

Comparison of Performance Appraisal System in Public and Private Schools

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Abstract

Performance appraisal is very basic and indispensable for evaluating job performance and setting job standards. In both private and public sector, performance appraisal system exists in some format or in the other. Current study examines current status performance appraisal system and compares the performance of public and private schools. It is found that standards of job performance are different. A 14 item questionnaire was prepared for evaluating job performance; it was piloted upon 40 teachers. Cronbach's alpha value was found as 0.76 which is suitable for administration of research tool on full scale. Sample of the study included 100 Head Teachers. The results of the study show that performance appraisal system in private schools is more effective than that of government schools but classroom environment of government schools is better than private schools.

Keywords: performance appraisal, Bahawalpur, government schools, private schools.

1. Introduction

The system which helps the administration to find out deficiencies and provides motivation to the employee is known as performance appraisal system. It is an evaluating system, for performance of an employee with respect to their job requirements. It is an effective tool for employee's evaluation and setting standards for their performance and provides feedback to the employee and helps employees to understand the requirements or standards of particular job requirements (Varkky, Koshy, & Oburoi, 2008). In present times performance appraisal is indispensable to meet teaching learning standards. Appraised and rewarded teachers perform better than their other counterparts. It creates motivation and urge for performing better. If teachers are motivated then they will produce effective learning and learning of students is the ultimate goal of school (Craig, 2011). Performance appraisal practices seem to be similar in both public and private

schools of Pakistan. But there is a visible difference between the both streams of educational institutions. Researches show that feedback based on appraisal plays an effective role in teachers' performance evaluation, improvement and school's development (OECD, 2005).

Educational reform efforts cannot succeed without qualified teachers as well as without appraisal of teachers who are guiding the students and are responsible for learning of their students Stronge and Tucker (2003). Similarly, Cruickshank and Haefele (2001) concluded that appraisal guides teaching learning process and it is necessary for educational institutions. So seeing the importance of performance appraisal system the researchers assessed and compared the performance appraisal system in public and private secondary schools in Bahawalpur. A number of studies had been found on the topic. A brief description of review of the related literature is presented below.

2. Literature Review

Many researches were found on performance appraisal. The importance of performance appraisal in teaching learning process cannot be denied. There are two important streams of education in Pakistan i.e. public sector and private sector. Through review of literature it clear that most important factor in performance appraisal is performance measurement and monitoring. Performance measurement tells us where is need of change or improvement. If the required change is introduced it brings desired behaviors and improved performance (Lemieux-Charles, McGuire, Champagne, Barnsley, Cole & Sicotte 2003). The terms performance measurement and performance evaluation can be used interchangeably Fryer, Antony and Ogden, (2009). Vanci-Osam and Askit, (2000); and Lam, (2001) narrated as an effective appraisal system can provide a lot of benefits to both individual and organization. Regular feedback about performance gives an insight for expectation and actual performance it improves the quality of work and generates new ideas. Similarly Lam (2001) exclaimed that teachers' appraisal supports in-service training, career planning and professional development. Moreover, it promotes the effectiveness of teaching learning process. Monyatsi (2006) promoted that performance management of teachers improves their job confirmation. It can be used for promotion and demotion of teachers. Performance management system helps in teachers' development and motivation. Another study of Danielson, and McGreal, (2000) explained the two most important purposes of personnel appraisal; they are professional growth and accountability. Murdock (2000) mentioned the importance of teachers' participation in studies evaluating their performance. These studies keep the teachers; active, up-to-date, motivated, and ready for improvement. Hence performance appraisal system makes the teachers reflective practitioners. But according to Bethell (2005), Teachers' perceptions of appraisal are likely to be shaped by the degree to which it is fair and just assessment of their work.

Saunders (2000), says that appraisal system put a positive impact on teacher's performance. Jacob and Lefgren (2008) concluded as assessments of teachers' measures and the quality of their teaching. The quality of teachers is assumed by their effectiveness and ineffectiveness in classroom teaching which is reflected through students' academic achievement. Craig (2011) supported the view that the feedback of students is a real measure of teacher's performance. Kumrow and Dahlen (2002), show that the teachers respond positively to their peer observations. Peer observation can also be used for performance appraisal as they the most relevant and experienced people in the field.

According to Day (2010), teacher appraisal system is a system of accountability and self-assessment. It helps in professional development of teachers. Stronge (2010) identified that performance appraisal is collaboration, cooperation, communication and commitment in disguise. All these factors contribute towards quality of teachers. Aguinis (2007) is of the view that performance appraisal is a system which measures the difference in previous and present performance of a teacher. Similarly Wilson (2005) maintained that performance appraisal encompasses motivation, knowledge, skills, activities and teaching of teachers. It also include improvement in different areas wherever it was needed. Vaillant (2008) found significant differences in performance appraisal system in terms of conceptual and political framework in different organizations.

Review of above cited literature suggests the study of performance appraisal system in public and private sector educational institutions. Different aspects of school life of teachers are included in this study. They include; classroom environment, teaching methodology, annual confidential reports, teacher's preparation, lesson plans, students' academic achievement scores, and other contributing factors.

3. Statement of Problem

School teachers' performance is mostly monitored through performance appraisal system. This is most appreciated tool for the purpose. Government school teachers' performance is in focus now a day. Generally performance appraisal system is compared to private school system. Authorities are very much concerned about comparative performance of public schools. This study investigates difference of performance appraisal system between public and private school system. Is there any difference between standards of performance appraisal system between private and public schools?

Objectives of the study:

These are the objectives of the study:

1. To explore the problems of teachers due to performance appraisal system at secondary schools in public and private sector.
2. To examine the existing scenario of performance appraisal
3. To study the role of performance appraisal in enactment of teachers.

4. Methodology

It had been a descriptive study. A survey was conducted to collect data. Population of the study consisted on school teachers in district Bahawalpur. One hundred head teachers/principals were randomly selected, equal in number from private and public sector. A Questionnaire was developed on five point Likert scale (Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree), The Questionnaire had 14 items relevant to performance appraisal system in schools. Main focus was on preparation for the class and classroom environment. Seven items were developed for each factor. The Reliability Coefficient (Cronbach alpha) was calculated as 0.76. The data was analyzed using SPSS Version 17. Analysis of data is given below:

Table 1: Descriptive Statistics and t Test

Statement	Type of School	Mean	Std. Deviation	t-value	Sig
Teachers of my school are held responsible for performance of their students.	Government School	3.78	1.148	4.836	.000
	Private School	2.48	1.515		
ACRs of teachers are written according to their performance in classroom	Government School	2.82	1.137	-5.538	.000
	Private School	3.94	.867		
The result of the class effects the promotion of teachers	Government School	3.84	.976	.279	.781
	Private School	3.78	1.166		
Students feedback is used as measure of teacher's performance	Government School	2.58	1.108	-4.849	.000
	Private School	3.70	1.199		
Teachers show there lesson plans to their supervisors or peers before taking a class	Government School	3.38	1.308	-1.541	.126
	Private School	3.76	1.153		
There is conducive environment in our classrooms	Government School	3.14	1.400	2.028	.045
	Private School	2.56	1.459		
Teachers can be fired from school due to poor performance	Government School	2.40	1.050	-5.005	.000
	Private School	3.74	1.575		
Knowing the authority of principal, teachers behave accordingly	Government School	3.34	1.547	2.090	.039
	Private School	2.70	1.515		
Behavior of teacher to the principal effects their appraisal	Government School	3.02	1.478	-.348	.729
	Private School	3.12	1.394		
There is a proper appraisal system in our school	Government School	3.24	1.333	1.655	.101
	Private School	2.80	1.325		
Teachers performance is constantly monitored	Government School	3.80	1.107	1.710	.090
	Private School	3.40	1.229		

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Peer review is used for appraisal of teachers	Government School	3.70	1.249	-.083	.934
	Private School	3.72	1.161		
Principal of the school has authority to remove the teacher from service	Government School	2.00	.639	-14.291	.000
	Private School	4.04	.781		
Teachers perform better in when they know that they can be fired	Government School	3.06	1.300	1.553	.124
	Private School	2.60	1.641		

N=100

5. Results

Data presented in Table 1 shows there is statistically significant difference in seven indicators out of fourteen. From data we conclude, school teachers are held responsible for their performance in classroom but it is interesting to know that mean score (3.78) of government school is higher than mean score (2.48) of private schools. But contrary to that ACRs of teachers are written according to their performance in classroom much more in private sector schools than government schools as comparative mean score are 2.82 and 3.94 respectively. Another significant difference is seen in the use of students' feedback as a measure of performance. Mean score private =3.70 and government schools = 2.58. Similarly there is a significant difference in firing policy of the two school streams. In private school system teachers can be fired on poor performance (mean score 3.74) basis but they cannot be fired in government sector in similar fashion (mean score 2.40). Principal has the authority to fire a teacher from school (mean score 4.04 compared to mean score 2.00). The firing policy and other authority vested in principal of the school effects the behaviors of the teachers also. The difference is seen as mean scores private 3.34 and government school 2.40. The environment of government schools is found to be more conducive as compared to private school system mean scores 3.14 and 2.56 respectively. Data gathered in this study show that in both steams of educational institutions; result of the class effects the promotion of teachers, teachers show their lesson plans to their supervisors or peers before taking a class, behavior of teacher to the principal effects appraisal, there is a proper appraisal system in school, teachers performance is constantly monitored, peer review is used for appraisal of teachers, and teachers perform better when they know that they can be fired. There is no statistically significant difference in above mentioned seven appraisal aspects.

6. Discussion

The study was aimed to know existing situation of performance appraisal system in public and private school. The sample of the study comprised of 100 principals and head teachers including public and private and male and female schools of District Bahawalpur. The results of the study show that no difference in existence of appraisal systems of public and private secondary schools but implementation of appraisal system is different in private and public sector. It is being applied in more strict way in private schools. The classroom environment of both sectors schools is better in government school. But on gender basis there had been no statistically significant difference all

aspects of performance appraisal. This study resulted similar to Iqbal (1997) who also says government sectors schools have better physical facilities than the private sectors schools. Private school produced results in terms of better academic achievement scores but poor personalities in term of confidence of students. Tendon (n. d) also established that in private sector schools performance appraisal is more effective as compared to public sector.

7. Recommendations

There had been seven aspects in which difference was observed and in other seven aspects were found to be similar. The seven aspects where there had been a difference were about hiring and firing of teachers and teachers' perception on authority of the principal. It is therefore recommended that the principals of government schools may be given more liberty to use their authority to show better results as they are also held responsible for the performance of their schools. In private schools teachers are putting their 100 % effort but still they feel insecure. It is recommended for private sector schools of Bahawalpur that teachers' self-respect and job-security may be assured by controlling and monitoring authorities. Students' academic achievement is not the only measure of their personality, schools are responsible for overall development of children hence there should be a balanced system both for teachers and students in school. Due to limited resources and time current study was delimited the schools of Bahawalpur, more researches may be conducted in different areas of Pakistan to establish the phenomenon.

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