



## PERFORMANCE APPRAISAL PRACTICES AT SECONDARY LEVEL: A COMPARISON BETWEEN THE PRIVATE AND PUBLIC SECTOR

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### ABSTRACT

*The research was carried out in order to examine the practices of performance appraisal in private and public schools at the secondary level. The study's primary objectives were to examine the performance appraisal at secondary schools in the private and public sectors and compare private and public sector schools. The study population was private and public sector secondary school teachers. One hundred schools were selected, from which 329 secondary school teachers were selected. Based on the literature, a five-point Likert scale questionnaire was used. In both private and public schools, the most commonly used practices for the performance appraisal of teachers were maintenance of teacher's diary, punctuality, organizing sports and co-curricular activities, school teachers are responsible for students' performance, organization of games, and feedback from colleagues. The minor standard practices used for the performance appraisal were getting students' feedback about teachers, participation in the games, and co-curricular activities. The majority of the performance appraisal practices were equally used in private and public schools. The findings suggested a need for more work for the proper development and methods of performance appraisal of teachers.*

**Keywords:** performance appraisal, secondary school, practices

### Introduction

The growth and development of an educational institute mainly depend on how well and efficiently its teachers are working. An individual's performance may be described as the record of results achieved while performing specified job duties or activities within a particular time period. (Toppo & Prusty, 2012). Performance refers to the desired actions teachers expect within the given time during their job. It can be stated as a set of activities performed to achieve some targets or accomplish a given task. Performance is not an attribute, characteristic or personal trait; it is a course of action done by the employee. Performance is not tangible, but it can be measured or observed using different methods and techniques. The assessment or evaluation of teachers in an institution is of great importance. So that on one part, it gives feedback to teachers, and on the other hand, it discloses its contribution to the institution. By the early 1950s, performance assessment had become a well-established management technique in a large number of firms. (Flaniken, 2009). Performance appraisal (PA) is an unavoidable element of organizational life (Cintron & Flaniken, 2009). PA is one of the essential factors in school that provide the basis for decision making. By conducting performance appraisals, organizations notify their employees about the pace of developing their skills and capabilities. With the help of performance appraisal, an employee can direct himself to create his development path. Few researchers disagreed by the fact that adequately conducted performance appraisal can help in integrating the requirements of an employee as well as of the organization. Performance appraisal provides help to the employee to focus their minds on fulfilling the organization's demands achieve its targets and objectives (Cintron & Flaniken, 2009). Performance appraisal can determine whether an employee succeeded in achieving their targets or not and if he failed to do according to his job description, what are the reasons behind that and what strategies should be adopted to make up for the deficiency. PA is generally a broad term that involves many other words. Performance appraisal assists in decision making and merit rating for the promotion based on employee's performance (Joshi, 2013). "Performance appraisal is a process of reviewing and evaluating an employee's performance over a specified period of time and making plans for his or her future." (Arora & Arora, 2010).

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Performance appraisal is defined as the assessment of the job performance levels of the employees. "By directing employee behaviour toward organisational goals and by monitoring that behaviour to ensure that goals are met," improving employee job performance may provide a competitive advantage in two ways. (Balatbat, 2010).

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According to Sapra (2012), unless individuals are provided feedback on the effects of their activities, they will not learn anything. Taking remedial action requires receiving frequent feedback that documents both successes and failures. PA and development practices are a systematic process of assessing or evaluating an employee's performance concerning its productivity, abilities, and capacities. PA is a systematic evaluation of the employee's performance to make necessary modifications or developments in needed areas (Toppo & Prusty, 2012).

In accordance with Farooqi, Khan, and Arsalan (2011), the following are the purposes of PA:

- To provide employees with feedback on their performance and their colleagues.
- To assist in the decision-making process for promotions and pay increases.
- Encourage staff to strive for higher levels of achievement.
- To make a significant improvement in the overall performance of companies.

### **Objectives of Performance Appraisal**

Is the employer fulfilling the job requirements or notes done by the performance appraisal (PA) method? It is a process that continuously investigates who is doing better, how they are doing better. It also evaluates individuals' performances regarding one another. Increasing the worker's working potential regarding fame and development of the company is one of the main concerns of PA. Giving feedback to employees, providing communication channels between authorities and workers, providing trading were required, and allocating roles and responsibilities to workers are its secondary tasks (Ball & Cohen, 1999). PA is considered the hugest device for an institution. It provides data that is very helpful in settling on choices viewing different perspectives, such as advancements and authenticity rating. It gives correct data that assumes a crucial part in the association. If legitimate execution information is accessible, i.e., favourable, exact, goal, institutionalized and applicable, administration can keep up predictable advancement and payment arrangements throughout the aggregate framework. It helps avoid grievances because it is a clear help to the administration in pushing reasonableness to workers (Joshi, 2013).

The study's objectives were as follows:

1. To explore the performance appraisal practices at secondary schools.
2. To compare the performance appraisal practices between private and public sector schools at the secondary level.
3. To compare the performance appraisal practices between male and female secondary teachers.

### **Methodology**

The quantitative technique was applied in this study, which was descriptive, and survey research was used to get the information. The participants in this study were the teachers from all private and public schools (both male and female) in Punjab. Through random sampling, 100 private and public sector secondary schools were visited to get data from teachers in district Kasur. The form selected 100 secondary school 190 male and 139 female secondary school teachers were determined. A five-point Likert scale questionnaire was administered to collect quantitative data. To determine whether or whether there were statistically significant differences and degrees of relationship, an independent sample t-test

was used. Frequencies and percentages of teachers' responses were computed to determine the existing status of performance appraisal.

**Analysis and Discussion**

The questionnaire data based on teachers' responses regarding practices for performance appraisal was also analyzed by computing the percentage and mean response value of teachers in the private and public sectors. The percentage of responses presented the frequency of prevalence of teachers' PA. Mean response values were arranged in rank order. The range was determined for the interpretation of mean response values. The high mean value represented the high degree of PA, whereas the lowest value indicated that teachers have never or minimum practice this performance appraisal. An independent sample t-test was applied to determine the significant association between private and public teachers of secondary schools.

Table 1

Sector	Male	Female	Percentage
Public	95	70	57.8%
Private	95	69	42.2%
Total	190	139	100%

*Secondary school teacher with respect to gender*

The table showed that from 100 selected schools, 190 male secondary school teachers with the percentage of 57.8 and 139 female secondary teachers with the percentage of 42.2 were selected.

Table2 *Performance appraisal practices used by secondary school teachers*

Indicator of performance	Always	Usually	At half of time	Seldom	Never
Maintenance of Teacher's Diary	69.6%	21.1%	6.3%	1.3%	1.7%
Regularity	69.6%	26.6%	3.8%	0.0%	0.0%
Punctuality	60.8%	33.3%	5.1%	0.8%	0.0%
Organization of Co-Curriculum activities	42.2%	39.2%	13.9%	3.4%	1.3%
Organization of sports	38.0%	38.0%	14.3%	6.8%	3.0%
Organization of games	32.1%	40.9%	18.1%	8.0%	.8%
Activities to improve learning environment	38.0%	43.9%	14.3%	1.7%	2.1%
Sharing learning material	33.8%	46.4%	14.8%	3.4%	1.7%
Cooperation with colleagues	40.1%	39.2%	13.9%	3.4%	3.4%
Students' performance in examination	48.5%	37.6%	11.4%	1.3%	1.3%
Students' participation in Co-curricular activities	41.5%	37.3%	14.8%	4.7%	1.7%
Students' participation in sports and games	37.6%	40.9%	16.0%	4.6%	.8%
Students' opinion/feedback about teacher	38.8%	35.0%	16.9%	6.3%	3.0%
Feedback from colleagues	40.1%	39.2%	15.6%	3.0%	2.1%
On daily assignment schedule	38.8%	34.2%	19.4%	2.5%	5.1%
School teachers are held responsible for the performance of students in the school.	44.7%	35.9%	13.9%	3.4%	2.1%
There is a teachers' performance appraisal	36.3%	35.9%	16.0%	9.7%	2.1%

system in this school.					
Teachers show their lesson plans to their senior teachers before taking a class.	48.5%	21.5%	21.5%	5.9%	2.5%
Head-teacher often visits the classroom to observe teachers' classroom performance.	41.4%	41.4%	11.0%	5.1%	1.3%
The head-teacher assigns senior teachers to assess the performance of new teachers.	44.7%	37.6%	13.5%	2.1%	2.1%
When a teacher has problems in the classroom, they are provided with guidance by the head-teacher.	44.7%	37.6%	13.5%	2.1%	2.1%
Teachers are encouraged to participate in subject method courses for professional development.	40.5%	40.1%	13.5%	3.4%	2.5%
Teachers are directed to attend educational conferences or seminars for their professional development.	38.8%	37.6%	13.1%	6.3%	4.2%
Senior teachers arranged professional development activities and training programs to develop teachers.	34.3%	37.7%	19.1%	3.8%	5.1%
Teachers are facilitated to develop their skills through Qualification programs (e.g., a degree program).	30.4%	47.3%	14.8%	4.6%	3.0%
Teachers are provided opportunities to develop themselves through observational visits to other schools.	26.2%	43.9%	15.2%	9.3%	5.5%
Informal dialogues are arranged for teachers to improve teaching skills in school.	32.5%	36.3%	21.5%	5.1%	4.6%
Teachers are directed to attend training programs offered by QAED to improve their teaching skills.	43.5%	35.0%	13.9%	4.2%	3.4%
Teachers' presence is ensured in Professional Development day arranged by QAED every month.	46.4%	31.6%	12.2%	4.6%	5.1%
Teachers are encouraged to attend Refresher courses for their professional development.	45.1%	34.6%	10.5%	6.8%	3.0%
Experts and specialists are invited for the professional development of teachers at the end of every month.	28.3%	40.9%	19.4%	7.2%	4.2%
Teachers are developed through oral directions and written feedback.	34.2%	44.3%	13.1%	4.6%	3.8%
Teachers are given suggestions in a staff meeting as to how they can improve their teaching.	39.2%	41.4%	14.8%	3.8%	0.8%
Teachers are provided facilities to participate in educational workshops for their development.	37.6%	36.7%	19.0%	4.2%	2.5%
Series of meetings are arranged to help the teachers improve their performance.	38.0%	38.0%	16.9%	5.1%	2.1%
Performance Appraisal practices increase the	42.6%	36.7%	14.3%	5.9%	0.4%

professional development of teachers.

Performance development practices encourage the confidence of teachers.	46.0%	32.1%	12.7%	7.2%	2.1%
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The results taken from the Table 2 shows that the majority of the participants agreed that they maintain their teacher diaries. Similarly the majority of the participants respectively responded that they practice the regularity and punctuality. Similarly, the majority of the participants responded that they use the performance appraisal regarding the organization of co-curricular activities, sports and games along with the curricular activities like improving the learning environment, sharing of the learning materials, co-operation of the colleagues along with the students' performance in the exams, co-curricular activities, sports and games too. The results also revealed the participants' perceptions and most there are only a few of the participants who responded that they are not appraised regarding the students' students' feedback, colleagues feedback, daily assignment schedule, teachers' responsibility regarding the students' performance and sharing of the lesson plans. Otherwise, the majority of the participants have agreed and responded in the affirmative regarding the abovementioned. The majority of the teachers have responded in the affirmative that their head-teachers often visit their classes for the supervision of their classes. The head teacher not only visits the classes, rather also extend the helping hand for the teachers if any of them faces any problem related to the academics. The majority of the participants also responded positively in affirmative regarding the teachers' facilitation for the effective learning and arrangement of their professional development programs by their head-teachers and also by their development department.

**H<sub>0</sub>: There is no significant difference between performance appraisal practices at secondary schools in the private and public sectors.**

Table 3 Comparison between performance appraisal practices at secondary schools in the private and public sectors.

Type of school	N	M	SD	df	t	p
Public	50	2.93	.82	236	.54	.03
Private	50	3.00	.97			

Note:  $p < 0.05$

M = Mean, SD = standard deviation,  $df$  = Degree of freedom,  $t$  = t-test,  $p$  = significance value

The results taken from the Table 3 shows that the null hypothesis stated, "There is no significant difference between performance appraisal of private and public secondary school teachers" as  $t = .55$ ,  $p < 0.05$ , is rejected. Since the means score value of public school teachers is 2.93 and private school teachers is 3.00 confirmed that private secondary school teachers practice more PA standards than public secondary school teachers.

**H<sub>0</sub>: There is no significant difference between male and female teachers' performance appraisal practices at secondary schools.**

Table 4 Comparison between male and female teachers' performance appraisal practices at secondary schools.

Gender	N	M	SD	df	t	p
Male	190	3.8	.72	327	2.43	.90
Female	139	2.78	.75			

Note:  $p < 0.05$

M = Mean, SD = standard deviation,  $df$  = Degree of freedom,  $t$  = t-test,  $p$  = significance value



Results showed that the null hypothesis stated, “There is no significant difference between performance appraisal of male and female secondary school teachers” as  $t = 2.43$ ,  $p > 0.05$ , is accepted. since the means score value of male teacher is 3.8 and female teacher is 2.78 confirmed that the male secondary school teachers practices more standards of performance appraisal as compare to female secondary school teachers.

### Conclusion and Discussion

Following conclusions were drawn based on results that emerged from the analysis of survey questionnaires. Practices for performance appraisal of private and public secondary school teachers were based on maintenance of teacher dairy head-teacher guide the teachers’ to solve classroom problems, punctuality, organizing sports and co-curricular activities, school teachers are responsible for students performance, organization of games and feedback from colleagues. Significant associations were found between private and public and teachers’ responses on performance appraisal practices. Jamil & Raja (2011) conducted a study to check the impact of performance appraisal on private and public employee performance. The findings show that performance evaluation was positively associated with the performance of employees. Both private and public sectors have similar responses and accept that PA greatly impacts their performance. (Jamil & Raja, 2011). According to the study's findings, there is no statistically significant difference in the existing performance rating methods of male and female secondary school teachers. Nonetheless, its execution differs in both sectors (public and private), with private schools employing more stringent performance rating techniques than the public sector (public schools). The classroom environment of the public sector was better than private schools, but there was no main difference in their performance appraisal practices.

In our education department, most of the teachers have the same views that their head teachers’ are highly committed to the professional development of teachers in private and public schools. Still, in public schools, like seminars, workshops, qualification programs, educational conferences, coaching, and mentoring, but some practices like refreshes courses and scholarships programs are not high in trial/practice. In private schools, most teachers agree that they are provided incentives, shields, and certificates on a good performance when their performance is appraised and appreciated in staff meetings. Still, there are not enough facilities for their professional development compared to public institutes (Aslam, 2013).

### Recommendation

In conclusion, teachers should be encouraged to participate in different subject-related workshops, seminars, and training sessions. There should be freedom if any teacher wants to enhance their professional skills by acquiring qualification programs. Head teachers’ should also be trained to keep PA and development practices smoothly. To strengthen the credibility of the performance assessment system, instructors should be encouraged to participate and take ownership of the process. Additional aspects such as 360-degree assessment, sufficient training, and performance feedback are crucial in determining the effectiveness of an appraisal system in any organization.

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