

Performance Appraisal Practices in Public and Private Secondary Schools: A Comparative Analysis

Rizwana Shaheen^{*}, Riffat-un-Nisa Awan^{**} and Michael Kikomba Kahungu^{***}

Abstract

The effectiveness of an organization depends highly on the performance of its employees. Performance appraisal is an instrument used to evaluate and enhance employee performance. This study aimed to compare performance appraisal practices in private and public secondary schools, focusing on aspects like appraiser's attitude, motivation, feedback, appraiser's bias, and system effectiveness. A questionnaire was adopted for data collection from a sample of 286 teachers (137 males and 149 females). Data was analyzed through SPSS to make different comparisons using t-tests and ANOVA. The findings showed no significant differences between private and public school teachers' perceptions of appraisers' attitudes and appraisers' biases. Significant differences were found between the perceptions of private and public secondary school teachers on feedback, motivation, and system effectiveness dimensions. Public school teachers were dissatisfied with the feedback they were receiving, as compared to private school teachers. They considered that the current PER form needs to match the contents of their job description. It is suggested that valuable feedback may be provided to teachers. PER form should be constructed according to job description contents, and teachers should be involved in setting standards for performance appraisal.

Keywords: Performance Appraisal, Motivation, Appraiser's Attitude, Appraiser's Biasness, Feedback, System Effectiveness.

^{*} Institute of Education, University of Sargodha. Email: rizbaloch514@gmail.com

^{**} Institute of Education, University of Sargodha. Email: riffat.nisa@uos.edu.pk

^{***} Higher Institute of Education of Gombe (ISP Gombe), Kinshasa, 3538, D. R. Congo
Email: michaelkikomba01@gmail.com

Introduction

Every organization is dependent on individuals who run the organization and set goals and objectives. Hence, an organization's performance relies entirely on its employee's performance. Thus, for an organization to obtain high achievements, it is important to improve its capacity to quantify and measure employee performance and use it effectively to improve it as a basic asset (Macpherson, 2001). Echoing this sentiment, Ivancevich (1989) concurred that assets and material resources should be utilized with the human element. Thus, appraising, evaluating, and managing human resources becomes imperative for the improvement of any organization, and this could be better assessed through performance appraisal. Performance Appraisal (PA) identifies, quantifies, and supervises workers' performance (Gomez-Mejia, 2004). By skillfully implementing the PA system, organizations can gain a profound understanding of employee performance and effectively improve it, paving the way for organizations' overall growth and success.

Performance appraisal is an ongoing process through which the association recognizes, estimates, and enhances employee performance. This procedure incorporates different practices, such as acknowledging employee accomplishments, giving feedback, and offering professional advancement (Aguinis, 2007; Lansbury, 1988). Wilson (2005) explored the fact that performance management is challenging. It may be a meticulous procedure that incorporates workers' information about what their executives expect from them, their motivation to do a good job, mentoring them, and assessing their performance with the intention of peculiar areas where any improvements are required.

Performance appraisal is an ongoing process within organizations that aims to identify, evaluate, and enhance employees' performance. This comprehensive procedure includes recognizing employees' achievements, providing feedback, and facilitating professional development (Aguinis, 2007; Lansbury, 1988). Wilson (2005) emphasizes the intricate nature of performance management, indicating that it needs to be more straightforward. Instead, it involves a thorough process requiring managers to understand employees' expectations, motivate them to excel, mentor them as needed, and provide assessments to pinpoint areas for improvement. Effective performance management demands a deep understanding of employees' needs and ambitions and proactive measures to guide and support their professional advancement within the organization.

The performance appraisal system is significant for organizations, as it is centred on employees building their abilities. In addition, it does capacity building and helps managers make ideal forecasts and swiftly respond to uncertain changes (Cokin, 2004). An organization's performance appraisal structure encourages it to meet its short—and long-term goals and objectives by helping executives and workers carry out their

responsibilities more proficiently and viably, and performance appraisal is one part of this framework (Bacal, 1999).

It is evident that organizations are successfully managed through effective leadership. A leader is a person who uses the qualities of the group effectively, works on the shortcomings of the group diligently, powerfully educates them, keeps in mind the assigned objectives of the organization, and leads the group toward progress. Research in instructive organizations infers that principals and head teachers who dedicate their endeavours to forming school conditions that are helpful for education and learning are well on the way to encouraging school improvement (Robinson et al., 2008).

The appraisal system is a system of accountability and self-estimation, which plays an important role in the professional development of teachers. It is an association, teamwork, communication, and commitment in disguise. All these dimensions are fairly requisite for quality teachers. It is also considered a judgemental system whose objective is to differentiate between the past and present performance of the teacher (Chiang & Birtch, 2010). These days, performance appraisal is done in most private and public schools. However, our public schools are not producing the desired better results. Performance appraisal and its results are fundamental to management behavior. However, this dynamic management process has little value in the public schools.

The private education sector has advanced for the last two decades despite having limited human and financial resources. Paradoxically, progress in the public sector remains slow. Public schools in Pakistan need to give the desired results, so the people's focus is shifting towards the private sector. The government is introducing reforms and allocating maximum resources to lift public schools, but the results still are not encouraging. Therefore, public sector schools have received much criticism in the recent past, and it is generally perceived that these institutions are unable to compete with the pace of the private schools. If performance appraisal is properly utilized, it can be very advantageous in achieving the targets.

This study is inspired by the disparity in educational results between public and private sectors in Pakistan. Flawed appraisal systems may fail to motivate teachers, support professional development and provide meaningful feedback, which ultimately impact instructional quality. This study aims to produce evidence-based insights that can improve instructional quality and appraisal tools. Studies often focus on either public or private sectors in isolation or examine it from an administrative perspective, with less emphasis on teachers' perceptions of motivation, feedback quality, fairness, and system effectiveness. Hence, this study aimed to compare teachers' performance appraisal system at the public and private secondary school in district Sargodha.

Objectives

1. To explore the views of school teachers regarding performance appraisal practices.
2. To compare teachers' perceptions of private and public secondary school performance appraisal practices.

Methodology

The present research has considered analysing the performance appraisal system in public and private secondary schools in the Sargodha district. This was a descriptive exploratory study using a survey method to collect data.

Population and Sample

The population consisted of all teachers of private and public secondary schools (Total Schools = 1923) in the district of Sargodha. The study sample consisted of 286 (137 males and 149 females) teachers from both public and private secondary schools, selected conveniently to draw the sample. Due to the large and dispersed population of secondary school teachers in Sargodha, random or stratified sampling was not feasible because of time, resources constraints. Convenience sampling helped the researchers to collect data from teachers who were accessible and willing to participate. Convenience sampling also minimized the costs related to travel and logistics.

Instrumentation

The questionnaire was adapted for teachers at secondary schools in both sectors (Khan, 2009). Teachers were to rate their views on a five-point Likert scale. The first part of this tool comprised information about the demographics of the teachers. The second portion included secondary school teachers' perceptions of different aspects of the performance appraisal system. The second part of the tool mainly comprised the items adapted from the research study by Khan (2009). However, modifications were made and some new items were also included to make it relevant for the private sector school teachers. For the questionnaire's content validity, the experts gave their opinions and suggestions for modification, and then the instrument came to its final form and was administered to the research sample. Forty questionnaires were administered for pilot testing to ensure the instrument's reliability. Cronbach's Alpha was calculated for measuring internal consistency. The Cronbach Alpha for the scale was .892, which falls in the acceptable range. The reliability of the questionnaire's subscales is given in Table 1.

Results

The percentage scores, mean, standard deviation and t-test were employed using SPSS to analyze the data.

Table 1

Mean, Std, and Reliability of Sub-Scales of Performance Appraisal System

Sr. no	Variables	Mean	Std	Cronbach Alpha
1	Appraiser's Attitude	13.6	4.25	.972
2	Feedback	12.9	1.34	.781
3	Motivation	17.0	3.86	.806
4	Appraiser's Biasness	13.7	4.18	.973
5	System Effectiveness	17.6	5.52	.947

The questionnaire's reliability was calculated factor-wise, and all the variables had reliability values ranging from .781 to .972, which was an acceptable range.

Table 2

Percentage, Mean, and Std for Teachers' Perceptions about Appraisers' Attitude (n=286)

Sr	Items	Mean (Range 1-5)	Std	Level
1	My Head Teacher focuses only on quantitative aspects of my job output.	2.43	1.034	Moderate
2	The unjustified attitude of my head teacher negatively affects my performance.	2.54	.982	Moderate
3	My Head Teacher threatens me at times about his /her authority.	2.44	.939	Moderate
4	My Head Teacher does not recognize my excellent performance.	2.45	.907	Moderate
5	My Head Teacher exploits me with his /her authority.	2.56	.931	Moderate

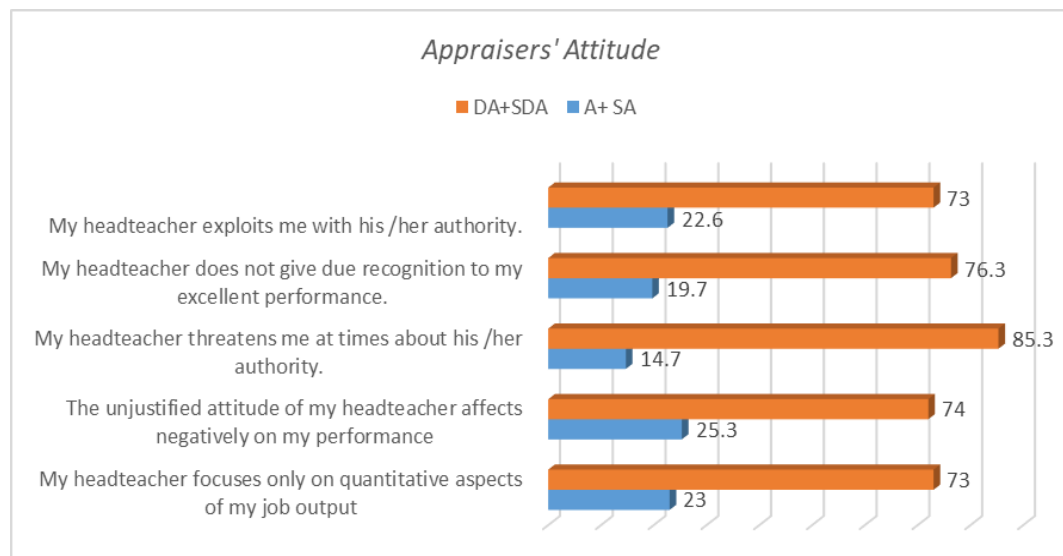
N=286, Low level (Range 1.00-2.34), Moderate level (Range 2.34-3.67), High level (Range 3.67-5.00) (Idrus & Abdullah, 2018).

Data presented in Table 2 reveals that teachers' perceptions of appraisers' negative attitudes were at a moderate level. The lower mean score explains that the threats, exploitations and unjustified behaviour of head teachers were uncommon as perceived by the teachers. The results in Figure 1 below show that 73 % of respondents disagreed that their head teacher focuses only on quantitative aspects of their job output, and 23% agreed. Data from item 2 shows that 72 % of the respondents disagreed with the idea that the unfair attitude of their head teacher negatively affects them, and 25 % agreed. Item 3 data displays that 85 % of participants disagreed that the head teacher threatened them at times about his /her authority, and 14.7% agreed. This indicates that most of the respondents responded negatively and disliked the statement. The opinion of

76 % of respondents regarding their head teacher not giving due recognition to their excellent performance disagreed; 19.7 % agreed. Seventy-three percent of respondents disagreed that their head teacher exploits them by his/her authority, and 22.6 % agreed. It indicates that most of the respondents perceived the attitude of their head teachers positively. Overall, teachers' perceptions about appraisers' attitudes were moderate, and most of them were disagreeing with negative statements (73–85%) across items.

Figure 1

Teachers' Perceptions about Appraisers' Attitude



Note. Appraiser's Attitude scores combined for strongly agree and agree (SA+A) and strongly disagree and disagree (SDA+DA).

Table 3

Percentage, Mean, and Std for Teachers' Perceptions about Headteachers Feedback (n-286)

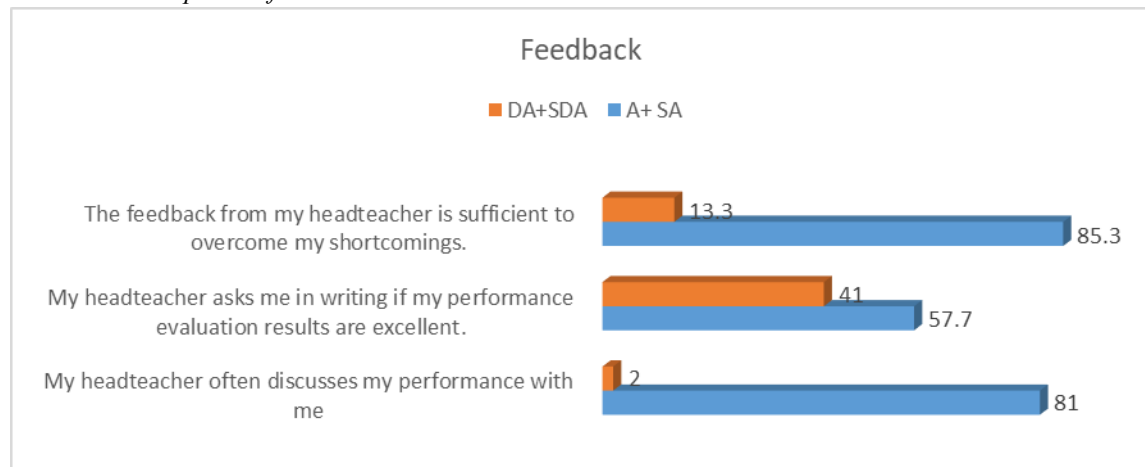
Sr.#	Items	Mean	SD	Level
1	My Head Teacher often discusses my performance with me	3.64	.792	Moderate
2	My Head Teacher informs me in writing when my performance evaluation results are excellent.	3.16	1.00	Moderate
3	The feedback from my Head Teacher is sufficient to overcome my shortcomings.	3.53	.948	Moderate

N=286, Low level (Range 1.00-2.33), Moderate level (Range 2.34-3.67), High level (Range 3.68-5.00)

The results reveal that head teachers used to discuss teachers' performance with them and that teachers received sufficient feedback from their headteachers. Data in Figure 2 shows that 81 % agreed that their head teacher often discusses their performance with them. Most of the respondents agreed (57.7 %), that their head teacher conveyed their excellent performance to them in writing. Data displays that 85 % consider that the feedback from their head teacher helps to overcome their shortcomings.

Figure 2

Teachers' Perceptions of Headteachers' Feedback



Note. Feedback scores combined for strongly agree and agree (SA+A) and strongly disagree and disagree (SDA+DA).

Table 4

Percentage, Mean, and Std for Teachers' Perceptions about Appraisers' Motivation (n=286)

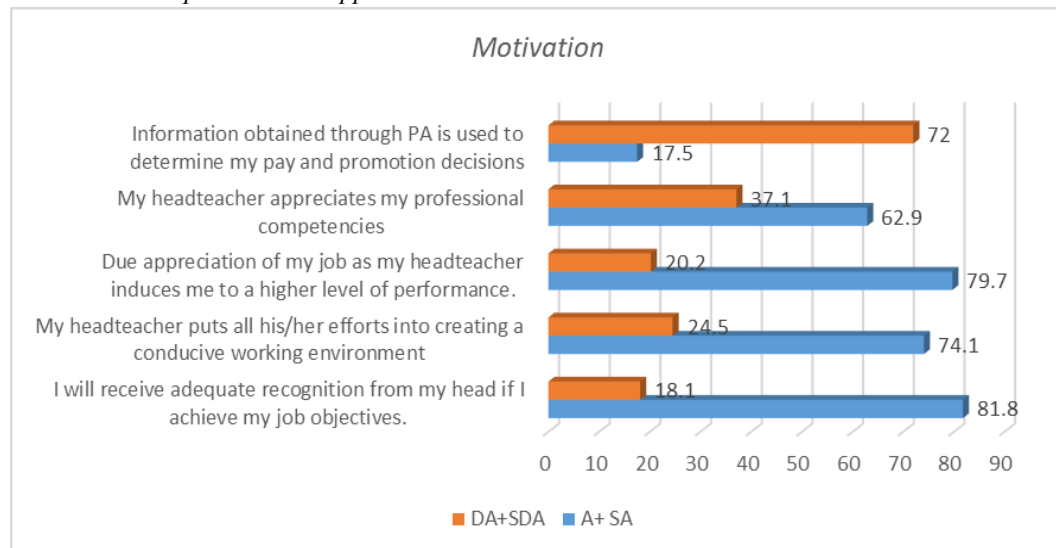
Sr.#	Items	Mean	SD	Level
1	I will receive recognition from my head if I attain my job objectives.	3.68	.855	Moderate
2	My Head Teacher puts all his/her efforts into creating a conducive working environment	3.56	1.01	Moderate
3	Due appreciation of my job by my Head induces me to a higher level performance.	3.63	.883	Moderate
4	My Head Teacher appreciates my professional competencies	3.25	.997	Moderate
5	Information obtained through PA is used to determine my pay and promotion decisions	2.44	.796	Moderate

While teachers felt recognized for achievements (81.8% agreement), most (72%) disagreed that appraisal influenced pay or promotion

Data in Table 4 and Figure 3 shows that 81.8 % agreed that they receive recognition from their headteachers, if they achieve their job objectives ($M=3.68$, $SD=.85$). Moreover, 74 % agreed that their head teacher creates a conducive working environment ($M=3.56$, $SD= 1.01$). This designates that most of the respondents responded positively. A big percentage (79.7) agreed that their head teacher's appreciation of their job induces them to a higher level of performance. Most of the respondents (62.9 %) agreed that their head teacher appreciates their professional competencies. Seventy-two per cent disagreed that information obtained through performance appraisal is used to determine their pay and promotion decisions ($M=2.44$, $SD=.796$).

Figure 3

Teachers' Perceptions about Appraisers' Motivation



Note. Motivation scores combined for strongly agree and agree (SA+A) and strongly disagree and disagree (SDA+DA).

Table 5

Percentage, Mean, and Std for Teachers' Perceptions of Appraisers' Biasness (n=286)

Sr.#	Items	Mean	SD	Level
1	My head is always biased when comparing my performance with that of my colleagues.	2.31	.775	Low
2	The biased attitude of my head makes me feel stressed	2.26	.714	Low
3	When annoyed with me, my head turns a blind eye to my good performance and gives me poor ratings in PER.	2.25	.767	Low
4	My Head Teacher appreciates my faithfulness more than my task performance.	2.23	.788	Low

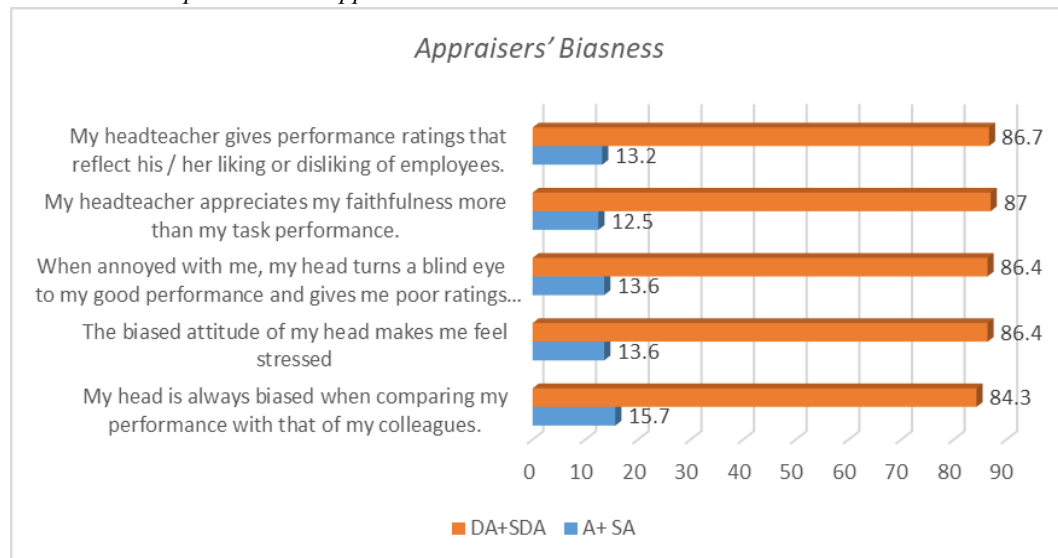
5	My Head Teacher gives performance ratings that reflect his / her liking or disliking of employees.	2.28	.729	Low
---	--	------	------	-----

N=286, Low level (Range 1.00-2.33), Moderate level (Range 2.34-3.67), High level (Range 3.68-5.00)

Data from Table 5 and Figure 4 shows that 84.3 % of respondents disagreed that their head teachers were biased when comparing their performance with that of their colleagues ($M=2.31$, $SD=.775$). More than eighty-six percent of respondents disagreed that they were stressed because of the biased attitude of their headteachers ($M=2.26$, $SD=.714$). This indicates that the respondents were facing less biasness of their head teachers. Data shows 86 % of respondents disagreed with their headteachers when annoyed, turned a blind eye to their good performance, and gave them poor ratings in PER. Results specified that 87 % of respondents disagreed and that their head teacher admired their loyalty more than their job performance ($M=2.25$, $SD=.767$). Results indicated that 86.7 % of respondents disagreed that the head teacher gives performance ratings on their liking and disliking ($M=2.28$, $SD=.729$). Most of the respondents perceived that the head teachers were not biased.

Figure 4

Teachers' Perceptions about Appraisers' Biasness



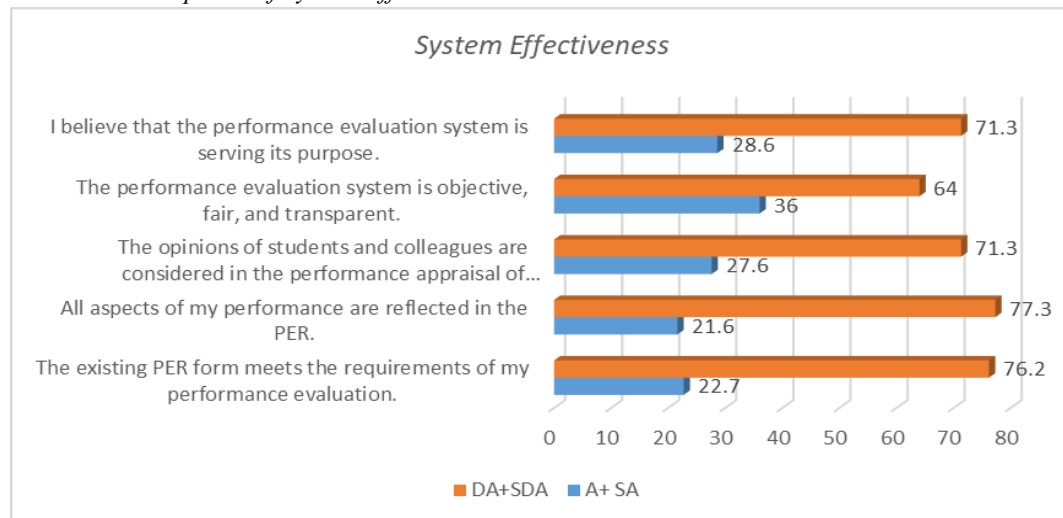
Note. Appraisers' biaseness scores combined for strongly agree and agree (SA+A) and strongly disagree and disagree (SDA+DA).

Table 6

Percentage, Mean, and Std for Teachers' Perceptions of System Effectiveness (n=286)

Sr.#	Statement	Mean	SD	Level
1	The existing PER form meets the requirements of my performance evaluation.	2.40	.999	Moderate
2	The PER covers all aspects of my performance.	2.33	.925	Low
3	The opinions of students and colleagues are considered in the performance appraisal of teachers.	2.57	.962	Moderate
4	The performance evaluation system is objective, fair, and transparent.	2.76	1.06	Moderate
5	I believe that the performance evaluation system is serving its purpose.	2.52	1.07	Moderate

According to Table 6 and Figure 5, 76.2 % of respondents disagreed, that the existing PER form meets the requirements of their performance evaluation ($M=2.40$, $SD=.999$). Most of the respondents (77 %, $M=2.33$, $SD=.925$) disagreed that PER appraises comprehensively. Data shows that the majority (71%, $M=2.33$, $SD=.925$) disagreed that the opinions of students and colleagues were considered in the performance appraisal of teachers. Most of the respondents (64%) disagreed, that, in their opinion, the performance evaluation system is fair and objective ($M=2.76$, $SD=1.06$). Seventy-one percent of respondents disagreed, that the performance evaluation system serves its purpose ($M=2.52$, $SD=1.07$).

Figure 5*Teachers' Perceptions of System Effectiveness*

Note. System effectiveness scores combined for strongly agree and agree (SA+A) and strongly disagree and disagree (SDA+DA).

Table 7

N, Mean, Std and t-test of Private and Public Secondary School Teachers' Perceptions of Performance Appraisal System

Indicators	Variables	N	Mean	Std	<i>t</i>	<i>Df</i>	Sig.
Appraiser's Attitude	Public	141	13.45	4.07	-.351	284	.423
	Private	145	13.62	4.29			
Feedback	Public	141	12.52	1.22	6.760	284	.000
	Private	145	13.56	1.36			
Motivation	Public	141	17.24	2.63	.193	284	.847
	Private	145	17.17	3.35			
Appraisers' Biasness	Public	141	13.87	4.05	1.142	284	.361
	Private	145	13.33	3.97			
System Effectiveness	Public	141	15.21	4.95	-7.301	284	.000
	Private	145	19.97	6.00			

The above table displays the results of an independent sample t-test for the perception of different dimensions of public and private secondary school teachers. No significant difference was found in mean scores of appraiser's attitude ($t(284) = -.351, p = .423$) in public ($M = 13.45$) and private schools ($M = 13.62$). There was a significant difference in mean scores on the feedback dimension of secondary school headteachers ($t(284) = 6.76, p = .000$) of private schools ($M = 13.5$) and public schools ($M = 12.5$). No significant difference in mean scores of the motivation of secondary school teachers ($t(284) = .193, p = .847$) of public schools ($M = 17.24$) and secondary school teachers of private schools ($M = 17.17$) was found. There was no significant difference in mean scores on appraiser's biasness ($t(284) = 1.14, p = .361$) of public secondary school teachers ($M = 13.87$) and private school teachers ($M = 13.33$). The difference in mean scores of system effectiveness ($t(284) = -7.30, p = .000$) of public secondary school teachers ($M = 15.2$) and private secondary school teachers ($M = 19.9$) was significant.

Discussion

The public and private sectors are Pakistan's two main educational channels. In public schools, the medium of instruction is Urdu, and education is free of cost and represents middle-class people. (Rahman, 2002). Private schools represent the elite class, and the medium of instruction is English. The quality of education provided in both sectors is significantly different. (Abbas, 1993). Performance appraisal is undoubtedly an effective factor, with a key role in the achievements of every organization. It must play a vital role in human resources and manpower, which is every organization's absolute asset and power. School performance appraisals is a significant source of information for teachers about their work quality. It is also utilized to distinguish areas of performance where

improvement is mandatory. It assesses the capability to perform tasks, realize obligations, and execute other job provisions at desired levels of competence. Performance appraisals support headteachers in keeping work control and making the most efficient use of their personnel resources. Moreover, performance appraisals provide an acceptable basis for making personnel decisions like increments, promotions, transfers, terminations, etc.

Results revealed that teachers' perceptions of appraisers' negative attitudes were at a moderate level. The threats, exploitations, and unjustified behaviour of head teachers were uncommon, as perceived by the teachers, but a quarter of them were facing unjustified behaviours of headteachers and threatening situations. Teachers reported that, generally, their headteachers were not biased and that they were not stressed because of the biased attitude of their headteachers. Contrary to these results, Khuda Bakhsh et al. (2022) revealed that school teachers perceive PA practices as liable to favouritism and nepotism, with issues in appraising subordinates, causing conflicts and potential impact on motivation. Khan asserted that teachers perceive performance appraisal as a tool for administrative decisions, which clearly lacks a link to professional development (Khan, 2021). Miller (2009) reported less favourable experiences by employees, including mistreatment and discrimination. The researchers (Chow et al., 2002) emphasized that to establish a good-quality appraisal system, there should be good relationships between teachers and principals. Many teachers perceive performance evaluation as beneficial for professional growth and quality improvement. In contrast, others view it as a source of conflicts and decreased prestige, emphasizing expert-led, impartial and fair evaluations (Karabacak et al., 2018). Williams (2019) reported that school teachers in faith-based schools perceive the performance appraisal system as lacking consistency, trust and training, and teachers demand evaluation without any favours.

The results reveal that head teachers used to discuss teachers' performance with them, and teachers were receiving insufficient feedback from their headteachers. Contrary to this research, Adofo (2011) revealed that appraisers still need to receive feedback from appraisers. Awan et al. (2019) also reported that the feedback given to teachers was insufficient. Subedi and Ghaju (2022) testified that school teachers view performance appraisal as a sheer formality, lacking detailed feedback and evaluation, resulting in it being seen as an ineffective process and burdensome in public schools. It implies that there ought to be effective communication and information dissemination to appraise instantly after the conduction of performance appraisal. If feedback is regularly given and appropriately discussed with teachers, it produces significant results and allows them for continuous development.

The sampled teachers received appreciation and adequate recognition from their head teachers and worked in a conducive environment. Most teachers believed pay and promotion decisions were not based on performance. In contrast, a study (Khan, 2015) revealed that employees perceived that the purpose of the evaluation was to make employees more accountable for the school's rules and regulations as an annual assessment of employee performance. Teachers had not been involved in setting appraisal standards. Murdock (2000) also pinpointed that teachers' participation in the process of performance appraisal leads them to empowerment and motivation. Arif et al. (2020) conducted research in the Pakistan context, emphasizing that teachers lacked motivation and necessary skills for self-development despite knowing the appraisal process. Nyeleti (2018) asserted that teachers lack motivation towards the Performance Appraisal System and are dissatisfied, identifying it as ineffective and disadvantageous to their jobs and careers.

Most of them reported that the existing PER did not meet the requirements of their performance evaluation and did not reflect all aspects of their job. Moreover, they reported that their opinion was not considered when developing a performance appraisal system. Respondents of both sectors, especially public schools, want substantial reforms in the current performance appraisal system. The results made it clear that most respondents were not satisfied with the current performance evaluation system, especially the form (PER) used for evaluation. Research studies conducted by Sikandar (2015) and Williams (2019) on secondary school headteachers and teachers supported our findings. They concluded that teachers consider performance appraisal system as inconsistent and the existing PER form inappropriate. It did not meet performance appraisal requirements, and not all aspects of employees' performance were reflected in it. The same findings are reported by Awan et al. (2019), who reported that the current performance appraisal system needs to match the contents of teachers' job descriptions. These results are also consistent with an earlier study by Khan (2009) who researched the effectiveness of performance appraisal.

The perception of teachers working in different public and private secondary schools was also compared in terms of all dimensions of PA. Private school teachers received more feedback than their public-school counterparts and tended to be more motivated. According to the analysis, teachers at public schools are not satisfied with the feedback given to them. Data analysis revealed that teachers of both sectors require more motivation to enhance their performance. Furthermore, private secondary school teachers considered their PA system more effective compared to public secondary school teachers. It can be concluded from the results that secondary school teachers at public schools have significant concerns about their head teachers' attitudes compared to teachers in the private sector. Iqbal (2012) supported these results as he also exposed that a better

monitoring and feedback system produces better results in private sector schools than in government schools. However, in terms of quality, private schools have a superior system of performance appraisal compared to public schools because public schools lack regular monitoring and evaluation of teachers and their performance. Hyun (2019) concluded that PA systems exist in both public and private sectors. However, their effectiveness and implementation differ significantly.

The performance appraisal system prevailing in secondary schools needs great consideration. Current performance appraisal practices are routine, especially in public schools. The hard-working teachers are not usually given any extra benefits or out of turn promotions. Low performers are not given low grades in the appraisal. That is why public-school teachers have shown their reservations and deep concern about the prevailing performance evaluation mechanism compared to private school teachers. A Pakistani study by Khan (2014) supported the results and concluded that teachers can be terminated in private schools based on poor performance. However, firing a teacher for poor performance in public schools is difficult. Dechev's (2010) concluded that the importance of Performance Appraisal is understood, and if employees are satisfied with it, their performance increases. Halachmi (2011) proclaimed that the evaluation aims to promote employee accountability. Decenzo and Robbins (2002) note that performance reviews are significant for employees' performance since they give a personal view of how one has achieved specified targets by concisely describing what has been done and what is still missing in the performance provisions.

Conclusion

It was concluded that teachers were working in an unbiased and conducive environment. They were given sufficient feedback and were motivated; however, most public-school teachers demand more feedback to boost their performance. They expressed a desire that their performance should be discussed regularly in schools. They also criticized their head teachers for not recognizing their performance. High achievers and low performers were dealt with equally. They were not satisfied with the Current Performance Evaluation Report (PER) Performa, as it covered only some job requirements. It was concluded that the performance appraisal system is implemented in government secondary schools less effectively than in private schools. The received data made it clear that the teachers of public and private schools had the same opinion on the appraiser's attitude and biases dimensions but had different opinions on feedback, motivation, and system effectiveness. It was concluded that in private schools, more feedback is given to teachers about their performance than in public schools.

Moreover, performance appraisal practices were considered routine and ineffective in public schools, as exceptional performance by hard-working teachers was not recognized for extra credit. Most of the teachers of public schools responded that pay and promotion decisions were not based on their performance. The criteria used to evaluate teachers' performance needed to be clearly defined in both sectors. The performance appraisal in public schools was not based on the accomplishments and achievements of the teacher, while in the private sector, the case was different. Both sectors need to provide opportunities for their staff to participate in setting standards to evaluate their performance. The Performa (PER) used to evaluate teachers' performance appraisal was not customized based on their job characteristics. Teachers of both sectors feel the need for radical changes in the Current PER tool, as they do not consider it unaligned with their job requirements. Given the nature of the job, and working conditions in both sectors, the performance criteria may be customized to cover relevant dimensions of teaching and learning.

Implications

- Public school teachers were dissatisfied with the feedback system. The school heads may be trained to offer constructive and timely feedback.
- The criticism on the inadequacy of PER form suggests a pressing need for role-specific and sector-specific appraisal instruments.
- District education authorities should work on developing an adaptable PA framework covering core standards. Schools may customize it based on their needs.
- The finding that there is no clear link between career advancement and performance, necessitates policy reforms to make sure that appraisal results directly affect transfers and promotions
- To make PA more a developmental process than a judgmental exercise training programs for both teachers and appraisers may be reframed. Workshops on goal setting, self-assessment and reflective practice may support teachers to use it for continuous improvement.

Limitations

1. The findings may not be generalized to other educational settings as the study was conducted only in the Sargodha district of the Punjab province.
2. The use of a convenience sampling technique may introduce selection bias. Willing teachers might differ systematically from those who were not willing to participate.

3. The study examined key dimensions of PA system but ignored other potentially significant variables i.e. student outcomes, and school leadership style.
4. Instead of measuring actual practices the study assesses only the perceptions.
5. The data was collected only from teachers, and the appraisers were ignored.

Recommendations

It is suggested that pay and promotion decisions should be based on teachers' performance in public-sector schools. More feedback may be provided to teachers to help them achieve their targets effectively, especially in public schools. The current PER form needs necessary modifications for effective performance evaluation, and the criteria in use in both sectors may be modified.

Future studies may use mixed-method designs and longitudinal approaches. Studies may expand geographical coverage, and include other stakeholders (Students, heads, administrators) to develop an actionable and comprehensive database on performance appraisal.

References

- Abbas, S. (1993). The power of English in Pakistan. *World Englishes*, 12 (2), 147–156.
- Adofo, P. S. (2011). *An Evaluation of the Performance Appraisal System and its Effect on Employee Performance: A Case Study of Selected Senior High Schools in the Kwahu-South District* Unpublished Doctoral dissertation, Institute of Distance Learning, Kwame Nkrumah University of Science and Technology.
- Aguinis, H. and C. A. Pierce (2008). Enhancing the relevance of organizational behaviour by embracing performance management research. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior* 29(1): 139-145.
- Arif, S., Nadeem, M., & Khaliq, F. (2020). Factors Affecting the Satisfaction of School Teachers with Performance Appraisal System in Punjab. *Research Journal of Social Sciences and Economics Review*, 1(3), 1–11. [https://doi.org/10.36902/RJSSER-VOL1-ISS3-2020\(1-11\)](https://doi.org/10.36902/RJSSER-VOL1-ISS3-2020(1-11))
- Awan, R.N., Sikandar, S. and G. Ali (2019). Secondary School Headteachers' and Teachers' Sensitivities about Performance Appraisal System. *Journal of Educational Research* 22 (1): 1-9.
- Bacal, R. (1999). *Performance management*, McGraw Hill.

- Chiang, F.T. & Birtch, T.(2010). Appraising performance across borders: an empirical examination of the purpose and practices of performance appraisal in a multi-country context. *Journal of Management Studies*. 47(7)1365-1392.
- Chow, A. P. Y., Wong, E. K. P., Yeung, A. S., & Mo, K. W. (2002). Teachers' perceptions of appraiser–appraisee relationships. *Journal of Personnel Evaluation in Education*, 16(2), 85–101.
- Cokins, G. (2004). *Performance management: Finding the missing pieces to close the intelligence gap*, John Wiley & Sons.
- Decenzo, D.A. and Robbins, S.P., (2002). *Human resource management*, John Wiley & Sons, Inc.
- Dechev, Z. (2010). *Effective Performance Appraisal—a study into the relation between employer satisfaction and optimizing business results*. Unpublished Doctoral Dissertation, Erasmus University, Netherlands.
- Gomez-Mejia, L. R., et al. (2004). *Managing Human Resources*, 3rd ed. Pearson Education Canada.
- Halachmi, A. and D. Greiling (2011). Imagined promises versus real challenges to public performance management. *International Journal of Productivity and Performance Management*. 60(1):24-40. <https://doi.org/10.1108/17410401111094295>
- Hyun, R. J. (2019). *A Comparative Study of Teachers' Performance Evaluation Process in Public and Private Secondary Schools in Karachi as Perceived by their Principals and Teachers*, Unpublished Doctoral Dissertation, Greenwich University, Karachi.
- Iqbal, M. (2012). Public versus private secondary schools: A qualitative comparison. *Journal of Research and Reflections in Education* 6(1): 40–49.
- Ivancevich, J. M. and F. Cluech William (1989). *Found of Personnel Human Resource Management 4th, ed*. Richard D. Irwin, Inc.
- Karabacak, N., Sezer, Ş., Akar-Vural, R., & Küçük, M. (2018). Teachers' opinions on performance evaluation. *Proceedings of ADVED 2018- 4th International Conference on Advances in Education and Social Sciences*, 15-17 October 2018- Istanbul, Turkey

- Khan, A. (2009). *Performance appraisal system: its effectiveness and impact on performance and job satisfaction of technical education and manpower department's faculty, (NWFP)*, Unpublished Doctoral Dissertation, Qurtuba University of Science & Information Technology DI Khan, Pakistan.
- Khan, A. (2021). Exploring the Perceptions of Educational Supervisors and their Impact on Teachers' Performance Appraisals (TPA) in Khyber Pakhtunkhwa Pakistan. *Dialogue*, 16(2).
- Khan, H. M. A., et al. (2014). Comparison of performance appraisal system in public and private schools. *Pakistan Journal of Commerce and Social Sciences* 8(1): 278-288.
- Khan, M. (2015). Exploring teachers' perceptions about the performance evaluation of teachers in the context of Pakistan. *International researchers* 4(1): 3–12.
- Khuda Bakhsh, D. S. S., Shabbir, M., Gul, H., & Azmat, N. (2022). Analyzing The Performance Appraisal System For Government Secondary School Teachers In Punjab. *CEMJP*, 30(4), 2306-2314. <https://doi.org/10.57030/23364890.cemj.30.4.243>
- Lansbury, R. (1988). Performance management: A process approach. *Asia Pacific Journal of Human Resources* 26(2): 46–54.
- Macpherson, M. (2001). Performance measurement in not-for-profit and public-sector organizations. *Measuring business excellence*, 5(2), 13–17. <https://doi.org/10.1108/13683040110397220>
- Miller, T. J. (2009). *Investigating Elementary Teachers' Perceptions About and Experiences with Ontario's Teacher Performance Appraisal System*. Doctor of Philosophy University of Toronto.
- Murdock, G. (2000). Introducing a teacher-supportive evaluation system. *ELT Journal*, 54, 54–64. <https://doi.org/10.1093/elt/54.1.54>
- Nyeleti, J. (2018). Perceptions of head teachers and teachers on the annual performance appraisal system in selected primary schools of Lusaka district. (Unpublished Doctoral dissertation), The University of Zambia.
- Rahman, T. (2002). Government policies and the politics of the teaching of Urdu in Pakistan. *Annual of Urdu studies*, 17, 95–124. <https://ieeexplore.ieee.org>

- Robinson, V. M., et al. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly* 44(5): 635-674.
- Sikandar, S. (2015). *An analysis of teachers' performance appraisal system at secondary school level*. (Unpublished MPhil Thesis). Department of Education. University of Sargodha.
- Subedi, D., & Ghaju, B. (2022). Effectiveness of performance appraisal among public school teachers: A narrative inquiry. *Journal of education and research*, 12(1), 114-128. <https://doi.org/10.51474/jer.v12i1.596>
- Williams, P. (2019). Current and ideal performance appraisal: Employee perceptions in an Australian faith-based education system. *TEACH Journal*, 13(1) 21-28 <https://doi.org/10.55254/1835-1492.1414>
- Wilson, J. P. (2005). Human resource development: learning & training for individuals & organizations, Kogan Page Publishers.