



## Effectiveness of the Teacher Appraisal System in Public Higher Secondary Schools of Punjab (Pakistan)

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### Abstract

*Quantitative research was conducted to find out the effectiveness of the existing performance appraisal system (PAS). A survey research design was planned to determine the level of awareness of the teachers with the existing teacher appraisal system; moreover, the effectiveness was determined by the level of satisfaction or dissatisfaction of teachers with PAS and its probable effect on teaching practices. A random sampling technique was used to access the target population. A self-constructed questionnaire was distributed among 78 principals of public higher secondary schools and the reliability of the instrument was found to be .862. Step-wise regressions inform us dissatisfaction of teachers is associated with the transparency of the appraisers. Management support and motivation were not found to be significant predictors need for improvement. The results further highlighted that a lack of awareness about PAS negatively affects motivation to perform better. A lot of improvement is needed to make the appraisal process more effective.*

**Key Words:** Effectiveness, Performance Appraisal System, Public Higher Secondary School Teachers, School Principals

### Introduction

Performance appraisal is the system of evaluating employee's performance relative to his or her job requirements. It is an effective tool in forming job standards and judging employee's actual performance relative to those standards. It is a systematic process that improves the effectiveness of the organization. Furthermore, this system is the key to the fulfillment of agency mission and objectives (Clark, 2017). For the effective appraisal system, management plays a vital role in providing awareness and setting clear performance standards. The performance evaluations must be free from any rating biases and it requires the best efforts from their employees about their task. This system also provides feedback to the employees with the purpose of motivating them to eliminate the deficiencies in the performance. Performance appraisal is indispensable for the teaching-learning process in the present era. The framework for the evaluation of teaching in schools can play a key role in school development and teacher improvement (OECD, 2005).

Each country has its own PAS and so does Pakistan. PAS of teachers has been labeled and discussed by experts in the Punjab Education Department in different ways (Qasim & Ansari, 2016). Annual Confidential Report (ACR) was used to examine the individual performance of teachers in Pakistan, in synchronization with other countries in the region such as India and Sri Lanka. Today, Pakistan Performance Evaluation Report (PER) has been substituted for ACR in order to check the performance of teachers since 2013 and to identify their professional and personal strengths and weaknesses. In the PER targets and objectives have been fixed for the teachers to meet the educational standards. Therefore, teachers have to perform their duties to fulfill these targets and principals play a major role in the evaluation process. According to Taut and Sun (2014), the role of the principal is very important in the implementation of teachers' appraisal and enhancing their performance. It can be said that principals are one of the fundamentals of the appraisal process.

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According to Stronge and Tucker (2003), it is agreed upon the fact that the educational reform efforts may not be succeeded without an appraisal system and highly qualified teachers. It also supports the teachers to guide students in the learning process more effectively. Similarly, Cruickshank and Haefele (2001) state that the teaching-learning process works effectively in the process of education. Therefore, effective performance standards may be improved with the help of an effective appraisal system and it may also result in the improvement of the employee's satisfaction. Keeping in view the performance appraisal system the researchers evaluated and check the effectiveness of the performance appraisal system in public higher secondary schools. For this purpose review of the related literature has been extensively viewed by the researchers; the review of the related literature description is mentioned below.

## **Literature Review**

The importance of teacher appraisal systems in schools cannot be denied. It is evident through literature that teacher appraisal is essential for effective teaching. It covers a vast range of areas in both private and public sector schools. Performance measurement monitoring is also checked through PAS. It is the most important element which highlights the required change. Through the literature, it is observed that performance evaluation and measurement are two compatible terms (Lemieux-Charles, McGuire, Champagne, Barnsley, Cole & Sicotte 2003). In the view of Fryer, Antony and Ogden, (2009) PAS generates the required attitude and the performance of the teachers may be enhanced. According to the writers like Vanci-Osam and Askit, (2000); and Lam, (2001) concluded that an effective appraisal system is beneficial for both individual and organization. It also supports the teachers and provides them a lot of potential benefits. Moreover, the quality of work may be improved through regular feedback. Likewise, Lam (2001) stated that PAS supports the teachers to improve their ideas and expectations for professional development. It is further acknowledged that the teaching-learning process can be enhanced through in-service training and career planning. PAS effectiveness helps in promotion, and demotion of teachers (Monyatsi, 2006). Job confirmation motivates the teachers and helps them in the development process. Ineffective appraisal system, accountability and professional growth are the two most important purposes of personnel performance management (Danielson & McGreal, 2000). In the same way teachers, participation in the decision making and planning of their evaluation are very important. It leads teachers towards activity and strength (Murdock, 2000). Such kind of appraisal system promotes skills among the teachers about insightful learning.

The appraisal system creates an optimistic impact on the teaching quality and performance of teachers (Saunders, 2000). According to the perception of teachers, it is said that the appraisal system should be fair and unbiased (Bethell, 2005). In the view of Jacob and Lefgren (2008), it is analyzed that the role of assessments of teachers can judge the worth and practicability of their work. In this way teachers are satisfied and the effectiveness of the PAS is improved. Hence, the student's achievements may be enhanced through teachers' experience and education. Teacher's progress and attitude are checked with the help of student's feedback (Craig, 2011). Similarly, Kumrow and Dahlen (2002) concluded that teachers effectively play their role in teaching and school improvements. In addition, PAS promotes the learning skills among the teachers with the help of their experiences and positive feedback.

It has been realized that quality education can be improved with the help of an appraisal system which is based on the employee's individual performance (Arif & Ilyas, 2012). Furthermore, individual performance may be improved to enhance the education of students. The existing appraisal system has gained a great deal of popularity among the teachers and school managers for its professional development. There are two factors involved in this process; first, staff development is a two-way process between an appraiser and appraisee second, it is possible only in an atmosphere of confidence and secrecy. Murdock (2000) highlighted that a modern appraisal system promotes insightful learning skills among the teachers which supports them to become reflective practitioners. Considering the above, therefore, it is analyzed that teacher appraisal effectiveness is a process which is depended on the teachers' perceptions themselves.

According to the above literature review, it is stated that the professional development of the teachers may be improved through accountability and self-assessment process (Day, 2010). Stronge (2010) acknowledged that performance appraisal supports the teachers for their quality improvement and coordination. Furthermore, it

also develops communication, commitment and collaboration among the teachers. In the view of Aguinis (2007), it is stated that with the help of the appraisal system performance of teachers may be measured and improved. Moreover, Wilson (2005) confirmed that performance appraisal is the combination of different areas like teacher's awareness, inspiration, assessment and motivation. In the current literature review, Vaillant (2008) expressed a performance evaluation report in public higher secondary schools to meet the educational standards of teachers. Moreover, he also introduced two important factors; conceptual and political behaviors that support the feedback and evaluation process of teachers.

Considering the above literature review, the researcher observed that it is important to appraise the performance of teachers in public schools. There are certain actions that are involved in performing the appraisal of teachers in the schools. These actions collectively build up the results of the entire performance appraisal system. PAS included a variety of actions in teaching that revealed the performance of teachers. These actions are awareness of performance appraisal system, classroom management, quality of teaching, motivation, teamwork and punctuality and performance evaluation report, the methodology of teaching, professional conduct and student qualities. In the research, the researcher is considering six aspects of teacher performance appraisal i.e. awareness of staff appraisal system, classroom management quality of teaching, motivation, teamwork and punctuality.

### **Statement of the Problem**

The research at hand is conducted to check the existing staff appraisal system and its effectiveness. This research also examined the role of principals in the implementation of PAS in public higher secondary schools of Punjab. The performance appraisal system is broadly appreciated method for judging the performance of teachers. Currently, because of the increase in the demands of private sector schools, the performance of public higher secondary school teachers is keenly observed by the school management. Therefore, it is the need of the hour to probe the current performance appraisal system to check its effectiveness in the public schools, so that the dissatisfaction, if exists, between the standards of performance public school teachers may be improved.

### **Objectives of the Study**

Objectives of the study are as under:

- To examine the existing performance appraisal system at public higher secondary schools in Punjab.
- To come across the perceptions of school principals about the performance appraisal system.
- To find out the effectiveness of PAS in public higher secondary schools of Punjab.
- To highlight the role of PAS for the satisfaction of its key stakeholders (teachers).

### **Research Questions**

The research questions of the study are given below,

- What are the existing standards of performance appraisal system applied at public higher secondary schools in Punjab?
- What are the perceptions of school principals about the performance appraisal system?
- What is the effect of PAS on the improvement of higher secondary school teachers?
- How PAS can be improved for the satisfaction of its key stakeholders (teachers)?

### **Methodology**

A descriptive method was used in this study. For the conduction of the study, the researcher used a survey methodology. Public higher secondary schools (both male & female) located in the jurisdiction of Punjab Province were the target population of the study at hand. The population of the study was comprised of nine divisions of Punjab. It was not possible for the researcher to approach the all higher secondary schools of Punjab to conduct the study in nine divisions. Sahiwal division was randomly selected from all the nine divisions. The accessible

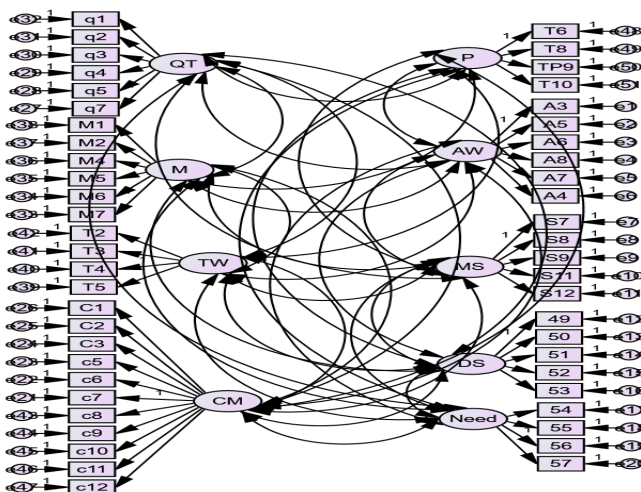
population, therefore, was all the higher secondary schools situated in the jurisdiction of the Sahiwal Division. The researcher, hence, collected data from all three districts namely Okara, Pakpattan and Sahiwal which comprised of 78 schools as a sample of the study. Data was taken from the principals of the selected schools. A survey questionnaire namely, Performance Appraisal System (PAS) was developed on a five-point Likert scale (Strongly Agree, Agree, Undecided, Strongly Disagree, Disagree). It was consisting of 57 items. Six factors were made to measure the performance appraisal namely, awareness of staff appraisal system, classroom management and quality of teaching, motivation, teamwork and punctuality to check the satisfaction or dissatisfaction level of teachers for PAS effectiveness. It was also observed how much need for improvement is required with the help of management support. For the validation of the questionnaire, experts' opinion was sought out. For the piloting of PAS, the data was collected from 30 Principals of the Sahiwal district. The reliability of the instrument (Cronbach alpha) was calculated as 0.862. Data were analyzed through SPSS version 21. T-test, Pearson r and multiple regressions were applied to analyze the data. Factor wise divisions of items were shown in the following table.

**Table 1.** PAS Factor Wise Item Division

S No.	Factors	Items
1	Awareness of Staff Appraisal System:	1-6
2	Classroom Management:	7- 17
3	Quality of Teaching:	18-23
4	Motivation:	24-29
5	Teamwork	30-33
6	Punctuality:	34-37
7	Satisfaction with PAS:	38-43
8	Management Support:	44-48
9	Dissatisfaction with PAS:	49-53
10	Need for Improvement:	54-57

### Confirmatory Factor Analysis of the Instrument

In the study at hand confirmatory factor analysis (CFA) was used because it is suitable for ordinal and polytomous scored data. For this purpose, SPSS version21 was used to conduct CFA. CFA was used to verify the factor structure of PAS in the fig below.



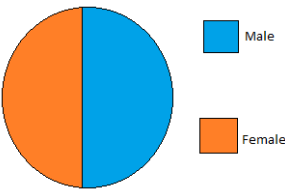
**Figure 1:** Confirmatory factor analysis

Confirmatory factor analysis was performed on the factors derived through exploratory factor analysis. It was found out that factor loading for every item was  $>.07$  and inter-correlation in between factors was  $<.03$ . CFA was a good fit with the parameter of good fit  $p>.01$ ,  $GFI>.90$ ,  $CFI>.90$ ,  $TLI>.90$ , and  $RMSEA<.07$ . The data of factors were explored which are theoretically strong as well. The data of factors were explored which are theoretically strong as well. It is observed that all items included have more than 0.3 correlation values. Moreover, Kaiser-Meyer Olkin (KMO) was above 0.6 as well as indicating sampling adequacy.

### Descriptive statistics

**Table 2.** Gender Distribution of the Sample:

Gender	f	Principals
Female	36	36.00
Male	42	42.00
Total	78	78.0



**Figure 2:** Gender distribution of the sample

The study at hand included 42 male and 36 female principals showed in the above table.

### Hypotheses Testing

$H_{01}$ : There is no significant relationship between teacher appraisal and their performance

**Table 3.** Teacher appraisal and their performance relationship

Variables	N	M	S.D	r-value	Significance (2-tailed)
Teacher Appraisal	78	30.10	3.11	.061	0.60
Teacher Performance	72	105.53	104.12		

\*Significant at  $\alpha=0.05$

Results indicate in the above table r-value (0.061) is not significant because  $p\text{-value}=0.60 > \alpha=0.05$ . Therefore results identified that it is the null hypothesis. It is accepted “There is no significant relationship between teacher appraisal and their performance”. Hence, it is concluded that no significant relationship exists between teacher appraisal and performance.

$H_{02}$ : There is a significant difference exists between the male and female principals’ perceptions about PAS.

**Table 4.** Male and female principals (Awareness) perceptions about PAS

School Type	N	M	S.D	t-value	Significance (2-tailed)
Male	42	35.16	3.41	.063	0.54
Female	36	110.73	109.22		

\*Significant at  $\alpha=0.05$

According to the above table it is indicated that t-value (0.063) is significant because  $p\text{-value}=0.54 > \alpha=0.05$ . Table 4 also indicates that male school principals have a mean value (76.95) and S.D value (7.621). On the other hand, female school principals have low mean value (61.38) & S.D value (8.430) than the male school principals. Results indicate significant connectivity between male and female school principal’s perceptions. Principals of male schools have full command of their professional knowledge and administration, due to this, they perform better results as compare to female school principals. Both of them suggested that management appraise the individual and collective performance of all the teachers.

T-test was conducted to find the difference (if any) existed between the perceptions of male and female teachers about the effect of PAS on teaching quality. Results are described in the table below confirming a significant difference.

**Table 5.** Effect of PAS on teaching quality of higher secondary school teachers

School Type	N	M	S.D	t-value	Significance (2-tailed)
Male	42	8.63	2.296	13.631	0.00
Female	36	15.59	1.5415		

\*Significant at  $\alpha=0.05$

Table 5 indicates that t-value (13.631) is significant because p-value =0.00 >  $\alpha=0.05$ . The results of the above table show that male school principals have greater mean value (15.59) than female school principals (8.63). The difference between the two is also significant. It is hereby inferred that the male teachers are more effective in teaching quality as compared to the female teachers.

### Perception of principals about PAS effectiveness

**Table 6.** School principal's perception about the performance of teachers

Factors	N	Mean	Std. Deviation
AWARE	900	3.8859	.61428
CLASSM	900	4.0202	.35496
QUALITYT	900	4.3541	.38520
MOTI	900	4.3306	.36682
TEAMW	900	4.2942	.40770
PUNCT	900	4.2061	.51630
MANAGESU	900	3.7969	.64395
NEEDI	900	4.2642	.46275
SATIS	900	3.9074	.51140
DISATI	900	2.2058	.82100

According to the above table, it is observed that the mean value of all the factors is almost strongly agreed with PAS except dissatisfaction with PAS. Therefore, principals are agreed with this phenomenon that teachers are dissatisfied with PAS effectiveness. PAS should be implemented with the consultation of teachers and motivated them for further improvement. Quality of teaching may be enhanced with the help of pieces of training.

### PAS can be improved for the satisfaction of its key stakeholders (teachers)

Multiple linear regressions using stepwise regression were applied in order to explain the predictor variables associated with the need for improvement in the process of PAS. Management support, motivation, classroom management, teamwork, quality of teaching and punctuality are the independent variables used to check their prediction value of satisfaction with PAS and effectiveness of the PAS. Five different models were generated, which are briefly discussed below.

*Step-wise Regression (Dependent Variable: Need for Improvement of teachers with the process of PAS)*

No.	Model	B	t. value	p. value
1	(Constant)		21.147	.000
	Teamwork	.177	5.397	.000
2	(Constant)		12.522	.000
	Teamwork	.223	6.552	.000
	Awareness	.154	4.529	.000
3	(Constant)		10.154	.000
	Teamwork	.190	5.455	.000

4	Awareness	.162	4.777	.000
	Punctuality	.129	3.843	.000
	(Constant)		10.135	.000
	Teamwork	.199	5.698	.000
5	Awareness	.158	4.695	.000
	Punctuality	.167	4.533	.000
	Quality Teaching	-.090	-2.474	.014
	(Constant)		9.534	.000
	Teamwork	.191	5.488	.000
	Awareness	.135	3.892	.000
	Punctuality	.148	3.970	.000
Quality Teaching	-.136	-3.417	.001	
Classroom Management	.108	2.794	.005	

Management support and motivation were not found to be significant predictors of the need for improvement in the process of PAS.

Further, stepwise regression was applied in order to explain the predictor variables associated with the need for improvement. Teamwork, awareness with PAS, punctuality and quality of teaching are variables used to check the need for improvement with PAS. According to model-1, 'teamwork' of appraisal system indicated as a singular predictor of 17 % variance with the need for improvement of PAS ( $\beta = .177$ ,  $p < .000$ ).

The Model-2 revealed that 'teamwork' awareness with PAS were collectively predicted 37% variance with the need for improvement of PAS ( $\beta = .223$ ,  $p < .000$ ;  $\beta = .154$ ,  $p < .000$ ).

Model-3 showed that 'teamwork' of appraisal system, awareness with PAS and punctuality were collectively predicted 48% variance with need for improvement of PAS ( $\beta = .190$ ,  $p < .000$ ;  $\beta = .162$ ,  $p < .000$ ;  $\beta = .129$ ,  $p > .000$ ;  $\beta = .129$ ,  $p > .000$ ).

Model-4 showed that 'teamwork', awareness with PAS were collectively predicted 18% variance with need for improvement of PAS ( $\beta = .191$ ,  $p < .000$ ;  $\beta = .135$ ,  $p < .000$ ;  $\beta = -.167$ ,  $p > .000$ ;  $\beta = -.090$ ,  $p > .000$ ).

Model-5 showed that 'classroom management' of appraisal system, awareness with PAS and teamwork were collectively predicted 34% variance with need for improvement of PAS ( $\beta = .129$ ,  $p > .000$ ;  $\beta = .191$ ,  $p < .000$ ;  $\beta = .148$ ,  $p > .000$ ;  $\beta = -.136$ ,  $p < .000$ ;  $\beta = .108$ ,  $p > .000$ ).

### Path Analysis

AMOS was applied for the testing of the model through path analysis. The need for improvement was considered as an endogenous variable. Management support, teamwork, motivation and quality and dissatisfaction were considered as exogenous variables.

Minimum criteria was achieved with Chi-square = 9.967, Degrees of freedom = 3 and Probability level = .019. The model was found absolute fit Hu and Bnetler (1999) suggested that GFI, AGFI and CFI should be  $> .90$  while RMSEA and RMR value should be  $< .07$  with a non-significant CMIN/DF in between 1 and 5. The model is good according to the given measures as shown in the table.

*Fit indices for Need for improvement, Dis-satisfaction, motivation Management Support, Teamwork and Quality*

Model	CMIN	DF	P	CMIN/DF	RMR	GFI	AGFI	RMSEA	CFI
Model Fit	9.967	3	.019	3.322	.004	.996	.974	.051	.992

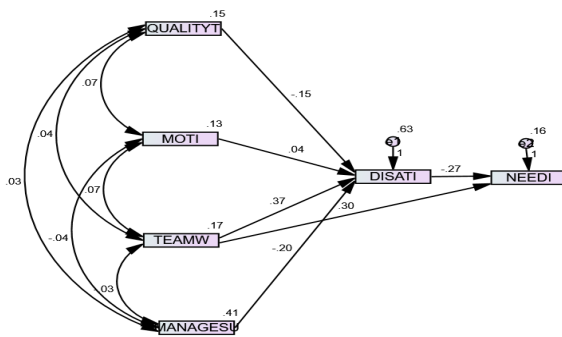


Figure 1. Results for path analysis and regression coefficients Standardized Estimates of Direct Effects of the Paths

	MANAGESU		QUALITYT		TEAMW		MOTI		DISATI	
	B	SE	B	SE	B	SE	B	SE	B	SE
DISATI	-.199**	.053	-.154	.078	.372***	.061	.036	.075	.000	.000
NEEDI	.000	.014	.000	.022	.304***	.036	.000	.020	-.266***	.020

P<.05\*, P<.01\*\*, P<.001\*\*\*

Results have shown that management support was found negative significant (B=-.199, SE=.53, P=.01) predictor of dis-satisfaction. Teamwork was found positive and significant direct predictor of dis-satisfaction (B=.372, SE=.061, P<.001) and need for improvement (B=.304, SE=.036 and p<.001). While dis-satisfaction was found a negative and significant predictor of the need for improvement (B=-.266, SE=.02, P<.001).

Indirect effect to Need for improvement through Dis-satisfaction

	MANAGESU		QUALITYT		TEAMW		MOTI	
Variables	B	SE	B	SE	B	SE	B	SE
DISATI	.000	.000	.000	.000	.000	.000	.000	.000
NEEDI	.053***	.014	.041	.022	-.099**	.018	-.010	.020

P<.05\*, P<.01\*\*, P<.001\*\*\*

Results of the above table indirect effects showed that dis-satisfaction was a significant mediator between management support (b=.053, SE= .014 and P<.001), teamwork (b=-.099, SE=.018 and P<.01) and need for improvement.

## Results and Discussion

The study at hand was conducted to check the existing practices of the performance appraisal system at public higher secondary schools and its effectiveness. The research was comprised of 78 male and female school principals of Sahiwal division as sample of the study. The researcher used a t-test, Pearson r correlation and multiple regressions techniques for data analysis. Results showed a significant difference exists between male and female school principal’s perceptions.

Principals of male schools have full command on their professional knowledge and administration. Therefore, male school principals perform better results as compare to female school principals. Furthermore, principals are agreed that teachers are dissatisfied with PAS effectiveness. Dessler, (2008) stated that the appraisal system played a crucial role in the employee’s career planning and performance improvement. It also affects the teachers’ classroom management and quality of teaching. PAS should be implemented with the consultation of teachers. Quality of teaching may be enhanced with the help of pieces of training. However, it is seen that there is no connectivity exists between teacher appraisal and performance.



The study of Akram (2010) stressed the relevant factors with respect to classroom management and the effective skills that are relevant to the performance of teachers. It discovered the attitude towards teaching and understanding their needs. Moreover, these are the critical aspects that affect the performance of a teacher in the classroom teaching (Grootenboer, 2017). Furthermore, the study analyzed that the attitude of teachers also affects the teaching-learning process and supervising students for their prospective growth in academic learning. Results of indirect effects showed that dis-satisfaction was a significant mediator between management support and the need for improvement. The results of the study by Hallinger (2018) indicate that subject mastery and the quality of delivering knowledge to students is quite challenging and effective strategies must be accounted for improving their performance. It is therefore, summarized that due to better management in public sector schools awareness of the appraisal system is enhanced but still a lot of improvement is needed for the satisfaction of teachers. From the results of the study at hand and other mentioned studies, it is proved that in public sector schools the facilities are provided insufficient manner but results are poor because of the ineffective appraisal system. In addition, it is affirmed that with the help of effective appraisal system performance of teachers may be enhanced. Fair and foolproof appraisal system raises the satisfaction level of teachers.

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## Questionnaire

Read the following statements carefully and tick ✓ the most appropriate choice.

Please be informed that you must tick the scale according to level of your agreement or disagreement; strongly Agree = SA; Agree = A; Disagree = DA; Undecided = UN and Strongly Disagree = SDA.

No	AWARENESS OF STAFF APPRAISAL	SA	A	UD	DA	SDA
1	Teacher appraisal is part of an effective system capable of reaching desired level of effectiveness. اپریزل ایک موثر نظام کا حصہ ہے جو مطلوبہ کارکردگی کا معیار حاصل کر سکتا ہے					
2	The whole teaching staff had to undergo the appraisal. تمام اساتذہ اور سٹاف کو اپریزل سسٹم سے گزرنا پڑتا ہے۔					
3	Teachers must take appraisal process seriously اساتذہ کو اپریزل کو بہت سنجیدگی سے لینا چاہئے					
4	The results of PAS can critically effect on career of teachers- اپریزل کے نتائج اساتذہ کی پیشہ ورانہ ترقی پر اثر انداز ہوتے ہیں					
5	School principals & management appraise individual and collective performance of all teachers. پرنسپل اور انتظامیہ تمام اساتذہ کی مکمل انفرادی اور اجتماعی کارکردگی کی پڑتال کرتے ہیں					
6	Training & professional development is suggested based on PAS results. اساتذہ کی تربیت اور پیشہ ورانہ ترقی کا دارومدار اپریزل کے رزلٹ پر ہوتا ہے					
No.	CLASSROOM MANAGEMENT	SA	A	UD	DA	SDA
<b>Being much conscious of PAS &amp; its outcomes I make following special efforts for classroom management:</b>						
	اپریزل سسٹم کے ممکنہ نتائج کو مد نظر رکھتے ہوئے میں یقین سے کہہ سکتا ہوں کہ میں کلاس روم میں نظم و نسق قائم رکھنے کے لئے مندرجہ ذیل کوششیں جاری رکھتا ہوں۔					
7	I keep learning about competencies of all students of my class. میں اپنے تمام طالب علموں کی ممکنہ صلاحیتوں کو جاننے کی ہر ممکن کوشش کرتا ہوں					
8	I set appropriate tasks according to the students' grade level. میں اپنے تمام طالب علموں کی قابلیت کو مد نظر رکھتے ہوئے اسباق تیار کرتا ہوں۔					
9	I use rewards as tool to maintain discipline. نظم و ضبط کو برقرار رکھنے کے لیے میں انعامات کو ایک ٹول کی حیثیت سے استعمال کرتا ہوں					
10	Teachers manage discipline affectively in the classroom. اساتذہ کلاس روم میں موثر نظم ضبط رکھتے ہیں					
11	I use peer influence to manage my classroom. کلاس روم میں نظم و ضبط قائم رکھنے کیلئے میں اچھے طالب علموں کا سہارا لیتا ہوں					
12	Decisions are made according to the needs of the students in the classroom. کلاس روم میں طلباء کی تدریسی ضروریات کے مطابق فیصلے کیے جاتے ہیں					

- 13 My students follow me as a role model.  
میں طالب علموں کے لیے قابل تقلید نمونہ ہوں
- 14 I have moral authority over my students.  
میں طالب علموں کے اخلاق سنوارنے کا اختیار رکھتا ہوں
- 15 My students come to school neatly dressed.  
میرے طالب علم صاف ستھرے سکول میں آتے ہیں
- 16 Everything is organized well in my class.  
میری کلاس روم میں ہر چیز بہترین طریقے سے منظم ہے
- 17 I do not spare any student for immoral activities.  
میں طالب علموں کو غیر اخلاقی سرگرمیوں میں ملوث ہونے پر معاف نہیں کرتا۔

**Quality of Teaching**

SA A UD DA SDA

**Being much conscious of PAS & its outcomes I take following decisions for high teaching quality**

اپریزل سسٹم کے ممکنہ نتائج کو مد نظر رکھتے ہوئے میں میں کلاس روم میں اعلیٰ تدریسی روایات قائم کرنے کے لئے مندرجہ ذیل کوششیں جاری رکھتا ہوں

- 18 I am always well prepared for lessons.  
میں کلاس روم میں اسباق کی مکمل تیاری کے ساتھ ہی داخل ہوتا / ہوں
- 19 I always complete the syllabus in time.  
میں ہمیشہ سلیبس وقت پر ختم کرتا / کرتی ہوں
- 20 I reflect on my teaching for better results.  
اپنی تدریس کے ممکنہ اثرات کے لئے ہمہ وقت فکر مند رہتا / رہتی ہوں
- 21 I complete the assigned tasks in time.  
جو کام مجھے دیے جاتے ہیں میں وقت پر مکمل کرتا / کرتی ہوں۔
- 22 I learn from my fellow teachers to improve my teaching.  
میں اپنے ساتھی اساتذہ سے سیکھتے ہوئے اپنی تدریس بہتر کرنے کی کوشش کرتا / کرتی ہوں
- 23 I derive satisfaction from successful attempts at improvement.  
مجھے اپنی بہتری سے اطمینان ملتا ہے

**MOTIVATION**

SA A UD DA SDA

**Being much conscious of PAS & its outcomes I indulge into following efforts to keep myself motivated**

اپریزل سسٹم کے ممکنہ نتائج حاصل کرنے کے لئے مندرجہ ذیل کوششوں کے سہارے میں ہر دم متحرک رہتا / رہتی ہوں

- 24 I challenge myself when teaching.  
میں اپنے تدریسی عمل کے دوران اپنی صلاحیتوں کو زیادہ سے زیادہ آزماتا / آزماتی ہوں
- 25 I like reviewing my own performance.  
میں ہزات خود اپنی کارکردگی کا جائزہ لیتا رہتا ہوں
- 26 Individual assessment is important.  
اساتذہ کی انفرادی کارکردگی کا جائزہ لینا بہت ضروری ہے
- 27 Student's reaction helps me assess my own teaching.  
طالب علموں کا ردعمل مجھے میری تدریسی میں عمل کا جائزہ لینے میں مدد کرتا ہے
- 28 I agree with the results of PAS.  
میں PAS کہ نتائج کو خوشدلی سے قبول کرتا / کرتی ہوں
- 29 I take observations seriously and commit for further improvement.

میں مزید بہتری کی تجاویز کو پوری سنجیدگی سے لیتا / لیتی ہوں۔

### TEAMWORK & PUNCTUALITY

SA A UD DA SDA

**Being much conscious of PAS & its outcomes I continue with the following efforts:**

- اپریزل سسٹم کے ممکنہ نتائج حاصل کرنے کے لئے مندرجہ ذیل کوششیں جاری رکھتا / رکھتی ہوں
- 30 Teachers produce work of exceptionally high quality by learning from each other.  
اساتذہ ایک دوسرے سے سیکھ کر ہی بہترین تدریسی فرائض سر انجام دے سکتے ہیں
- 31 Teachers can collectively contribute positively in school development.  
اساتذہ اجتماعی کوشش سے پیسکول کی بہتری کے لیے معاونت کر سکتے ہیں
- 32 Teachers coordinate their activities as groups to achieve curriculum objectives.  
اساتذہ تدریسی مقاصد حاصل کرنے کے لئے مل جل کر گروپ میں کام کرتے ہیں
- 33 Teachers produce excellent teams of students.  
اساتذہ طلباء کی شاندار ٹیم بناتے ہیں
- 34 Teachers come to school regularly and on time.  
اساتذہ باقاعدگی سے وقت پر سکول آتے ہیں
- 35 Teachers show commitment to their work.  
اساتذہ انتہائی فرض شناسی سے اپنا کام سر انجام دیتے ہیں
- 36 Teachers begin & end their classes at time.  
اساتذہ کلاس کا وقت پر آغاز اور اختتام کرتے ہیں
- 37 Teachers do not leave any work pending.  
اساتذہ اپنے ذمہ کوئی بھی کام ادھورا نہیں چھوڑتے

### SATISFACTION WITH PAS

A UD DA SDA

**Since Appraisal is critical for improvement of Teachers' performance therefore,**

- چونکہ اپریزل سسٹم تدریسی کے ممکنہ نتائج حاصل کرنے کے لئے اور اساتذہ کی بہتری کیلئے انتہائی اہم ہے اسلئے
- 38 I am involved in appraising system.  
میں اپنے سکول کے اپریزل سسٹم میں شامل ہوتا/ہوتی ہوں۔
- 39 It distinguishes poor performers from good ones.  
اپریزل سسٹم اچھی اور خراب کارکردگی میں امتیاز کرتا ہے
- 40 I would like be appraised regularly  
میں چاہتا / چاہتی ہوں کہ میرا اپریزل باقاعدگی سے ہو
- 41 The appraisal system is transparent.  
بظاہر اپریزل سسٹم ایک شفاف نظام ہے۔
- 42 The appraisal process is continued throughout the year.  
اپریزل ایک وقتی کارروائی نہیں بلکہ سارا سال باقاعدگی سے جاری رہتا ہے۔
- 43 All teachers are duly informed of their results.  
اپریزل کے تمام نتائج کی اساتذہ کو باقاعدہ آگاہی دی جاتی ہے

### MANAGEMENT SUPPORT

- 44 Our principals guide us during conduction of PAS.  
اپریزل سسٹم کے دوران ہمارا پرنسپل ہماری بھرپور رہنمائی کرتا / کرتی ہے
- 45 There is coordination between teachers and supervisors during appraisal.

اپریزل سسٹم کے دوران اساتذہ اور سپروائزر کا باہمی تعاون قائم رہتا ہے۔

- 46 There is coordination between fellow teachers during appraisal.  
اپریزل سسٹم کے دوران اساتذہ کا ایک دوسرے سے تعاون کرتے ہیں۔
- 47 The appraisal process relates to teacher performance.  
اپریزل سسٹم اساتذہ کی انفرادی کارکردگی کو جانچنے کا موثر ذریعہ ہے۔
- 48 Students benefit from the appraisal process.  
اس نظام کا اصل فائدہ تو طالب علم کو ہوتا ہے۔

#### DISSATISFACTION WITH PAS

- 49 Better training opportunities are not created for teachers based upon their appraisal  
اپریزل سسٹم اساتذہ کی تربیتی ضروریات میں بہتری نہیں لاتا
- 50 PAS has been unable to impact positively on collective teacher performance  
اپریزل اساتذہ کی اجتماعی کارکردگی پر مثبت طور پر اثر انداز نہیں ہو سکا
- 51 The whole management is hardly involved in appraisal as a team  
سکول پرنسپل (انتظامیہ) اپریزل کے عمل میں ٹیم کی طرح شاید ہی شامل ہوتے ہیں
- 52 Teachers appraisal results are never discussed in detail with them individually  
اپریزل کے نتائج کو کبھی بھی انفرادی طور پر تمام اساتذہ کے ساتھ زیر بحث نہیں لایا جاتا
- 53 New appraisal system (PAS) has failed to achieve its objectives  
نیا اپریزل سسٹم اپنا ہدف حاصل کرنے میں ناکام ہو چکا ہے

#### NEED FOR IMPROVEMENT

- 54 There is considerable need for improvement of present appraisal system  
اپریزل سسٹم میں واضح بہتری کی گنجائش موجود ہے۔
- 55 The principals and supervisor need to training to conduct PAS wisely  
اپریزل کرنے کیلئے پرنسپل حضرات کی مزید تربیت کی ضرورت ہے
- 56 The process should be easier and comprehensible for all teachers to get desired objectives  
اپریزل کے نتائج کو موثر بنانے کیلئے طریقہ کار آسان قابل فہم بنایا جائے
- 57 The results of appraisal should be effectively used for professional development of teachers.  
اپریزل کے نتائج کو موثر طریقے سے اساتذہ کی کارکردگی بہتر بنانے کیلئے استعمال کرنا چاہئے