

Performance Appraisal System: A Gender Based Comparison of Secondary School Teachers in Pakistan.

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ABSTRACT

The major purpose of the study was to compare performance appraisal system of Male and Female secondary schools. The public sector schools of the province of Punjab Pakistan were the part of population. Random sampling technique was used to collect the data. Sample of the study was comprised of 200 (N=200) Male and Female secondary school teachers. Performance appraisal scale for secondary school teachers (*PAS-SSTs*) was applied to collect the data. The data were analyzed through SPSS and statistical technique, *t*-test was applied. Results of the study revealed that performance appraisal of male and female secondary schools teachers are same. Moreover, it was inferred from the analysis that male and female secondary school teachers differ on professional conduct and management of work schedule. The professional conduct and management of work schedule of male teachers is better than female teachers. The researchers recommended that performance appraisal system should be applied more vigorously in female secondary schools for better results.

KEY WORDS: Organization, Performance, Appraisal, Gender, Secondary Schools.

INTRODUCTION

Back ground of the study:

Performance refers to the well-organized planning, achievement and accomplishment of the given task. It not only focuses on the achievement of goals but also the ways how the goals are achieved.^[1] Performance shows both behavior and achievement.^[2] It depends on variety of questions and multidimensional ideas.^[3] In school organization, performance is not only about efficiency but also about behaviors and acts to achieve the goals.^[2] It is empirically proved from various studies that job performance is the fulfillment of the duties of employees. It requires the best efforts of the employees about their task and satisfaction level.^[4] The term performance appraisal is used in place of performance evaluation method.^[5] Performance evaluation is a collaborative process of elaborating job requirements, task reports, developing tools and reporting outcomes.^[6] Appraisal is the component of the wider system which plays vital role for the success of Performance Management.^[7] It is an effective tool of Human Resource Management as well as significant human resource practice.^{[8] [9]}

It is agreed upon fact that performance needs regular evaluation for its betterment. It provides feedback to employee's to reduce the performance deficiencies. Performance appraisal system helps employees to fully understand the requirements or standards of particular job that it demands from its employees.^[14] Appraisal system is the process of evaluating and observing an employee's performance.^{[12][13]} It is a proper communication between manager and subordinates. This communication shapes in the form of periodic interviews in which the performance of subordinates is discussed and examined. It comprises setting job criteria and evaluating employee's concrete performances related to those criterions. Sometimes, the performance appraisal system negatively affects the performance of employees. It is empirically proved that performance appraisal process is a false annual practice applied in organizations.^[10] The researchers propagated that appraisal process is a formal procedure that produces anxiety and worry among the most experienced managers.^[11]

The significance of secondary school teachers' appraisal could not be over emphasized. The large amount of literature on teacher appraisal has been covering a wide spectrum of fields in public sector schools. In the reviewed literature, it is evident that most important element of performance appraisal system is performance measurement monitoring which highlights the required changes and effective measures of betterment. Relevant literature produces the desired behavior and improved performance.^[15] Furthermore, performance measurement and performance evaluation are two interchangeable terms.^[16] An effective appraisal system provides a lot of potential benefits to both individual and organization, because regular feedback on performance improves the ideas, expectations and quality of work.^{[17][18]} Moreover, teachers' appraisal supports in professional development, in-service training and career planning.^[18] Furthermore, it promotes the effectiveness of teaching learning process. Teachers' performance management enhances job confirmation, helps in promotion, and demotion.^[19] It is further stated that appraisal system helps in teacher's development and motivation. The two most important purposes of personnel appraisal are accountability and professional growth.^[20] The importance of teachers' participation in the evaluation process lead them towards motivation. It also creates sense of empowerment among the teachers.^[21] Hence, this appraisal system makes the teachers reflective practitioners.

Appraisal system has a positive impact on teacher's performance.^[22] Teachers' perceptions of appraisal are likely to be shaped by the degree to which it is fair and just assessment of their work.^[23] The role of assessment of teachers can be able to measure the quality, effectiveness and ineffectiveness of teachers.^[24] It predicts future student's achievements significantly than teachers experience and education. Moreover, the feedback of students play an important role in assessing the progress and attitude of teachers in the classes.^[25] Similarly, with the help of experience, the teachers respond effectively to their peer observations.^[26]

Teacher appraisal system is an accountability and self-assessment of teacher's professional development.^[27] In the same way, performance appraisal is communication, commitment and collaboration in disguise which helps to improve quality of teachers.^[28] Performance appraisal is a system which measured and improved the performance of teachers.^[29] Furthermore, performance appraisal comprised of teacher's knowledge, motivation, evaluation and improvements in different areas where they needed.^[30] In a recent studies the researchers reviewed that there are various performance appraisal systems prevailed in public sector schools.^[31] In addition, the said researcher identified the conceptual and political factors which facilitated teacher's appraisal process and feedback.

In the light of above viewed literature the researchers find it important to appraise the performance of teachers of both Male and Female public sector secondary schools. Performance appraisal system includes many aspects of teaching which reflect the performance of teachers. The most important aspects are lesson planning, teacher's preparation, and annual confidential report, student achievement scores, teaching methodology and classroom environment and student behaviors. The study at hand included six aspects of teacher performance appraisal i.e., planning & presentation, Knowledge of subject, classroom management, professional conduct, teaching & learning environment and management of work schedule. These aspects are the backbone of teachers' performance in the class room or out of the class room. Keeping in view the importance of these factors, the researchers aimed to explore the above aspects of teachers' performance.

Statement of the Problem

Performance appraisal is widely used tool of monitoring the performance of school teachers. Now a day, the performance of public sector Male and Female secondary school teachers is under the keen observation of educational authorities because of the poor quality education. This demand has put question mark upon the performance of public school teachers. Thus, it is hourly needed to investigate and compare the prevailing performance appraisal system in both Male and Female secondary school teachers. So that the existed differences among the Male and Female secondary school teacher's performance may be explored.

Objective of the study

The present study was conducted to compare the performance appraisal system of Male and Female secondary school teachers of public sector schools in Punjab Pakistan.

Hypotheses of the study:

The following were the research hypotheses of the study

H₀1. There is no significant difference of performance appraisal system applied at male and female public sector

secondary schools.

H₀2. There is no significant difference of different performance appraisal factors applied at male and female public sector secondary schools.

Delimitations of the study

The study was delimited to the public sector secondary schools (male and female) of the province of Punjab Pakistan.

METHODOLOGY

The main purpose of the study is to compare performance appraisal system prevailed at public sector male and female secondary schools in the province of Punjab Pakistan. The study was descriptive in nature and survey technique was used. The population of the study was all the public Secondary schools teachers (both Male and Female) situated in the province of Punjab Pakistan. Geographically, the target population was scattered in the vast rural and urban areas which is divided in to nine zones (divisions) of the Punjab. It was not feasible for the researchers to approach the whole population. Thus, the random sampling technique was used to select the sample. The two divisions of the Punjab Province i.e., Sahiwal and Faisalabad divisions were randomly selected. From these two divisions, the researchers conveniently approached to 240 teachers of public sector secondary schools. Among these 240 secondary school teachers 120 were male teachers and 120 were female teachers. As the study was descriptive, the researchers applied questionnaire namely Performance Appraisal Scale (*PAS-SSTs*) to collect the data.^[32] The researchers personally approached the selected sample and requested them to fill the questionnaire. The instructions about the questionnaire were given to the respondents beforehand. In the process of data collection, some of the teachers refused to respond the questionnaire. Thus, 200 secondary school teachers were responded in which 100 were male while 100 were female secondary schools teachers. The following table shows the picture of selected sample:

Table 1
School Type and Gender wise Frequency Description of Sample

Sr. No.	Type of school	Targeted Sample	Responded Sample	% of respondents
1.	Male	120	100	83%
2.	Female	120	100	83%
3.	Total	240	200	83%

Table based on Authors' Calculation

The above table shows that sample of the study comprised of 100 Male teachers and 100 Female teachers. The following pictorial diagram reflects the school type and gender wise distribution of sample.

Figure 1
School type and gender wise frequency distribution of sample

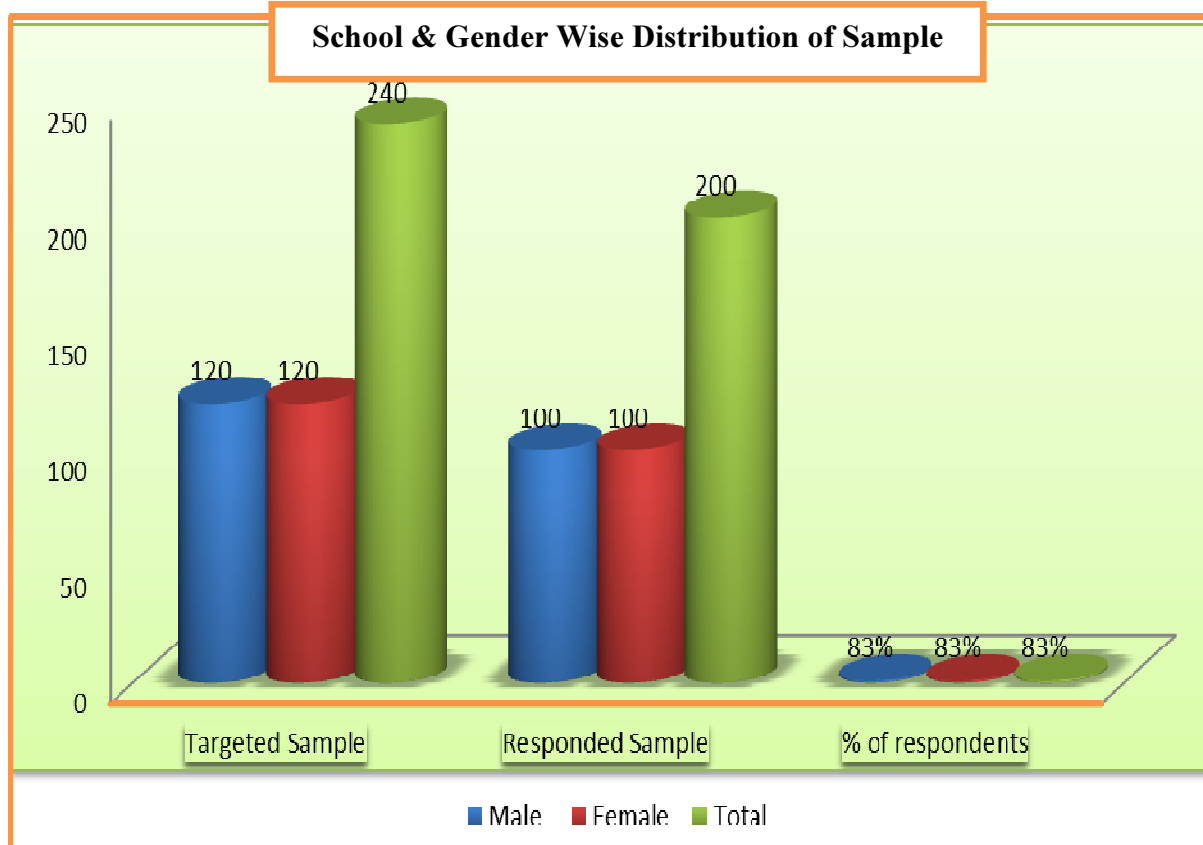


Figure generated by authors

Data Analysis

The collected data were analyzed by using SPSS Version 19. Statistical technique *t*-test was applied to analyze the data.

Hypothesis

H₀ 1 There is no significant difference of performance appraisal system applied at male and female public sector secondary schools.

Table 2
Performance Appraisal System applied at male and female public sector secondary schools.

Factors	Gender	N	Mean	Standard Deviation	t-Value (P-Value)	Effect Size (d)
Performance Appraisal System	Male	100	2.50	0.578	1.865 (0.063)	1.0132 × 10 ⁻⁹
	Female	100	2.41	0.493		

Table based on authors' calculation

The researchers used *t* test for Independent samples to compare the mean scores on performance appraisal system of male and female secondary school teachers. According to Table 2, male and female teachers did not significantly differed on their performance appraisal system, $t(99) = 1.865$, $p = .06$. The result concluded that male and female secondary school teachers used similar performance appraisal systems in their respective secondary schools.

H₀2. There is no significant difference of various performance appraisal factors applied at male and female public sector secondary schools.

Table 3
Comparison of different Performance Appraisal Factors applied at male and female public sector secondary schools.

Factors	Gender	N	Mean	Standard Deviation	t-Value (P-Value)	Effect Size (d)
Class Room Management	Male	100	2.12	0.428	0.707 (0.484)	0.00109
	Female	100	2.10	0.387		
Knowledge of Subject	Male	100	1.84	0.645	0.373 (0.709)	0.00044
	Female	100	1.82	0.642		
Learning & Teaching Environment	Male	100	2.26	0.626	0.947 (0.344)	0.00049
	Female	100	2.21	0.605		
Planning & Presentation	Male	100	2.06	0.724	1.752 (0.080)	0.00039
	Female	100	1.95	0.638		
Professional Conduct	Male	100	2.25	0.520	3.148 (0.002)	0.00066
	Female	100	2.10	0.535		
Management of Work Schedule	Male	100	2.20	0.485	3.265 (0.001)	0.00086
	Female	100	2.06	0.438		

Using *t* test for independent samples, the researches were interested to see whether male and female teachers significantly differed on sub scales of the performance appraisal scale. Table 3 indicates that male teachers significantly differed on professional conduct ($M=2.25$, $SD=.52$) from female teachers ($M=2.10$, $SD=.53$), $t(99)= 3.148$, $p = .002$, as well as on management of work schedule ($M=2.20$, $SD=.48$) against females ($M= 2.06$, $SD= .43$), $t(99)= 3.26$, $p= .001$. Since the effect sizes of these two subscales (professional conduct and management of work schedule) is very small (less than 0.001), the practical significance of these two scales is quite low. For all other subscales, i.e. Classroom management, Knowledge of Subject, Learning & Teaching Environment, and Planning and Presentation, Male and female teachers did not differ significantly. The summary of the results is shown in Table 3.

RESULTS AND DISCUSSION

The study had been undertaken to compare the prevailing performance appraisal system in public sector secondary schools on gender basis. The data were analyzed by using the statistical technique the *t*- test for independent sample. The results of the study at hand showed that there exists no significant difference between appraisal performance systems of male and female secondary school teachers. It is concluded from the analysis ($t(99)=1.865$, $p= .06$) that Male and female secondary school teachers use similar performance appraisal system in their respective schools. The results are the real picture of public sector secondary schools in Pakistan. Because both male and female public sector secondary schools are working under the same administration. They both are experiencing almost same environment and infrastructural facilities. The nature of their job is almost same. That's why; there is no significant difference in the appraisal system of male and female secondary schools. Moreover, the results of the present study endorsed the results of ^[33] that there exists no significant difference of male and female performance appraisal system and job satisfaction.

It is inferred from the data that subscale of performance appraisal i.e. professional conduct of teachers ($t(99)= 3.148$, $p = .002$) and management of work schedule ($t(99)= 3.26$, $p= .001$) have significant gender based difference. The mean score and stander deviation of (table, 3) these subscales reflect that male teachers are better in professional conduct and management of work schedule as compared to female teachers. The results of the present study are partially compatible with the results of the study of ^[34] which revealed that, teachers working in the public male institutions were found more committed and satisfied as compared to the female teachers. It was also concluded that rest of the subscales of performance appraisal system i.e. Classroom management, Knowledge of Subject, Learning & Teaching Environment, and Planning and Presentation, male and female teachers did not differ significantly. The mean score and standard deviation (table 3) reveals that male and female secondary school teachers do not significantly differ in the above mentioned factors of performance appraisal system.

Conclusion

In a nutshell, from the study at hand, it is inferred that overall similar performance appraisal system is being applied in both male and female public sector secondary schools. However, at subscale level, the male

teachers are better in professional conduct and management of work schedule as compared to female teachers in public secondary schools of Pakistan. Moreover, at rest of the four subscale level, male and female teachers are working at the same pattern.

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