

Problems Faced By Schools Head Teachers in Implementation of Performance Appraisal in District Toba Tek Singh

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Abstract: The basic purpose of the study was to find out the problems faced by the Head Teachers in evaluating the teacher's performance. The public sector schools of the District Toba Tek Singh, Punjab Pakistan were the part of the population. Random sampling technique was used to collect the data. From the total 207 high schools in which 100 of High schools were selected through random sampling. The data were collected through performance appraisal scale and analyzed with the help of (SPSS) software. In this study mostly views were stressed upon knowledge, skills, training, increases resources, funds and materials consider for necessary components before administration any kind of assessments in institutions but lower management and confidence development should be taken on a priority basis. Recommendations on the above suggested components must be utilized properly for teacher's evaluations if any kinds of components less than of above listed then the Head Teachers and principals will be faced lots of problems. This study will be more significant to play a role for the Head Teachers and principal staff members. Future scholars explore this study widely and to find out better ways for improvement of this system.

Keywords: Head teacher, Teachers performance evaluation, High schools

1. Introduction

Performance Appraisal

Performance refers to the well-ordered planning, accomplishment and achievement of the given task. It's not the only emphasis on the achievement of goals but also provides a way how to decide the goals are achieved (Fletcher, 2001). Performance indicates on both side behavior and achievement which depends upon a variety of multidimensional questions and ideas. In school organizations, performance is not only the name to evaluate efficiency but it's also about to act to behave and achieve the basic goals (Boswell and Boundreau, 2002). It's empirically proved a different kind of studies that jobs performance is fulfilment the responsibilities of employees (Kumrow and Dahlen, 2002). It's demanded to perform well-efforts by the employee's tasks performance and satisfaction level (Piggoot, 2003).

It should contain the following work planning setting of performance achievements targets, monitoring and values, competencies assessment, evaluations and end of the year's past appraisal (Cohen et al., 2002). Public officer's responsibilities to improve the level of proficiency and standard of performance in his institution to the extent suitable option in his school (Armstrong and Baron, 2005). The lower level of teacher's determinations with curriculum implementation in high schools generate results are poor's in education systems (Mayer and Gavin, 2005).

Performance appraisal term is used when employees of performance are evaluated (Brumbach, 2003). Its collaborative process of describing the job's requirements, developing tools, task requirements and reporting outcomes (Wanderwa, 2004). An appraisal is the element of a vast system which plays a basic role in the success of performance management (Ekwuene, 2005). A significantly effective tool use in Human Resource Management significantly for human resource practice (Stronge, 2006).

Purpose of defying measure the teacher performance, monitoring the employee's performance and providing the teacher's feedback regarding their performance evaluation a quite tough task (Clark, 2006). It's used to light out employee's evaluations, reviews, personal rating, employee appraisal, merit ratings and employee evaluation. Performance appraisal results are the assessment of an individual's employee's performance and showed to contributions whole of school performance (Grubb, 2007).

These days teachings in Pakistan is generally monitored represented by low proficiency and powerless evaluation standard. Low confidence inadequate pay courses of action and deficiency of teachers at all levels of training stuffed educational programs and the absence of subject substance data (Aloo et al., 2011). Deficient planning of reasonable instructors is a noteworthy issue in maintaining norms and ensuring the quality in training concurring global level (Hussain et al., 2011). Performance appraisal is a type of coaching or guideline for conducting the feedback for making positive behaviors and mentally and professionally improvements. This

contributing a greater message for the followers for conducting the effective evaluation for secondary level teachers or principal staff members (Karimi et al., 2011).

Performance appraisal system role is a more significant part of the constitutional factor for the whole of the management function of the civil service in secondary level male and female schools (Nadeem et al., 2014). The appraisal method calculated results upon the performance targets, principal of settings agreed, reporting, work planning and feedbacks. The basic objective of the performance appraisal system is to improve the teacher's performance and managing the teaching performance in public secondary schools (Malik et al., 2011). Performance appraisal system is known positive critically ways to make the most important of human resource functions because the results performance appraisal system used for administrative, supervisors, principals and Head Teachers base decisions. Different kinds of other ambitions including administrative decision powers, personal development and employee job performance (Craig, 2011).

Statement of the problem

Performance appraisal system widely used in many organizations which benefited monitoring for the institutions to grow more in the society (Radnor, 2005). Head Teachers face multi-dimensions problem during implementations of performance appraisal procedure in schools of all over the world (Adofo, 2011). Now a days educational authorities observe the poor quality of education under the supervisions in public male and females schools. This is a huge task and a question mark for the Head Teachers how they better evaluate teacher's performance. Thus, it's required to explore the Head Teachers faced problems and identify best techniques to make it effective for performance appraisal system. This study conducted in Toba Tek Singh on Head Teachers faced problem during implementations of performance appraisal system in public schools.

Objective of the study

This current study was conducted to evaluate head teachers facing problems during implementation of performance appraisal system in public secondary schools of District Toba Tek Singh.

Significance of the Study

The significance of this study was to explore the problems faced by Head Teachers regarding the implementation of performance appraisal systems. This system helps us to identify individually jobs performance and productivity to access and work the issues of faculty members according to predetermined and patterns for betterment organization purposive (Kleiman, 2000). It's justified in applying the new generating ideas and suggestions with the improvement of the structure of teacher's performance evaluation methods (Babbie and Mouton, 2001). A possible hope results were the message for the Ministry of Education to correct it and review again this policy method and to allow utilize the new techniques and resources adoptions for the Head Teachers to implement it's according to new guidelines. Therefore, this study had to find out problems faced by school Head Teachers regarding implementations of performance appraisal system in public schools of District Toba Tek Singh.

Delimitation of study

Due to time and financial resource factors, the researcher of this study was delimited on Head Teachers of public secondary male and female schools of District Toba Tek Singh, province of Punjab, Pakistan.

2. Review of literature

Background

According to Mani (2002) explored the most important difficult point of the performance appraisal is measuring the real performance of the school teachers that is, the job work is done the worker during the predetermined the time frame. It's an ongoing process which involves monitoring the performance all the years. Grote (2002) pointed that required the more sensitively selection of appropriate techniques of measurement for taking more care about on personal stage biases not affected the outcomes by providing the help rather other than interfering on employees job working stage.

Research findings by Monyatsi (2002) identified that performance appraisal is analyzing the process of obtains the recording information relating the qualified valuable employee of schools. It is systematic impartial and periodic ratings of teacher's excellence performance passion to his current jobs and his motivation for betterment for his job (Erdogan, 2002). Performance appraisal system gives correct feedback about the teacher's performance. It's benefited not only for the teachers but also for administrators, supervisors and management committees (Lemieux-Charles et al., 2003).

Roberts (2003) examined a successful performance appraisal framework like that which is enhancement situated because it would empower them to acquire learning, aptitudes and certainty required in a conveyance of their work. Faizal (2005) discovered that teacher's investigation for responsibility reason got anyway negative observations because of its apparent theory identified with keeping an eye on teachers skills arrangement of pay to performance and utilization of proof assembled from the instructors for disciplinary techniques in schools. As indicated by Bethell (2005) this investigation, responsibility goal of performance evaluation made opposition among the instructors as they endeavored to defend their advantage other than their customer understudies.

Shahzad et al., (2008) agreed that performance appraisal are standards which use to compare based on the actual performance of workers, this step requires the managing criteria to observe and judge the teachers successful and unsuccessful status of their contributions to the institutional objective and goals. The managing standards are set to be clear which easily understand and measurable conditions in public schools (Ahmadnia, 2006). In such a case, the performance of workers is not to measure but we should care and manage already decided conditions (Castler, 2010).

Investigated by Herrera et al., (2012) conclusion mentioned with the proof from the past research on teacher performance appraisal in Kenya has been very reliable with the expressed view another hand has reacted against these difficulties through performance evaluation strategy changes like the one conveyed in conclusion in 2012. With such changes, it is accepted the teachers needs yearnings and concerns were physical tended to amid these changes (Bersin, 2013). The worry of this evaluation was whether the most recent approach has been successfully taken off. This is thinking about that performance of any new open strategy is a confounding endeavor and might be decided none receptive to the focused on necessities and concerns (Nelson, 2012).

Billikopf (2010) suggested that a teacher's performance evaluation process are not without difficulties and procedures. Evidently, among the school teachers, there is an uncertain clash on what a successful performance evaluation should serve between the administration and expert advancement needs (Ojokuku, 2013). While responsibility reason centers on meeting the hierarchical needs, schools for this situation proficient advancement motivation behind evaluation goes for supporting the educator towards enhancement of his or her work by recognizing his or her expert quality and shortcomings (Yaseen, 2015). Similarly, difficulties are the determination of the proper evaluation strategies, the performance of appraisers and disappointment as a rule to give instructors accomplishment to investigation input (Aloo, 2017).

According to William and Thompson (2017) discussed the teachers performance evaluations expose to a considerable lot of reactions, regularly connected with unfairness in the manner in which they direct the procedure inevitably the appraisers can be unprejudiced or possibly seen all things considered and be exposed to claim of preference and irregularity (Kamphorst and Swank, 2018). In instruction area evaluation done in affirmed that school teachers evaluation directed by the school heads is seen as abusive, corrective and causing impressive negative emotions among the educators which aren't favorable in instructing and learning the process (Awan, 2019).

3. Methodology

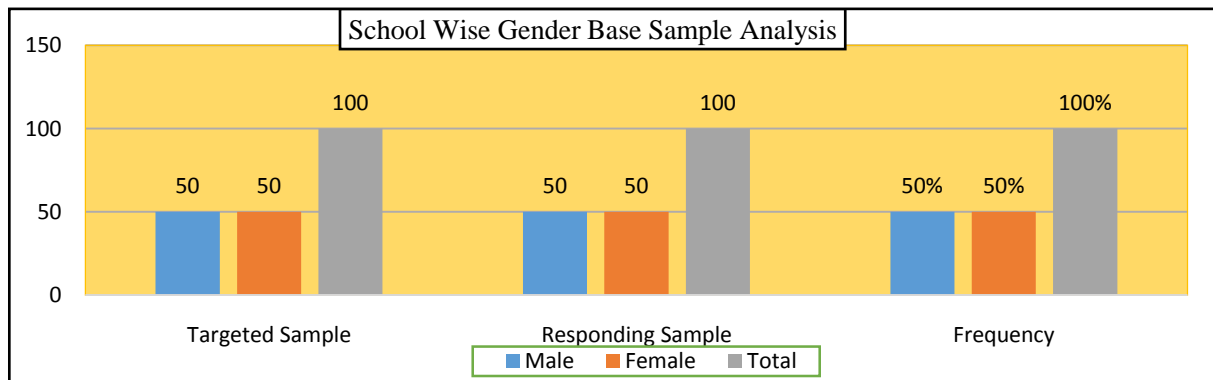
A quantitative and qualitative methodology was selected according to its capability to enable research outcomes applied to other districts (Abu-Doleh and Weir, 2007). Province of Punjab is a famous on high quality base talents in education and professional sector in Pakistan. District Toba Tek Singh situated in central of the Punjab and found top ten districts regarding literacy rate. With the consideration of time, cost, and relevancy of researcher this study was investigated in district Toba Tek Singh. In this district total 207 secondary schools, out of 207 secondary schools, Out of 100 schools were selected randomly for respondents of this study, in which 50 Males and 50 Females Head Teachers were selected respondents of this study. Data were collected from compromising with Head Teachers after given questionnaire returned 2 to 5 days. A questionnaire was used with a mixed bag of close-ended questions and one-open-ended questions to collect data from the respondents. The researcher personally visited schools and distributed the questionnaire to Heads of secondary Male and Female schools. Data were collected from the questionnaires produced descriptive statistics around the variables under study. These results were statistically calculated and inferential implications from them recorded and derived. Table of following respondents are showed below:

Chart of school head teachers (N=100)

Sr. No.	Respondents of schools	Number of respondents	Frequency %
1	High School Male	50	50%
2	High School Female	50	50%
	Total	100	100

Tables (a) generated on author’s calculations

The above table analysis showed of 100 of total population which 50 male and 50 female of Govt. High Schools were participated.



Figures (a) used generated by author analysis

The above cluster diagram showed the participations school wise gender base analysis of public higher secondary schools of head male and female teachers in Toba Tek Singh.

Data Analysis

Data were collected through close-ended questionnaires which largely use in descriptive research. (Danielson and McGreal, 2000). Final observations of questionnaires easily understand form respondents who live preserves vastly and dispersed address to encourage greater honesty (Ellis, 2004). For checking the reliability of coefficient (Cronbach alpha) was evaluated form data results which was found (0.707). The basic techniques of Frequency, Percentage, Mean and Standard Deviation were applied to this study. SPSS (Statistical Package for Social Sciences) software and the table was used to present school wise gender base data results.

4. Results

Table 4.1: Knowledge about the teacher’s performance evaluation system is necessary for implementation procedures

Categories	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	13	13.0	1.94	0.528
Agree	83	83.0		
Undecided	2	2.0		
Disagree	1	1.0		
Strongly Disagree	1	1.0		
Total	100	100.0		

This 4.1 table data result statistically showed that knowledge about the teacher’s performance is necessary for implementation procedures. The point of knowledge is a necessary component for any kinds of investigation and reforms. If we ignore this step then we faced problems during implementations to conduct appraisal system in their institution. Sometimes Head Teacher faced problems because they are not ill-treated and not trained in their services and they try to administer this kind of procedure without knowledge and instructions then they face problems and cannot find appropriate required results. In this survey showed on percentage base (83%) Agree and (13%) were Strongly Agree on the above statement. The Mean result showed (1.94) based on average based acceptance and standard deviation showed (0.528) were differ from the mean value.

Table 4.2: Head teachers possessing the required skills necessary for conducting effective teacher’s evaluation in school

Categories	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	81	81.0	1.25	0.626
Agree	16	16.0		
Undecided	1	1.0		
Disagree	1	1.0		
Strongly Disagree	1	1.0		
Total	100	100.0		

This 4.2 table data result statistically showed that Head teachers possessing the required skills necessary for conducting effective teacher’s evaluation in schools. This topic was related to expert skills needed about performance appraisal system implementation by the head teachers, if they lack any kind of skills during administration this appraisal process, then it creates huge problems and cannot justify required accurate and effective results. This point of the survey showed mostly (81%) Strongly Agree and (16%) were Agree on percentage based from the statement. The Mean result showed (1.25) the level of acceptance but the Standard Deviation showed (0.626) few were differ from the mean value.

Table 4.3: Head teacher’s trainings are necessary for conducting teacher’s assessment

Categories	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	20	20.0	1.90	0.628
Agree	74	74.0		
Undecided	3	3.0		
Disagree	2	2.0		
Strongly Disagree	1	1.0		
Total	100	100.0		

This 4.3 table data result statistically showed that the Head teacher’s trainings necessary for conducting a teacher’s assessment. This point was more important related closely to research topic because if the administrator or Head Teachers not properly trained then it became higher problems during implantation performance appraisal system. The required results will not be favorable for the teacher’s evaluation in present time. In the point of the survey showed (74%) Agreed and (20%) were strongly Agree on percentage-based. The Mean result showed (1.90) the level of acceptance but the Standard Deviation showed (0.628) few were differ from the mean value.

Table 4.4: Performance appraisal affects the behavior of the teacher by the principal

Categories	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	89	89.0	1.18	0.609
Agree	7	7.0		
Undecided	2	2.0		
Disagree	1	1.0		
Strongly Disagree	1	1.0		
Total	100	100.0		

This 4.4 table statistically data result was showed that performance appraisal affects the behavior of the teacher by the principal. The basic point highlighted on the head teacher and school principals investigate about teacher’s performance then they cannot able to take them in confidence and satisfied them. The teacher thinks that the head teacher or principals want to terminate us through performance assessment based then they think to take wrong steps and create a hurdle for the head teachers and principals to show them rude attitude and aggressive behavior. The point of survey showed mostly respond (89%) Strongly Agree and (7%) were Agree

on percentage based. The Mean result showed (1.18) the level of acceptance but the Standard Deviation showed (0.609) few were differ from the mean value.

Table 4.5: Performance appraisal affects the evaluation committee to make normal efforts for the work

Categories	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	94	94.0	1.12	0.556
Agree	3	3.0		
Undecided	1	1.0		
Disagree	1	1.0		
Strongly Disagree	1	1.0		
Total	100	100.0		

This 4.5 table data result statistically showed that performance appraisal affects the teacher's evaluation committees to make them normal efforts for the work in school. This statement revealed that we should treat anyone like as human beings and must take care of ethical standards as a teacher's evaluation committee and Head Teachers. Sometimes Teacher's performance evaluation implementation process included unappropriated and unnecessary assessment items. But those who irritate related to their matters and also create problems in official matters according to developing negative thinking in teachers minds, then teachers evaluation committers stressed upon by the teacher's demands to review them or remove them in their evaluation list. This point of the survey showed mostly respond (94%) Strongly Agreed and (3%) were Agree on percentage-based. The Mean result showed (1.12) the level of acceptance but the Standard Deviation showed (0.556) few were differ from the mean value.

Table 4.6: Performance appraisal affect your commitment to work makes work harder than expected

Categories	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	15	15.0	1.91	0.534
Agree	82	82.0		
Undecided	1	1.0		
Disagree	1	1.0		
Strongly Disagree	1	1.0		
Total	100	100.0		

This 4.6 table data result statistically showed that performance appraisal affects your commitment to work makes me work harder than expected. Head Teachers committed to working hard implementation any kind of assessments but when they not able to develop an interest for the teaching staff members during evaluation procedures and some of the necessary precautions not adopted for the teacher's assessment then evaluation results going to be down and failed for desired requirements. But if they can motivate them and ready for evaluation process then they get higher achievements and saved lots of problems for himself. This point of the survey showed mostly respond (82%) Agreed and (15%) were strongly Agree on percentage-based. The Mean result showed (1.91) the level of acceptance but the Standard Deviation showed (0.534) few were differ from the mean value.

Table 4.7: Performance appraisal main difficulty not directly linked to promotion and rewards

Categories	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	14	14.0	1.92	0.526
Agree	83	83.0		
Undecided	1	1.0		
Disagree	1	1.0		
Strongly Disagree	1	1.0		
Total	100	100.0		

This 4.7 table data result statistically showed that Performance appraisal main difficulty associated not directly linked to promotion and rewards. Because here in Pakistan only relied on ACR (Annual Confidential Reports) due to constitutions laws. Only Head Teachers and higher authority can evaluate a teacher's performance. Sometimes head teacher's evaluation in positive ways and sometimes in negative ways that create trouble in next time teacher's evaluation. It should be directly linked to promotion after a specific period without interruption and rewards. In the point of the survey showed mostly respond (83%) Agreed and (14%) were strongly Agree on percentage-based. The Mean result showed (1.92) the level of acceptance but the Standard Deviation showed (0.526) few were differ from the mean value.

Table 4.8: Performance appraisal main difficulty being low management of accountability

Categories	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	20	20.0	1.86	0.569
Agree	77	77.0		
Undecided	1	1.0		
Disagree	1	1.0		
Strongly Disagree	1	1.0		
Total	100	100.0		

This 4.8 table data result statistically showed that Performance appraisal main difficulty being low management of accountability. It's noticed that when the Head Teachers sometimes implementation of performance appraisal system we did not take consideration of specific factors to evaluation i.e. age, experience and services and also if our management system lack of accountable or lower level in assessment someone right eligible or fit for the job. Then result of teacher's performance evaluation going to be down and it's the main reason for low management in the assessment process. Mostly Head Teachers faced this kind of problems during the teacher's performance assessment. This point of the survey showed mostly respond (77%) Agreed and (20%) were strongly Agreed on percentage-based. The Mean result showed (1.86) the level of acceptance but the Standard Deviation showed (0.569) few were differ from the mean value.

Table 4.9: Resources funds materials and equipment's are main difficulties associated with performance appraisal conducting teachers evaluations

Categories	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	14	14.0	1.92	0.526
Agree	83	83.0		
Undecided	1	1.0		
Disagree	1	1.0		
Strongly Disagree	1	1.0		
Total	100	100.0		

This 4.9 table data result statistically showed that Resources, funds, materials and equipment are main difficulties associated with performance appraisal to conduct the teacher's evaluations. This factor more important when we administer a performance evaluation process it's must be check available desired resources with funds, materials and sure equipment's but due to some of steps effects on assessment process like available resources, funds, materials and equipment's with some of the other factors like management steps, knowledge of assessment system, kindness heart, positive attitude, and confidence factors taken it higher than the Head Teachers get higher results without facing any problems. In this point of the survey showed mostly respond (83%) Agreed and (14%) were strongly Agreed on percentage-based. The Mean result showed (1.92) the level of acceptance but the Standard Deviation showed (0.526) few were differ from the mean value.

5. Discussions

Performance appraisal system turned into additionally observed to exert an enormous effect on the academics' motivation and standard overall performance (Ikramullah, 2012). Performance appraisal system of comparing how nicely employees perform their job in a hard situation and their working experience in institutions how they communicating with each other (Akinbowale, 2014). Head Teacher role-playing as an

administration service based which they face quit more load and pressure to handle these tasks (DeNisi and Murphy, 2017). The basic method of this study was to measure in transparent ways to evaluate the Head Teachers faced problems through the implementation of performance appraisal system in public schools of District Toba Tek Singh. District Toba Tek Singh part of the Punjab which included in 36 districts which 3,454 of union councils and totally 25,930 villages. But in district Toba Tek Singh 82 union councils and 207 high schools. Based on feedback based upon the respondents of this study 74 school Head Teachers, those experience from 8-22 years (54.60%) participants in this research and 26 Head Teachers experience from 1-7 years were (42.20%) in this study. The majority of respondent's outcomes were a challenge to create problems and demanded skilful person, resources allocation, updated system, knowledge and experience-based method should be required to administer the performance appraisal system.

Conclusion

Dechev(2010) explored that performance appraisal plays a vital playing role for many departments like schools, college and different organizations. Some of the institute not paying attention to it and some of them ignoring and abolishing rules for required their own desired results performance and its weakness standards and inappropriate uses to create a lot of problems (Iqbal et al., 2013). In developed countries are strictly follow its rules and regulation where the Head Teacher responsibilities to administer teacher performance evaluation process and then send reports to higher authorities, during adopting this procedure they faced lots of problems (Khan, 2009). They properly maintain ACR (Annual Confidential Reports) in the teacher's dairies and mentioned comments regarding whole duration teacher's performance. These comments also checked after Head Teacher evaluation by AEOs (Assistant Education Officer), CEO (Chief Executive Officer) during visits in schools and also asses annually based in own offices. But these procedures start from the Head Teachers with challenging tasks and higher risk required lots of formalities for the implantation assessments (Sikandar and Ghazanfar, 2019). For administration this process some of the conclusions were observed which were significantly showed that knowledge, skills, training, increases resources, funds and materials were necessary components, if we cannot take any of them properly before any kind of assessments administered in the institution then Head Teachers faced problems through the implementation of performance appraisal system in public schools.

Recommendations

1. Skills are necessary for conducting teacher's performance assessment.
2. Practical training is more important for teacher's evaluations in the right ways.
3. Conduction performance appraisal system knowledge is a compulsory factor for test administrations.
4. Performance appraisal affected teacher's behavior when the head teachers and principal cannot able to develop confidence and satisfied between them during assessments.
5. Low management of accountability for teacher's performance evolution creates problems during assessments.
6. Performance appraisal implantation system required resource, funds and equipment on priority basis.

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