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COMPARISON OF PERFORMANCE APPRAISAL SYSTEM IN PUBLIC AND PRIVATE SECTORS HIGHER SECONDARY SCHOOLS

Abstract

Performance appraisal system plays pivotal role in evaluating job performance and setting job standards in schools. Performance appraisal is permanently practiced in public and private secondary schools but with some differences. In this study, hence, the comparison was made between the performance of public and private sectors school teachers. Performance appraisal questionnaire (PAQ) comprising 14 items was prepared and piloted upon 30 teachers from each public and private sectors school. The reliability coefficient (Cronbach alpha) value was .75. Sample of the study was 100 public and private secondary school teachers. The results indicated that teacher appraisal in private schools is better than in the public schools. It was also concluded from the study that the environment of the classrooms in public and private sectors was same.

Introduction

Performance appraisal is the process of assessing worker's performance against their job requirements. It is a definite instrument in setting job standards, appraising worker's genuine performance comparative to those standards, and providing feedback to the workers with the drive of inspiring the workers to eradicate the insufficiencies in the performance. It also helps workers to completely comprehend the wants or criterions of a certain job which are being demanded from its workers (Varkkey, Koshy, & Oburoi, 2008). In the present day world, performance appraisal is vital for teaching learning process because the appraised and compensated teachers

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produced good results. As Kirunda (2004) concluded in his study that appraised and compensated teachers effectively encounter their work criteria which ultimately promote the literacy level of the country. Performance appraisal is permanently used in public and private secondary schools but with some differences. The framework of worker's evaluation in secondary schools and its feedback play a vital role in developing whole education system (OECD, 2005).

The educational transformation efforts are useless without competent teachers and their appraisal which is necessary for the proper guidance of students learning (Stronge and Tucker, 2003). Moreover, it is stated by (Cruickshank and Haefele, 2001) that in the process of education, the effective teaching learning process play a vital role. Keeping in view the significance of performance appraisal system the researchers evaluated and compared the performance appraisal system in public and private secondary schools. For this purpose the related literature has been viewed by the researchers; the description of review of the related literature is mentioned below.

Literature review

The prominence of teacher's appraisal in educational institutions cannot be repudiated. Abundance of available works on teacher appraisal has covered a wide range of areas in private and public sector schools. Through the literature, it is evident that most important component of performance appraisal system is performance measurement and monitoring which highlights the required areas of change. It produces the desired behavior and improved performance (Lemieux-Charles, McGuire, Champagne, Barnsley, Cole & Sicotte 2003). As, Fryer, Antony and Ogden, (2009) stated that performance measurement and performance evaluation are two substitutable terms. The writers like Vanci-Osam and Askit, (2000); and Lam, (2001) stated that an operative appraisal system delivers huge potential advantages to both individual and organization, because regular feedback on performance improves the ideas, expectations and quality of work. Moreover, Lam (2001) analyzed that teacher appraisal ropes in professional development, in-service training and career planning. Furthermore, it endorses the success of teaching learning process. Similarly, Monyatsi (2006) concluded in his study that performance appraisal improves job

validation, workers promotion, and demotion. In addition, performance appraisal assists in teacher's development and motivation. Similarly, Danielson, and McGreal, (2000) advocated that most significant drives of workers appraisal are answerability and professional development. Murdock (2000) also highlighted the importance of teachers' participation to the instruments and procedures of their evaluation which lead them to motivation and empowerment. This appraisal system makes the teachers reflective practitioners. Likewise, Saunders (2000) analyzed that the appraisal system has a constructive effect on worker's performance. Almost same kind of results has been inferred by Bethell (2005) that workers' acuties of appraisal are fashioned according to the fair and just assessment of their work. Similarly, Jacob and Lefgren (2008) advocated that teachers' appraisal can rate the quality, efficiency and inefficiency of their work. It foresees upcoming student's achievements. Craig (2011) remarked that the students' feedback plays a vital role in judging the growth and attitude of teachers in the classes.

Moreover, Day (2010) discussed that appraisal system is accountability of teacher's professional development. It is also inferred by Stronge (2010) that performance appraisal is communication, commitment and collaboration in disguise which supports to enhance teacher's work excellence. Similarly, Aguinis (2007) advocates that performance appraisal is a system which measured and improved the performance of teachers. Wilson (2005) expressed that performance appraisal comprised of teacher's knowledge, motivation, evaluation and perfections in diverse gray areas. In his study, Vaillant (2008) concluded different performance appraisal systems in public and private schools. He documented the conceptual and political factors which eased educator's appraisal process and feedback.

Through the studied literature researchers felt the need to judge the performance of teachers working in both public and private schools. The performance appraisal system includes many aspects of teaching which reflect the performance of teachers. These aspects are lesson planning, teacher's preparation, and annual confidential

report, student achievement scores, teaching methodology, classroom environment and student behaviors. In the research at hand, only two aspects of teacher performance appraisal i.e. teachers' preparation and classroom environment were studied.

Problem statement:

In the present day situation institutions are becoming eager to enhance the performance of their workers. For this purpose performance appraisal system are considered to be the key instrument. As private sectors schools are becoming more popular, there seems to be needed to compare performance appraisal system of public and private sectors schools. The present study therefore, aims at comparing the performance appraisal system being used in public and private sector educational institutions in Punjab.

Objectives of the study:

The objectives of the study were:

1. To examine the performance appraisal system at secondary schools in public and private sector.
2. To explore the existing standards of performance appraisal system in public and private sector schools at secondary level.
3. To compare the performance appraisal system between public and private sector schools at secondary level.
4. To compare the existing standards of performance appraisal system between public and private secondary schools.
5. To highlight the role of performance appraisal system in the performance of teachers.

6. To elaborate the problems being faced by the teachers in the appraisal system.

Research Questions:

The research questions of the study were:

1. What is performance appraisal system applied to the secondary level in public and private sector schools?
2. Do the public and private sector secondary schools use same performance appraisal system?
3. Is there any significant difference in the existing standards of performance appraisal system between public and private secondary schools?
4. Does the performance appraisal system play role in the performance of teachers?
5. What are the problems which come across in the performance appraisal system of teachers?

Methodology

The study was descriptive in nature and survey technique was used to conduct it. The target population of the study was all the public and private secondary schools (both male and female) situated in the jurisdiction of Sahiwal Division. It was not feasible for the researchers to conduct the study in all the secondary schools of Sahiwal Division. Accessible population, therefore, was all the secondary schools situated in the jurisdiction of Okara District. The researchers, hence, selected randomly hundred schools (fifty from the public and fifty from private sector) as sample of the study. Data was taken from the heads of the selected schools. A survey questionnaire namely

Performance Appraisal Questionnaire (PAQ) was developed on three point likert scale (Agree, Undecided, Disagree). It was consisting of 14 items. Two factors were made to measure the teacher appraisal namely, preparation for the class and classroom environment. Each factor contains 7 items. Expert opinion was sought to validate the questionnaire. PAQ was piloted upon 30 heads of the institutes both Public and Private. The Reliability Coefficient (Cronbach alpha) was calculated as 0.75. The researchers analyzed the data by using SPSS Version 19. Statistical techniques viz. independent sample t-test and Pearson r correlation were applied to analyze the data. The following table shows the factor wise division of items.

Table 1:

Sr. No.	Factors	Serial Wise Items
1	Preparation for Class	1, 2, 3, 4, 5, 13, 14
2	Classroom Environment	6, 7, 8, 9, 10, 11, 12

Descriptive statistics

Table 2:

School Type and Gender wise Frequency Description of Sample:

Teacher Gender	Public	Private	Total
Male	29	37	66
Female	21	13	34
Total	50	50	100

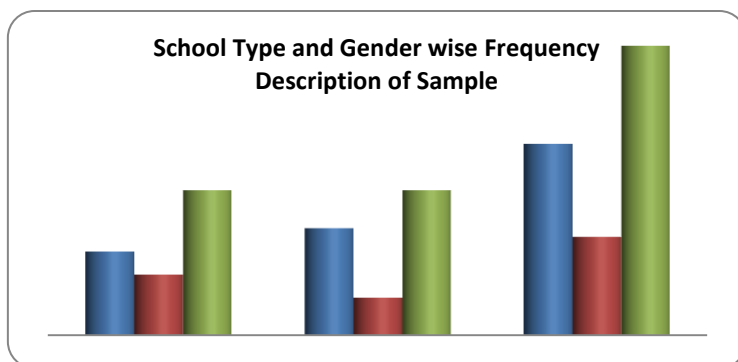


Figure 1: School type and gender wise frequency distribution of sample Table shows that sample of the study comprised of 66 male teachers and 34 female teachers.

Hypotheses Testing

H₀₁:- There is no significant relationship between teacher appraisal and their performance

Table 3:-

Relationship between teacher appraisal and their performance

Variables	N	Mean	Standard Deviation	r- value	Significance (2-tailed)
Teacher Appraisal	100	35.16	3.41	.059	0.58
Teacher Performance	92	110.73	109.22		

*Significant at $\alpha=0.05$

Table 3 indicates that r-value (0.059) is not significant because p-value=0.58 > $\alpha=0.05$. Hence it is concluded that the null hypothesis "There is no significant relationship between teacher appraisal and their performance" is accepted. It is, therefore, concluded that no significant relationship between teacher appraisal and their performance exists.

H₀₂:- There is no significant difference between public and private teacher appraisal

Table 4:- Comparison of teacher appraisal between public and private schools

Variables	N	Mean	Standard Deviation	t- value	Significance (2- tailed)
Public Schools	50	34.48	2.57	-2.02	0.046*
Private Schools	50	35.84	4.00		

*Significant at $\alpha=0.05$

Table 4 indicates that t-value (-2.02) is significant because $p\text{-value}=0.046 < \alpha=0.05$. Hence it is concluded that the null hypothesis "There is no significant difference between public and private teacher appraisal" is rejected. It is, therefore, concluded that there is significant difference between public and private teacher appraisal. Mean scores revealed that teacher appraisal ($M=34.48$, $S.D.=2.57$) of private school teachers is better than teacher appraisal ($M=35.84$, $S.D.=4.00$) of public school teachers.

H_{03} :- There is no significant difference between public and private teacher preparation for class.

Table 5:- Comparison of teacher preparation for class between public and private schools

Variables	N	Mean	Standard Deviation	t- value	Significance (2- tailed)
Public Schools	50	17.04	2.36	-2.22	0.029*
Private Schools	50	18.04	2.15		

*Significant at $\alpha=0.05$

Table 5 indicates that t-value (-2.22) is significant because $p\text{-value}=0.029 < \alpha=0.05$. Hence it is concluded that the null hypothesis "There is no significant difference of teacher preparation for class between public and private" is rejected. It is, therefore, concluded that there is significant difference between public and private teacher appraisal. Mean scores revealed that preparation for class ($M=34.48$, $S.D. =2.57$) of private school teachers is better than preparation for class ($M=35.84$, $S.D. =4.00$) of public school teachers.

H_{04} :- There is no significant difference between public and private classroom environment

Table 6:- Comparison of classroom environment between public and private schools

Variables	N	Mean	Standard Deviation	t- value	Significance (2- tailed)
Public Schools	50	17.44	1.68	-0.86	0.39
Private Schools	50	17.80	2.44		

*Significant at $\alpha=0.05$

Table 6 indicates that t-value (-0.86) is not significant because p-value=0.39 > $\alpha=0.05$. Hence it is concluded that the null hypothesis "There is no significant difference between public and private classroom environment" is accepted. It is, therefore, concluded that there is no significant difference between public and private classroom environment.

H₀₅:- There is no significant difference of performance between public and private schools

Table 7:- Comparison of teacher performance between public and private schools

Variables	N	Mean	Standard Deviation	t- value	Significance (2- tailed)
Public Schools	42	88.12	12.53	-2.01	0.05*
Private Schools	50	129.72	145.67		

*Significant at $\alpha=0.05$

Table 7 indicates that t-value (-2.01) is significant because p-value (0.05) $\leq \alpha=0.05$. Hence it is concluded that the null hypothesis "There is no significant difference of performance between public and private schools" is rejected. It is, therefore, concluded that there is significant difference of performance between public and private schools. Mean scores revealed that preparation for class (M=129.72, S.D. =145.67) of

private school teachers is better than preparation for class ($M=88.12$, $S.D. = 12.53$) of public school teachers.

H_{06} :- There is no significant difference of teacher performance between male public and male private schools

Table 8:- Comparison of teacher performance between male public and male private schools

Variables	N	Mean	Standard Deviation	t-value	Significance (2-tailed)
Public Schools	25	87.60	14.13	-1.97	0.06
Private Schools	37	142.35	168.06		

*Significant at $\alpha=0.05$

Table 8 indicates that t-value (-1.97) is not significant because $p\text{-value}=0.06 > \alpha=0.05$. Hence it is concluded that the null hypothesis "There is no significant difference of teacher performance between male public and male private schools" is accepted. It is, therefore, concluded that there is no significant difference of teacher performance between male public and male private schools.

H_{07} :- There is no significant difference of teacher's preparation for class between male public and male private schools

Table 9:- Comparison of teacher's preparation for class between male public and male private schools

Variables	N	Mean	Standard Deviation	t-value	Significance (2-tailed)
Public Schools	29	17.45	2.16	-0.57	0.57
Private Schools	37	17.76	2.20		

*Significant at $\alpha=0.05$

Table 9 indicates that t-value (-0.57) is not significant because p-value (0.57) > $\alpha=0.05$. Hence it is concluded that the null hypothesis "There is no significant difference of teacher's preparation for class between male public and male private schools" is accepted. It is, therefore, concluded that there is no significant difference of teacher's preparation for class between male public and male private schools.

H₀₈:- There is no significant difference of classroom environment between male public and male private schools

Table 10:- Comparison of classroom environment between male public and male private schools

Variables	N	Mean	Standard Deviation	t- value	Significance (2- tailed)
Public Schools	29	17.34	1.86	-0.10	0.92
Private Schools	37	17.41	2.65		

*Significant at $\alpha=0.05$

Table 10 indicates that t-value (-0.10) is not significant because p-value (0.92) > $\alpha=0.05$. Hence it is concluded that the null hypothesis "There is no significant difference of classroom environment between male public and male private schools" is accepted. It is, therefore, concluded that there is no significant difference of classroom environment between male public and male private schools.

H₀₉:- There is no significant difference teacher appraisal between male public and male private schools

Table 11:- Comparison of teacher appraisal between male public and male private schools

Variables	N	Mean	Standard Deviation	t- value	Significance (2- tailed)
Public Schools	29	34.79	2.21	-0.42	0.67
Private Schools	37	35.16	4.23		

*Significant at $\alpha=0.05$

Table 11 indicates that t-value (-0.42) is not significant because p-value (0.67) > $\alpha=0.05$. Hence it is concluded that the null hypothesis "There is no significant difference teacher appraisal between male public and male private schools" is accepted. It is, therefore, concluded that there is no significant difference teacher appraisal between male public and male private schools.

H₁₀:- There is no significant difference of teacher performance between female public and female private schools

Table 12:- Comparison of teacher performance between female public and female private schools

Variables	N	Mean	Standard Deviation	t-value	Significance (2-tailed)
Public Schools	17	88.88	10.09	-1.78	0.08
Private Schools	13	93.77	4.94		

*Significant at $\alpha=0.05$

Table 12 indicates that t-value (-1.97) is not significant because p-value=0.08 > $\alpha=0.05$. Hence it is concluded that the null hypothesis "There is no significant difference of teacher performance between female public and female private schools" is accepted. It is, therefore, concluded that there is no significant difference of teacher performance between female public and female private schools.

H₁₁:- There is no significant difference of teacher's preparation for class between female public and female private schools

Table 13:- Comparison of teacher's preparation for class between female public and female private schools

Variables	N	Mean	Standard Deviation	t-value	Significance (2-tailed)
Public Schools	21	16.48	2.54	-2.92	0.006*
Private Schools	13	18.85	1.82		

*Significant at $\alpha=0.05$

Table 13 indicates that t-value (-2.92) is significant because p-value (0.006) $< \alpha=0.05$. Hence it is concluded that the null hypothesis "There is no significant difference of teacher's preparation for class between female public and female private schools" is rejected. It is, therefore, concluded that there is significant difference of teacher's preparation for class between female public and female private schools. Mean scores revealed that preparation for class (M=18.85, S.D.=1.82) of female private school teachers is better than preparation for class (M=16.48, S.D.=2.54) of female public school teachers.

H₁₂:- There is no significant difference of classroom environment between female public and female private schools

Table 14:- Comparison of classroom environment between female public and female private schools

Variables	N	Mean	Standard Deviation	t- value	Significance (2- tailed)
Public Schools	21	17.57	1.40	-2.89	0.007*
Private Schools	13	18.92	1.19		

*Significant at $\alpha=0.05$

Table 14 indicates that t-value (-2.89) is significant because p-value (0.007) $< \alpha=0.05$. Hence it is concluded that the null hypothesis "There is no significant difference of classroom environment between female public and female private schools" is rejected. It is, therefore, concluded that there is significant difference of classroom environment between female public and female private schools. Mean scores revealed that classroom environment (M=18.92, S.D. =1.19) of female private school teachers is better than classroom environment (M=17.57, S.D.=1.40) of female public school teachers.

H₁₃:- There is no significant difference teacher appraisal between female public and female private schools

Table 15:- Comparison of teacher appraisal between female public and female private schools

Variables	N	Mean	Standard Deviation	t- value	Significance (2- tailed)
Public Schools	21	34.04	3.00	-3.70	0.001*
Private Schools	13	37.77	2.55		

*Significant at $\alpha=0.05$

Table 15 indicates that t-value (-3.70) is significant because p-value (0.001) < $\alpha=0.05$. Hence it is concluded that the null hypothesis "There is no significant difference of teacher appraisal between female public and female private schools" is rejected. It is, therefore, concluded that there is significant difference teacher appraisal between female public and female private schools. Mean scores revealed that teacher appraisal (M=37.77, S.D. =2.55) of female private school teachers is better than teacher appraisal (M=34.04, S.D. = 3.00) of female public school teachers.

Results and discussion

The study was undertaken to compare the prevailing performance appraisal system in both public and private sectors secondary schools. The sample of the study comprised of 100 heads of the institute including public and private and male and female schools of Okara district. The data was analyzed by using the statistical technique such as the t test for independent samples and Pearson r correlation.

The results of the study show that no difference existed between appraisal performance systems of public and private secondary schools. Similarly, there was no relationship found between teacher appraisal and their performance. It is also concluded that there is significant difference found between public and private teacher appraisal. However, the appraisal system in private schools is being applied in better way.

The results show that the teachers of private schools are preparing better their classes as compared to public sectors schools. However, the classroom environment of both sectors schools is same. The teacher's performance, their preparation for class, the class room environment, and teacher appraisal between both sectors male schools are same.

Similarly, teacher's appraisal, and teacher's performance between both sectors male schools are also same. However, preparation for classes, teacher's appraisal and class room environment of female private school teachers is better than the teachers of female public schools.

The results of the study are compatibles with the results of the study of Iqbal (1997) which revealed that although the govt. sectors schools have better physical facilities than the private sectors schools but the private sectors schools produced the better results. In addition he also concluded that it is due to better supervision and monitoring system in private sectors schools.

Moreover, Tendon (n. d) concluded that in private sector schools performance appraisal is more effective as compared to public sector. From the results of the study at hand and other mentioned studies it is proved that in public sector schools the facilities are provided in sufficient manner but results are poor because of ineffective appraisal system.

The private sector schools are producing better results because of better monitoring system. It is, therefore, summarized that by applying effective and foolproof appraisal system in public sector schools can produce the excellent results.

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PAQ

- Q. No. 1. The teachers have been fully prepared for the class.
- Q. No. 2. The teachers give detailed description about the important issues.
- Q. No. 3. The teachers have been responsive to the student's questions.
- Q. No. 4. The teachers presented their lecture in well organized manner.
- Q. No. 5. The teachers express depth of knowledge in the classroom.
- Q. No. 6. The teachers are confident while teaching in the class.
- Q. No. 7. The teachers are creative.
- Q. No. 8. The constructive criticism is encouraged by the teachers in the classroom.
- Q. No. 9. The quality learning is emphasized.
- Q. No. 10. The teacher effectively communicates in the classroom.
- Q. No. 11. The teachers use examples or other techniques to explain difficult concepts.
- Q. No. 12. The teachers create task oriented atmosphere in the classroom.
- Q. No. 13. The teachers organize the course according to the outline.
- Q. No. 14. The teachers effectively structure each session.