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TEK SINGH

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HEAD TEACHER PERCEPTIONS OF THE EFFECTIVENESS OF TEACHER APPRAISAL SYSTEM IN DISTRICT TOBA TEK SINGH

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ABSTRACT

Performance appraisal is the most effective tool to identify teaching performance management and accessing the quality of teaching delivering in Pakistani schools. Performance appraisal system has widely recognized to over all the world but there is no any one single selection criteria method has set to measure its effectiveness and judge the facing many issues regarding the teacher's performance evaluation. Descriptive survey-based research was conducted to investigate the head teachers of government schools to find out an evaluation of the performance appraisal system in public secondary schools of District Toba Tek Singh. District Toba Tek Singh was (207) secondary schools in which (207) Heads Teacher are serving their duties in high schools. Out of (100) Head Teachers from (207) schools were selected randomly sampling size for respondents. Likert scale questionnaire was utilized according to the research design. In this study was find finally the (82%) suggested performance appraisal system affected head teachers to commitment work with harder than expected. (73%) respondents were strongly agreed to acknowledgement about the evaluation of the teacher appraisal system were using in schools. (81%) opinions were about teacher's evaluation required effective skills for an appraisal system using in schools. (89%) views about performance appraisal system improved the conditions of teachers working with different strategies. (87%) judgments about performance appraisal system improve the teachers learning ability to teach the students. (89%) perspective about performance appraisal system affects the behavior of the teacher by the principal. This paper suggested and recommended for the performance appraisal system bring more improvement for commitment with the work and people perceptions would be familiar in positive attitude context.

Key words: Effectiveness, Appraisal System, Toba Tek Singh

1. INTRODUCTION

Performance appraisal is way discussion about the teacher's assigned responsibilities and duties by the head institutions. Performance appraisal based results showed the abilities of teachers work experience in his jobs and personality factors are involved. It's a method of evaluation of jobs holder people assessing by the managers or supervisors. Its key success of guidance and performance decisions should be decided within time by time and information should be comprehensive for evaluation. A great opportunity to take benefits (Patterson, 2007).

Performance appraisal helps in two ways purposes commonly for the improvement of work performance of teachers realizing by potentially in their organizations and also providing the general information for workers and managers working related finally decisions. Further, specifically, perform the right decisions for the next sessions. It promotes the outstanding performance by the teacher for working with full motivation and well wishes because it encourages good power (Beardwell et al., 2009)

Performance appraisal system is the main role to give the benchmark and empower the teachers to work hard for performing well to be prominent themselves as the best performer of the institutions. This step motivated in during the assessment of the performance appraisal to enhances the performance in their fields. The employees of institutions feel keeping on competitive and working hard when they know that they will be promoted and got incentives for the next years (Dhindsa et al., 2007).

Considering the above quality of education can be fruitful by the appraisal system based improved the individual performance which leads to working on the betterment to developing relationships of the individual's career. Individual performance enhanced through on the identification of weakness and strengths-based a key of purpose for the appraisal. Further opinions that the appraisal system is a belief of educators that wish to be better their performance to increase the education of students (Borghans et al., 2008).

2. MATERIALS AND METHODS

Aliade (2008) clarified a standardized set of an instrument for the questionnaire that describes and explore practical topics and calculates information about attitude, opinions, demographics, or behaviors. For achieving the goals of the current study was descriptive in nature both between urban and rural Head Teachers of District Toba Tek

Singh education fields for researcher collection data Qualitative and Quantitative checked their results for the final conclusion. District Toba Tek Singh is central part of Punjab and having four Tehsil, Toba, Kamalia, Pir Mahal and Gojra. District Toba Tek Singh got own status in (1982) and popular in his literacy rate. District Toba Tek Singh educational concerned department data list was obtained which is including information all the four tehsils in District Toba Tek Singh (207) secondary schools and totally Heads Teacher are (207) serving their duties. Out of (100) Head, Teachers from (207) schools were randomly selected form District Toba Tek Singh different schools respondents and collected. Data was collected through a Likert scale like Agree (A), Strongly Agree (SA), Disagree (DA), Undecided (U) and Strongly Disagree (SA). The reliability of questionnaire tool results was found after data collection Cronbach's Alpha (0.707) it means that the questionnaire was fit for exploring the real situation about teacher's performance accurately. In this research to achieve the main objectives of this descriptive study results were calculated through a computer using the software, descriptive analysis was shown Tables, Pie graphs percentage, frequency, mean and Standard Deviation tests were applied in SPSS (Statistical package for social sciences) software was used for analysis of data with expert suggestions.

3. RESULTS AND DISCUSSION

According to OECD (2012) suggested Performance appraisal respondent's feedback must be taken seriously for checking the motivation level of teacher's behaviors working in schools environments in school. It helps to identify the problem and deficiencies regarding the compulsory for improvements teachers' performance. This study was organized to explore the impact about to evaluate the teacher's performance appraisal system on the public school system of District Toba Tek Singh. A survey based questionnaire was used and the head teachers were the respondent targeted population of this research. On the basis of respondents 36 teachers were 1-7 years' school head experience were (46.2%) and 64 teachers were 8-22 years school head experience (54%) were participated. The majority wanted by respondents to be a better and updated system should be conducted and mostly resource was focused.

Table 1.1: Performance appraisal system affect head teachers to commitment work with 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 1.1 table statistically data result was showed the statement performance appraisal affect head teachers to commitment work with harder than expected. Their side 15 years teaching experienced and 7-10 years Head Teaching experienced on 25 respondents were expressed on own views for (15%) Strongly Agreed and (82%) Agreed on above the statement. While (1%) was Undecided, (1%) Disagree and (1%) was strongly disagree in the above statement. The Mean result showed (1.91) the level of acceptance. For quantitatively based expressions, standard deviation (0.534) a few variables differ from the mean value. Thorndike and Hagen research (1977) result was found about performance appraisal effect head teachers to commitment work with more harder than expected where (77%) respondents were showed own perceptions for this statement.

Table 1.2: Acknowledgement about evaluation of teacher's performance appraisal system used in school

Categories	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	73	73.0	1.33	0.652
Agree	24	24.0		
Undecided	1	1.0		
Disagree	1	1.0		
Strongly Disagree	1	1.0		

Categories	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	73	73.0	1.33	0.652
Agree	24	24.0		
Undecided	1	1.0		
Total	100	100.0		

This 1.2 table statistically data result was showed that I have acknowledgement about the evaluation of the teacher's performance appraisal system used in school. Their sides 18 years of teaching experienced and 6-13 years Head Teachers experience 20 respondents showed feedback upon the statement where (24%) Agreed and (73%) Strongly agreed on the above the statement. While (1%) was Disagree, (1%) undecided and (1%) was strongly disagree in above the statement. The Mean result showed (1.33) the level of acceptance. For quantitatively based expressions, standard deviation (0.652) few variables differ from the mean value. Harris (2008) study results showed on awareness about the teacher's performance appraisal system applying method were (70%) respondents were agreed on this statement.

Table 1.3: Teacher's evaluation required affective skills for appraisal system using in school.

Categories	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	16	16.0	1.90	0.541
Agree	81	81.0		
Undecided	1	1.0		
Disagree	1	1.0		
Strongly Disagree	1	1.0		
Total	100	100.0		

This 1.3 table statistically data result was showed that teacher's evaluation required effective skills for an appraisal system for using in school. Their side 18-22 teaching and 12 years Head teaching experienced 28 teachers were showed (81%) Agreed and (16%) Strongly agreed with the above the statement. While (1%) was Disagree, (1%) undecided and (1%) was strongly disagree in above the statement. The Mean result showed (1.90) the level of acceptance. For quantitatively based expressions, standard deviation (0.541) few variables differ from the mean value. Mathis and Jackson (2005) research results showed about affective skills are required for performance appraisal system method where (85%) respondents were agreed on this statement.

Table 1.4: Performance appraisal system improve the conditions of teachers working different strategies

Categories	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	89	89.0	1.17	0.587
Agree	8	8.0		
Undecided	1	1.0		
Disagree	1	1.0		
Strongly Disagree	1	1.0		
Total	100	100.0		

This 1.4 table statistically data result was showed that performance appraisal system improve the conditions of teachers working with different strategies. Their side 26 years teaching experienced and 7-10 years Head Teaching experienced 36 teachers were showed (89%) Strongly Agreed and (8%) agreed with on above the statement. While (1%) was Undecided, (1%) Disagree and (1%) was strongly disagree in above the statement. The Mean result showed (1.17) the level of acceptance. For quantitatively based expressions, standard deviation (0.587) few variables

differ from the mean value. Turk (2005) founded results about performance appraisal system improve the conceptions of teachers working with different strategies where (91%) strongly agreed by this statement.

Table 1.5: Performance appraisal system improve the teachers learning ability to teach the students

Categories	Frequency	Percentage	Mean	Standard Deviation
Strongly Agree	87	87.0	1.20	0.620
Agree	9	9.0		
Undecided	2	2.0		
Disagree	1	1.0		
Strongly Disagree	1	1.0		
Total	100	100.0		

This 1.5 table statistically data result was showed that performance appraisal system improves the teachers learning ability to teach the students. There were 23 years teaching experience and 15-19 years Head Teachers experienced 50 respondents were showed (87%) Strongly Agreed and (9%) agreed on above the statement. While (1%) was Undecided, (2%) Disagree and (1%) was strongly disagree in above the statement. The Mean result showed (1.20) the level of acceptance. For quantitatively based expressions, standard deviation (0.620) few variables differ from the mean value. Zeddeck and Cascio (1982) found results about performance appraisal system improve the teachers learning ability to teach the students where (80%) respondents were agreed on this statements its shows the positive results.

Table 1.6: Performance appraisal system effects the behavior of 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 1.6 table statistically data result was showed that performance appraisal system affects the behavior of the teacher by the principal. There was 26 teaching experience and 16-18 year Head Teaching experienced 45 respondents were showed (89%) Strongly Agreed and (7%) Agreed with the above the statement. While (2%) was Undecided, (1%) Disagree and (1%) was strongly disagree in above the statement. The Mean result showed (1.18) the level of acceptance. For quantitatively based expressions, standard deviation (0.609) few variables differ from the mean value. Gatemi (2012) concluded result about performance appraisal system effect the behavior of teachers by principal where (68%) respondents strongly agreed by this statement.

4. CONCLUSION

After concluding the results were observed that performance appraisal was effectively linked the jobs of teacher's in any institutions like, school, college, universities because when was asked about the performance by the head teachers then teachers school classroom activates lesson plans, attraction, with students and teachers presence is also judged weekly, monthly and yearly performance is assessed and discussion with them generally meetings. head teachers provide widely environment in own school and also provide all the facilities to schools teachers if anything related teachers matters related to the class and general problems were happening in school the head teachers try to solve the problem. Head teachers properly visit in classes and called to attend a meeting with teacher's, AEO visits, DTs visits, CEO, DEOs and Deputy Commissionaire present performance about teachers results and send an invitation to an authority for high meetings, generally school matters discussion with high authority. Head teacher is a

leader in school and representative his own institution in every governmental calling on high authority seminars, workshops, induction training and symposiums responsible for attending them and also present own school staff performance and management for implementation of government educations reforms. Performance is a necessary component to apply in every stage in schools, colleges, Universities, institutes and organisations. Observations are a necessary process which helps to identify and improve the problems regarding faced by the teacher. It increases the chance to work in institutions with motivated and perspective with thoroughly. Performance appraisal applications time all the resources should be utilized and rules with regulations must be followed for everyone to be aware of these evaluations process.

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