürk & Tezcan, 2023). The original scale comprised 23 items aimed at evaluating key aspects of teacher performance, namely Professional Knowledge (PK), Instructional Design and Application Skills (IDA), Assessment and Evaluation Skills (AES), Attitudes and Values Regarding Human Relations (AVR) and Attitudes and Values Regarding Personal and Professional Development (AVP). Multidimensional instruments like this are crucial for capturing the complexity of teaching practices and offering a comprehensive assessment of teacher performance (Hair et al., 2010). Standardized measurement tools ensure objective and consistent evaluations of teacher performance, facilitating systematic assessments and

comparisons across educational contexts to enhance outcomes (Guskey, 2000). Validated instruments enhance decision-making in teacher training and educational policy (OECD, 2019). As a result, the development and validation of performance scales for teachers have become a significant focus of research in education (Darling-Hammond, 2006). The applicability of measurement instruments across diverse cultural and educational contexts poses a critical challenge. Instruments developed in one context often demonstrate varied psychometric properties when deployed in another, primarily due to disparities in cultural norms, institutional frameworks and pedagogical methodologies (Hofstede, 2001). Perceptions of effective teaching may vary across societies, affecting how teachers respond to survey items and interpret constructs (Van de Vijver & Leung, 1997). These variations highlight the necessity for context-specific validation studies to confirm that measurement instruments maintain both reliability and validity across diverse settings. (He & Van de Vijver, 2012).

Hair et al. (2010) reported that teacher performance scales show variability in factor structures, reliability, and item retention, with some items discarded for poor fit while others maintained their structure with minor adjustments (Hair et al., 2010). These findings underscore the necessity of assessing the psychometric properties of measurement instruments in each specific context, rather than presuming their universal applicability (Brown, 2006). Validation processes often employ statistical techniques such as Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) to assess construct validity and evaluate model fit. These methodologies allow researchers to identify underlying latent structures in the data and confirm the alignment of theoretical models with empirical evidence. (Kline, 2015).

Validating the TPPS is essential to ensure it accurately and reliably assesses teacher performance. Without proper psychometric validation, research outcomes and educational

decisions may be compromised. (Kline, 2016). Systematic validation procedures, such as EFA and CFA, are crucial for establishing factorial structure, assessing construct validity and ensuring the scale accurately reflects the multidimensional nature of teacher performance (Hair et al., 2010). Assessments designed in varied socio-cultural and educational settings cannot be assumed to function equivalently across different populations. Therefore, it is essential to revalidate these instruments within the Indian context to guarantee measurement invariance and ensure their contextual relevance (Byrne, 2016). The validation process improves the instrument by removing poorly performing items, enhancing internal consistency, model fit and overall robustness (Hair et al., 2010).

A rigorously validated TPPS framework significantly enhances the methodological robustness of the research, thereby improving the generalizability and applicability of the findings in the realms of educational policy development, teacher assessment and institutional decision-making (Fornell & Larcker, 1981). The research will assess the scale's internal consistency and construct validity using established statistical methods, ensuring it meets rigorous psychometric standards, in particular, the Indian educational environments, thereby fostering a more sophisticated understanding of pedagogical assessment in a multicultural context.

Material And Methods

This study followed a cross-sectional design to test the reliability and validity of the 23-item TPPS. The scale was designed to assess secondary school teacher's perceptions of their own performance in the educational setting. It is a multidimensional instrument that captures various aspects of teacher performance and professional functioning. The researcher first obtained permission from the author of the TPPS via email. Permission to use the scale was granted by Prof. Gamze TEZCAN, Çanakkale Onsekiz Mart University.

In 2025, 625 secondary school teachers from the Jammu district of India were surveyed using

convenience sampling methods for this research. Respondent's ages ranged from 30 to 55 years, indicating a professionally seasoned group. The sample included teachers from both government and private schools, facilitating a comparative analysis across different administrative frameworks. Moreover, respondents were selected from urban and rural areas, which enriched the socio-environmental diversity of the sample and thereby enhanced the generalizability and rigor of the study's findings.

Questionnaires were distributed to secondary school teachers, who were asked to indicate their level of agreement with each statement based on their teaching experience. During the validation process, the author removed three items based on factor loadings and psychometric criteria, leading to a final set of 20 items. All items of the scale are rated on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The overall score for the scale is derived by aggregating the responses from each item, with elevated scores reflecting higher perceived levels of teacher performance.

The data analysis utilized JAMOV (Version 2.6.44.0) and SPSS (Version 27), facilitating the calculation of descriptive statistics and the assessment of internal consistency via Cronbach's alpha. The scale exhibited psychometric properties, demonstrating acceptable reliability and validity. Consequently, it serves as a standardized and dependable instrument for evaluating teacher performance within the framework of school education.

Ethical consideration

Respondents were informed about the objectives of the study and consented to take part, ensuring confidentiality and the right to withdraw. The research was unobtrusive and received ethical approval from the Institutional Ethics Committee.

Results

EFA was performed on a sample of 302 secondary school teachers to ensure adequate representation for analysing teacher performance

and to examine the underlying factor structure of the scale. The sample size adhered to the Thumb Rule, which suggests 200 to 400 cases and 5 to 10 respondents per item for reliable factor analysis and structural equation modelling (SEM) (Hair et al., 2010). This sample of 302 valid responses from a cleaned dataset of 378 teachers showed that male teachers made up 19.20 % ($n=58$; $M=96.4$; $SD=18.0$) and female teachers 80.80% ($n=244$; $M=98.0$; $SD=15.9$). The representation of male teachers in the sampled schools was significantly lower, resulting in a lower proportion of male respondents in the dataset. Thus, the percentage of male participants accurately mirrors the gender distribution within the study population. As a result, there is no evidence of sampling bias and the sample effectively reflects the demographics of the institutions included in the study.

Exploratory Factor Analysis (EFA)

EFA is a statistical technique used in the social sciences for determining underlying latent variables. Generally, EFA is conducted first to explore potential structures followed by CFA to validate the identified factor model. (Anderson & Gerbing, 1988). 302 questionnaires were used for EFA in line with the 10:1 criterion, comprising 58 males ($M=96.4$; $SD=18.0$) and 244 females ($M=98.0$; $SD=15.9$) (Hair et al., 2019). The EFA indicated that the dataset was suitable for factor analysis. The Kaiser–Meyer–Olkin (KMO) value was 0.885, demonstrating adequate sampling adequacy, as values above 0.60 are generally considered acceptable (Kaiser, 1974). Bartlett's Test of Sphericity was also statistically significant (Approx. $\chi^2 = 4131$, $df = 190$, $p < .001$), confirming that the correlation matrix was not an identity matrix and that the variables were sufficiently interrelated. Taken together, these results confirm that the data met the necessary assumptions for conducting factor analysis (Hair et al., 2019). PK signifies the teacher's mastery of subject content and pedagogy (6 Items, Cronbach's $\alpha = 0.911$). IDA signify the ability to plan and deliver effective teaching (4 Items, Cronbach's $\alpha = 0.842$). AES signify the teacher's ability to measure and evaluate student learning

(4 Items, Cronbach's $\alpha = 0.814$). AVH signify the teacher's respect and positive interaction with others (3 Items, Cronbach's $\alpha = 0.833$). AVP signify the teacher's commitment to continuous growth and self-improvement (3 Items, Cronbach's $\alpha = 0.842$). The overall score is

derived by summing or average the 20 items, with elevated values signifying enhanced prosocial characteristics. The whole scale demonstrates strong reliability (Cronbach's $\alpha = 0.934$) as shown in Table 1.

Table 1: Reliability Analysis

Item-Total Statistics					
Dimensions	Items	CITC(DW)	CAI(DW)	CITC (20 items)	CAI (20 items)
PK	PK1	.680	0.911	0.610	0.934
	PK2	.730		0.609	
	PK3	.856		0.764	
	PK4	.721		0.688	
	PK6	.797		0.783	
	PK7	.738		0.726	
IDA	IDA8	.541	0.842	0.460	
	IDA9	.718		0.596	
	IDA10	.820		0.711	
	IDA12	.649		0.704	
AES	AES14	.640	0.814	0.588	
	AES15	.551		0.539	
	AES16	.663		0.637	
	AES17	.701		0.618	
AVH	AVH18	.687	0.833	0.501	
	AVH19	.724		0.484	
	AVH20	.681		0.574	
AVP	AVP21	.783	0.842	0.712	
	AVP22	.728		0.531	
	AVP23	.648		0.628	

Note: CITC (DW) = Corrected Item-Total Correlation (Dimension Wise), CAI (DW) = Cronbach's Alpha Index (Dimension Wise), CITC = Corrected Item-Total Correlation and CAI = Cronbach's Alpha Index.

Table 2 presents the communalities for 20 items derived from a Principal Component Analysis (PCA), reflecting the amount of variation each item has with the retrieved components. The communalities for the PK items (PK1–PK7) vary from 0.665 to 0.806, indicating that a significant percentage of their variation is accounted for by the components. IDA items (IDA8– IDA12) exhibit communalities between 0.606 and 0.843

AES items (AES 14– AES 17) exhibit communalities between 0.628 and 0.700, AVH items (AVH 18– AVH 20) exhibit communalities between 0.701 and 0.821 and AVP items (AVP 21– AVP 23) exhibit communalities between 0.666 and 0.830. Elevated communalities indicate that the items are effectively represented by the variables discovered in the PCA (Kaiser, 1974).

Table 2: Communalities of Items using Principal Component Analysis (PCA) Extraction Method

Communalities																			
Item	P	P	P	P	P	P	I	I	I	I	A	A	A	A	A	A	A	A	A
	K	K	K	K	K	K	D	D	D	D	E	E	E	E	V	V	V	V	V
	1	2	3	4	6	7	A	A	A	A	S	S	S	S	H	H	H	P	P
							8	9	1	1	1	1	1	1	18	19	20	21	22
								0	2	4	5	6	7						

Extr	.6	.7	.8	.7	.7	.6	.6	.7	.8	.6	.6	.6	.6	.7	.7	.8	.7	.8	.8	.6
actio	9	9	0	0	8	6	0	6	4	9	9	2	7	0	47	21	01	30	02	66
n	1	4	6	6	1	5	6	5	3	7	3	8	5	0						

Table 3 displays the factor loadings for each item. For the PK dimension, factor loadings range from 0.587 to 0.797, indicating strong correlations with the PK factor. The IDA dimension shows loadings between 0.509 and 0.823, reflecting significant associations with the IDA factor. The AES dimension has factor loadings ranging from 0.544 to 0.662,

demonstrating strong relationships with the AES factor. The AVH dimension has factor loadings ranging from 0.619 to 0.850, demonstrating strong relationships with the AVH factor. The AVP dimension has factor loadings ranging from 0.537 to 0.783, demonstrating strong relationships with the AVP factor.

Table 3: Descriptive Statistics and Factor Loadings for PK, IDA, AES, AVH, AVP

Dimensions	Items	Mean	SD	1	2	3	4	5
PK	PK1	4.39	1.148	0.671				
	PK2	4.13	1.129	0.797				
	PK3	4.15	1.121	0.752				
	PK4	4.03	1.227	0.624				
	PK6	4.10	1.152	0.628				
	PK7	4.36	0.992	0.587				
	IDA8	4.51	0.874		0.509			
IDA	IDA9	4.46	1.037		0.730			
	IDA10	4.36	1.058		0.823			
	IDA12	4.30	1.156		0.512			
	AES14	4.14	0.913				0.634	
AES	AES15	3.87	1.097				0.544	
	AES16	4.20	0.938				0.620	
	AES17	4.14	0.945				0.662	
	AVH18	4.46	0.838					0.701
AVH	AVH19	4.43	0.890					0.850
	AVH20	4.25	1.011					0.619
	AVP21	4.08	1.225			0.783		
AVP	AVP22	3.96	1.288			0.779		
	AVP23	4.36	0.944			0.537		

Note. 'Principal axis factoring' extraction method was used in combination with a 'varimax' rotation

Table 4 presents the proportion of total variance explained by each component. The initial eigenvalues indicate that PK accounts for 45.201 % of the variance, followed by IDA at 8.974 %, followed by AES at 7.486 %, followed by AVH relations at 6.116 % and AVP at 73.087%. Together, these five factors explain 73.087 % of the total variance. After rotation, the contribution

of each factor to the explained variance changes slightly. PK accounts for 18.960%, IDA for 14.132%, AES for 13.978%, AVA for 13.657% and AVP for 12.360%, while the cumulative variance remains unchanged at 73.087%. This redistribution of variance enhances interpretability by yielding clearer and more distinct factor loadings (Kaiser, 1974).

Table 4: Eigenvalues and Variance Explained for Factor Components

TVE									
Component	Initial Eigenvalues			ESSL			RSSL		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %

1	9.04 0	45.201	45.201	9.04 0	45.201	45.201	3.79 2	18.960	18.960
2	1.79 5	8.974	54.175	1.79 5	8.974	54.175	2.82 6	14.132	33.092
3	1.49 7	7.486	61.661	1.49 7	7.486	61.661	2.79 6	13.978	47.070
4	1.22 3	6.116	67.777	1.22 3	6.116	67.777	2.73 1	13.657	60.727
5	1.06 2	5.310	73.087	1.06 2	5.310	73.087	2.47 2	12.360	73.087
6	.757	3.784	76.871						
7	.670	3.349	80.221						
8	.565	2.826	83.046						
9	.518	2.589	85.635						
10	.462	2.310	87.945						
11	.386	1.928	89.872						
12	.344	1.722	91.595						
13	.303	1.517	93.112						
14	.290	1.450	94.562						
15	.243	1.213	95.774						
16	.232	1.158	96.933						
17	.183	.914	97.847						
18	.179	.895	98.742						
19	.130	.650	99.393						
20	.121	.607	100.000						

Note: TVE= Total Variance Explained, ESSL= Extraction Sums of Squared Loadings, RSSL= Rotation Sums of Squared Loadings. **Extraction Method:** Principal Component Analysis.

Figure 1 illustrates that five primary factors account for most of the variance in the data: PK, IDA, AES, AVH, AVP. These components have

eigenvalues of 9.040 (45.201%), 1.795(8.974%), 1.497(7.486%), 1.223 (6.116%) and 1.062 (5.310%) respectively.

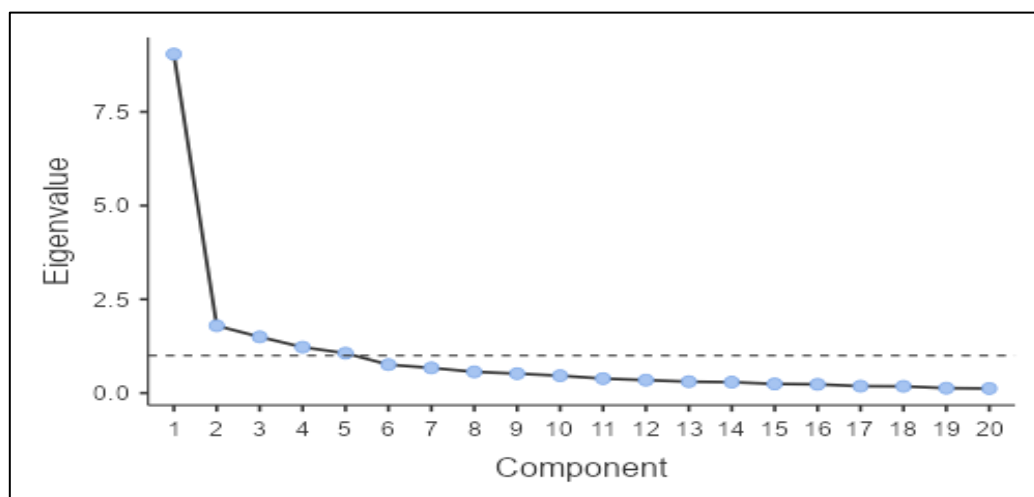


Figure 1: Scree Plot, **Source:** Developed by the author based on the data collected

On the scree plot above, the X-axis represents the component number, while the Y-axis indicates the eigenvalue, showing how much variance each component explains. A clear elbow appears after

the fifth component, suggesting that additional components contribute very little to the overall explained variance. This pattern supports the retention of these five factors and indicates that

they represent the most meaningful dimensions for further analysis (Cattell, 1966). This was followed by a CFA to validate the measurement model for the variables under investigation.

Confirmatory Factor Analysis (CFA)

CFA is a structural equation modelling (SEM) technique commonly used to evaluate the validity of measurement models (Kline, 2016). It is particularly useful for examining the relationships between observed variables and their underlying latent factors, as these relationships can be explicitly specified in the model and tested against the collected data (Kline, 2016). Because of this ability to rigorously assess model fit, CFA is widely regarded as a key method for establishing measurement validity in the social and behavioural sciences (Kline, 2016). In the present study, CFA was conducted to examine the measurement model validity of the 20-items of TPPS for use among secondary school teachers. A separate sample of 200 secondary school teachers was used for this analysis, following the

recommended minimum subject-to item ratio of 10:1 (Hair et al., 2019). The standardized factor loadings obtained from the CFA of the TPPS-20 five-factor structure is presented in Figure 2. The model fit measures given are very close to the standards used in SEM. Four goodness-of-fit indicators assess model-data fit: CMIN/DF, Tucker-Lewis Index (TLI), Comparative Fit Index (CFI) and Root Mean Square Error of Approximation (RMSEA). Ideal values are TLI and CFI ≥ 0.90 and RMSEA < 0.05 for acceptable fit. (Al Ansari et al., 2021) The fact that CMIN/DF 2.78 is well within the recommended range of 1 to 3 indicates a good fit. CFI is 0.948 points to a good model fit. Also, RMSEA of 0.0943 is below the limit of 0.1 and the Standardized Root Mean Square Residual (SRMR) of 0.040 is ≤ 0.05 which is the threshold. These values show that the model fits very well. All of these indicators point to the fact that the model is a good representation of the data structure. Using these fit measures, model shows strong statistical validity (Kline, 2016).

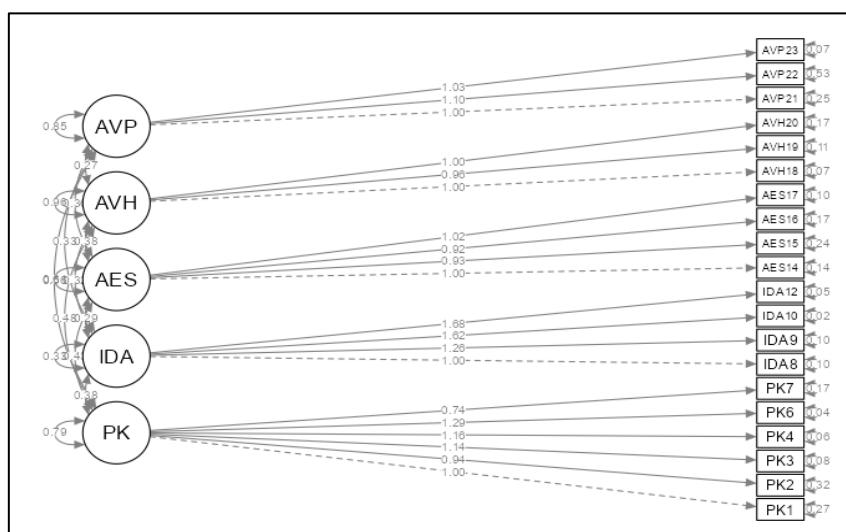


Figure 2: Five-Factor Structure of TP-20 Items with Standardized Loadings

Source: Developed by the author based on the data collected

Table 5 below provides insights into various types of validity essential for evaluating model quality in SEM. Factor 1= PK, Factor 2 = IDA,

Factor 3=AES, Factor 4 = AVH, Factor 4 = AVP.

Table 5: Model Validity Measures

Dimension	Convergent Validity Matrix				Discriminant Validity Matrix				
	CR	AVE	MSV	ω	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
PK	0.967	0.848	0.523	0.970	(0.921)	0.723	0.627	0.566	0.636
IDA	0.968	0.908	0.523	0.974	0.723	(0.953)	0.61	0.556	0.575
AES	0.933	0.777	0.393	0.933	0.627	0.61	(0.881)	0.497	0.512
AVH	0.961	0.891	0.320	0.961	0.566	0.556	0.497	(0.943)	0.283
AVP	0.917	0.767	0.404	0.908	0.636	0.575	0.512	0.283	(0.876)

An acceptable Composite Reliability (CR) is when the value exceeds 0.60 (Hair et al., 2019) and $CR > AVE$ (Jain et al., 2022). The above table shows CR as 0.967 for PK, 0.968 for IDA, 0.933 for AES, 0.961 for AVH and 0.917 for AVP which indicates good internal consistency and supports reliability validity. AVE values greater than 0.50 (Hayat et al., 2021) indicate that a factor explains a substantial portion of the variance in its items. For example, an AVE of 0.848 for PK suggests strong convergent validity, as the construct captures more variance from its indicators than is due to error, while similar AVE values for IDA (0.908), AES (0.777), AVH (0.891) and AVP (0.767) support convergent validity. McDonald's omega (ω) was calculated to further assess reliability, and all values exceeded the recommended threshold of 0.70, indicating strong internal consistency.

To establish discriminant validity, the Maximum Shared Variance (MSV) should be lower than the corresponding AVE, indicating that each construct shares more variance with its own items than with other constructs, which is satisfied in this case, showing that the constructs are distinct (e.g., MSV for PK and IDA is 0.523, lower than their AVEs, and similarly lower MSV values are observed across other dimensions). The entries in bold and enclosed in brackets along the diagonal of the table indicate the AVE square roots. The balance values represent the correlations between pairs of constructs, illustrating the closeness in relation of the two concepts with each other. As can be seen, these Heterotrait-Monotrait (HTMT) Ratio values were below the threshold of 0.85 and the AVE square roots for each construct was greater than its inter-construct

correlations, which establishes the discriminant validity (Fornell & Larcker, 1981).

Discussion

The outcomes of the current research and the factor's internal consistency concerning reliability indices are in sync with erstwhile investigations concerning the teacher performance assessment scales validations. This suggests that the scale items are portending of the same construct and consistent with each other. In addition, applicability of the TPPS can also be extended to secondary school teachers owing to the present findings. Multidimensionality of the nature of teacher performance, as proposed in earlier researches, are also corroborated via the factor structure obtained in the current study. The dimensions identified in the scale highlight the key aspects of teacher performance including didactic practices, professional obligations apart from interpersonal expertise.

The construct validity of the scale was also supported by factor analysis, which confirmed the underlying structure of the instrument. The present psychometric validation study of the teacher perceived performance scale contributes to the existing literature by providing factual evidence on the psychometric properties of the TPPS in a specific cultural and educational context. While erstwhile studies focussed on similar constructs in other settings, the current psychometric validation study establishes its relevance among Indian secondary school teachers. The TPPS, thus serves as a dependable and well-founded instrument for teacher performance assessment and can be effectively used in educational research and practice.

The present study has certain limitations. A focus only on secondary school teachers may limit utility of the findings once applied in other educational scenarios. Also, questionnaires on own-reporting may introduce personal biases, as teachers might portray own performance in a more positive manner. It is suggested that future researches may incorporate a 360-degree evaluation including compeer appraisals and student feedbacks in order to improve assessment accuracies. Though TPPS has been validated, further research is needed to assess its varied cultural and institutional settings applicability. Dwelling into the teacher performance relationship viz-a-viz other psychological and organisational factors, as also scale enhancement, could provide more exhaustive evaluation tools.

Conclusion

To summarise, the current study is a robust effort in providing preliminary evidence which

confirms the TPPS validity and reliability in an Indian educational context. However, future researches in this field are of paramount importance in order to investigate its applicability across varied educational levels thereby gaining a detailed insight as to how the dimensions of teacher performance would function across diverse institutional frameworks while maintaining focus on India. Analysing this will not only enhance our contextual understanding of the TPPS but also render critical insights into the subtle distinctions in nature of teacher performances across varied educational settings.

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