



**A Comparative Study of Performance Evaluation System
of University Teachers of Balochistan and Sardar
Bahadur Khan Women's University**



Researcher:

ZAHIDA ABDULLAH

Reg. No. 114-FSS/MSEDU/F11

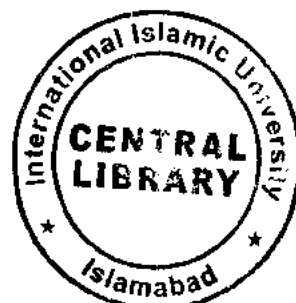
Department of Education

Faculty of Social Sciences

INTERNATIONAL ISLAMIC UNIVERSITY,

ISLAMABAD

2015



Accession No TH-14572 K/G/

MS
378.1
ZAC

- Teachers performing evaluation
- Higher education activities
- - these

**A Comparative Study of Performance Evaluation System of
University Teachers of Balochistan and Sardar Bahadur
Khan Women's University**



Researcher:

ZAHIDA ABDULLAH

(114-FSS/MSEDU/F11)

Supervisor:

DR. SAMINA MALIK

Department of Education

Faculty of Social Sciences

INTERNATIONAL ISLAMIC UNIVERSITY,

ISLAMABAD

2015

**A Comparative Study of Performance Evaluation System of
University Teachers of Balochistan and Sardar Bahadur
Khan Women's University**

By

ZAHIDA ABDULLAH

Reg. No. 114-FSS/MSEDU/F11

**This thesis is submitted for the partial fulfillment of the requirements for degree of
MS Education**

**DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
INTERNATIONAL ISLAMIC UNIVERSITY,
ISLAMABAD**

2015

APPROVAL SHEET

**“A Comparative Study of Performance Evaluation System of University Teachers of
Balochistan and Sardar Bahadur Khan Women’s University”**

By

Zahida Abdullah

Reg. No. 114-FSS/MSEDU/F11

This thesis has been accepted by the Department of Education, Faculty of Social Sciences, International Islamic University, Islamabad, in partial fulfillment of the degree of MS Education.

Supervisor:


Dr. Samina Malik


Internal Examiner:


Dr. N.B. Jumani

External Examiner:


Dr. Allah Bakhsh

Dated:



Chairperson

Department of Education
International Islamic University,
Islamabad-Pakistan


Dean

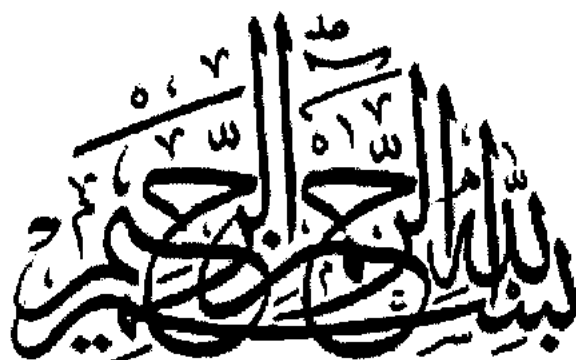
Faculty of Social Sciences
International Islamic University,
Islamabad-Pakistan

AUTHOR'S DECLARATION

It is hereby declared that author of the study has completed the entire requirement for submitting this research work in partial fulfillment for the degree of MS Education. This thesis is in its present form is the original work of the author expecting those which are acknowledgement in the text. The material included in the thesis has not been submitted wholly or partially for award of any other academic certification than for which it is being presented.

ZAHIDA ABDULLAH

Reg. No. 114-FSS/MSEDU/F11



BISMILLAH IR-RAHMAN IR-RAHIM

"(I START) IN THE NAME OF GOD, MOST GRACIOUS, MOST MERCIFUL"

DEDICATION

*Dedicated to
the pride of this universe
MUHAMMAD (Peace Be Upon Him)
and
the source of my strength
my family*

CERTIFICATE

It is certified that Ms. Zahida Abdullah, Reg. # 114- FSS/MSEDU/F11 has completed her thesis titled **“A Comparative Study of Performance Evaluation System of University Teachers of Balochistan and Sardar Bahadur Khan Women’s University”** under my supervision. I am satisfied with the quality of student’s research work and allow her to submit her thesis for further process as per IIUI rules and regulation.



Dr. Samina Malik

Research Supervisor

ACKNOWLEDGEMENT

Praise to the ALLAH! The major source of researcher's inspiration, Who "taught man that which he knew not". He enlightened the researcher more and more and made her able to accomplish this task successfully.

Researcher would like to extend her sincere and deepest appreciation and gratitude to her supervisor Dr. Samina Malik, (Chairperson, Department of Education), for providing guidance, encouragement, wisdom and thoughtful criticism throughout her studies, who kindly supervised the whole work of the thesis and provided consistent assistance.

Researcher owes a debt of deep appreciation and gratitude to her parents, who prayed and gave her every possible support at all stages for the completion of this research work. They deserve to be credited for all she has achieved in life and what she aspires. Researcher is very thankful to her brothers for motivating her to carry the task. She pays her special thanks to her brother Mr. Habibullah for helping her in data collection.

Deep appreciation is expressed by the researcher to Dr. Shafqat Ali Janjua(Deputy Educational Advisor, Capital Administration and Development Division) for his valuable assistance and encouragement during different phases of her study. Researcher would like to thank Mr. Adeel Anjum and Mr. Quadratullah for helping her in data analysis.

Researcher is indebted to gratefully and lovingly acknowledge the support and solace that her friend who is more than a sister, Syeda Mehmoona Khushbakht, offered in all these years for researcher's study. She contributed in her own way in work and gave her interminable moral support to accomplish this task.

Researcher is thankful to Ms. Fozia Ajmal and Ms. Alina Raza for their great assistance during the work. Researcher thanks her friends Tanzeela Naz and Fakhira Yasin for providing their valuable opinion during research work.

Researcher would also like to thank and convey her respect and reverence to all the faculty members who contributed in educating the researcher.

May Allah Almighty bless all of them for their support. Ameen!

ZAHIDA ABDULLAH

LIST OF ABBREVIATIONS

PA	Performance Appraisal
QEC	Quality Enhancement Cell
FTDC	Faculty Training and Development Centre
UoB	University of Balochistan, Quetta
SBKWU	Sardar Bahdur Khan Women University, Quetta

ABSTRACT

The present research aims at analyzing the current performance evaluation system of faculty members in University of Balochistan and Sardar Bahadur Khan Woman's University to investigate the performance appraisal practices in the two universities. This study was basically exploratory in nature that explores the employed teaching faculty performance evaluation mechanism of the public universities of Balochistan province. It takes into account their performance appraisal common practices , their feedback mechanisms and the issues faced regarding effective evaluation system. Mix method approach of data collection was used in this study. The respondents were the permanent faculty members of UoB and SBKWU selected as sample through stratified random sampling technique.

Finding results revealed that both universities follow traditional annual evaluation system that completely lacks the teachers' involvement in its formulation. Results reflected the lack of feedback mechanism in both universities. Further it showed that evaluation comments are not communicated to the teachers and no performance evaluation training culture is found in these institutions. Therefore, it is recommended to conduct evaluations on frequent basis and evaluation comments may be communicated to teachers. Assessment data may accompany multi raters' and appraisal system may be reviewed on an annual basis and all the teachers may participate in the performance appraisal formulation process. Teachers training as a rater and ratee both may be mandatory to make them understand the essence of appraisal These were thought to be important for improving the appraisal system to the level where teachers' performance development occurs.

Table of Contents

ACKNOWLEDGEMENT	ix
LIST OF ABBREVIATIONS	xi
ABSTRACT	xii
CHAPTER I	1
INTRODUCTION.....	1
1.1 Rationale of the study.....	3
1.2 Statement of the problem	4
1.3 Research Questions	5
1.4 Objectives of the study	5
1.5 Research Hypotheses.....	6
1.6 Significance of the study	6
1.7 Methodology	6
1.7.1 Population.....	7
1.7.2 Sample and Sampling.....	7
1.7.3 Research Instrument.....	7
1.8 Data Analysis	7
1.9 Delimitations of the Study.....	8
CHAPTER II.....	9
Literature Review.....	9
2.1 Performance appraisal	9
2.2 Meaning and Definition.....	9
2.3 Performance Appraisal system	10
2.4 Performance Management.....	11
2.5 Significance of Performance Management	11
2.6 Purpose or need of performance appraisal systems.....	12
2.7 Performance Appraisal in Higher Education.....	14
2.8 Higher Education reform activities and performance appraisal development.....	14
2.9 Higher Education in Pakistan	15
2.10 Performance evaluation practices for better performance functioning.....	16
2.11 Methods and approaches of performance evaluation.....	18
I. The traditional trait rating scale approach:.....	18
II. Behaviorally anchored rating scale approach.....	18

III. Management by objectives, approach	18
2.12 Evaluators to rate Performance	20
2.12.1 Students Evaluation.....	20
2.12.2 Teachers (Colleagues) Evaluation.....	21
2.12.3 Self Evaluation	22
2.12.4 Evaluation by Administration	22
2.13 Performance Appraisal Feedback.....	23
2.14 Effectiveness	24
2.15 Efficiency	25
2.16 Effective Appraisal.....	26
2.17 Conclusion.....	30
2.18 Conceptual Framework	30
2.19 Review of related Articles.....	31
CHAPTER III.....	36
METHODOLOGY	36
2.20 Overall design of the study.....	36
2.21 Population.....	37
2.22 Sample and Sampling.....	37
2.23 Data Collection Instruments	38
2.23.1 Questionnaire	38
2.23.2 Semi Structured Interview.....	40
2.23.3 Document Analysis	41
2.24 Validity and Reliability of the instruments	41
2.24.1 Pilot study.....	41
2.24.2 Experts Opinion.....	42
2.24.3 Cronbach's Alpha (Reliability Index)	42
2.25 Procedure.....	43
2.26 Data Analysis	44
2.26.1 Quantitative data Analysis.....	44
2.26.2 Qualitative data Analysis.....	44
2.27 Conclusion.....	45
CHAPTER IV	46
ANALYSIS AND INTERPRETATION OF DATA	46

PART I	Interpretation of Questionnaire.....	46
4	Respondent Teachers' Profile	46
4.1.1	Teachers' Post Distribution	46
4.1.2	Respondents Qualification Distribution	47
4.1.3	Teachers work Experience	48
4.2	General information About Current Appraisal system.....	48
4.2.1	Knowledge about Performance Appraisal Purpose.....	49
4.2.2	Information of important factor of effective performance appraisal	50
4.2.3	Frequency of Appraisal	51
4.2.4	Information about Regular Feedback provision	52
4.2.5	Raters support in Performance Improvement.....	53
4.2.6	Kind of Appraisals followed in UoB and SBKWU.....	54
4.3	Performance Appraisal Practices in UoB and SBKWU	55
4.3.1	Appraisal process of University is well publicized	55
4.3.2	Central Aim of Appraisal Process	56
4.3.3	Level of confidentiality of appraisal process.....	57
4.3.4	The appraisal process transparency level in UoB and SBKWU	58
4.3.5	PA of UoB and SBKWU serves staff to identify future areas of development.....	59
4.3.6	Current appraisal process provides feedback opportunity.....	60
4.4	Evaluation Procedures and Approaches	61
4.4.1	Work performance appraisal on the basis of Annual confidential report only	61
4.4.2	Knowledge of factors, on the basis of which my performance is measured	62
4.4.3	Knowledge of student evaluation performa usage	63
4.4.4	Knowledge of preferred usage of multiple source of evaluation.....	64
4.4.5	Teaching expertise assessment through student's exam results	65
4.4.6	Satisfaction level with the existing appraisal system	66
4.5	Interpersonal Relationship between Raters and Ratees.....	67
4.5.1	The level of trust in sharing my work problem	67
4.5.2	Expressing work practices honestly	68
4.5.4	Teachers' involvement in performance discussion	70
4.5.5	Information generated through Dean/HOD welcome queries about how to improve performance	71
4.5.6	Information generated through amount of guidance and counseling received from Dean/HOD	72

4.6	Teachers' perception about their ratings and rating decisions	73
4.6.1	Information generated through Performance ratings confidentiality from all.....	73
4.6.2	Raters help understanding the process used to evaluate performance.....	74
4.6.3	Performance is rated on the basis of different type of evaluation data.....	75
4.6.4	Performance ratings are often discussed	76
4.6.5	Rater explains performance related decisions	77
4.6.6	Expressing feelings of disagreement about performance ratings	78
4.7	Teachers perception of the existing PA Effectiveness	79
4.7.1	Existing performance appraisal has a positive effect on performance	79
4.7.2	Existing appraisal system enhances professional growth.....	80
4.7.3	Performance appraisal helps improving work abilities	81
4.7.4	Getting regularly training opportunity on the basis of performance appraisal	82
4.7.5	Existing system provides opportunity to communicate the support needs to perform well.....	83
4.7.6	Performance appraisal helps overcome research problems	84
4.7.7	PA provides opportunity for self review and self reflection	85
4.7.8	Performance appraisal system gives constructive criticism related to job performance	86
4.7.9	Current appraisal system focuses the institutional needs only	87
4.8	Teachers' participation in PA process.....	88
4.8.1	Performance appraisal is a continuous job for the seniors only	88
4.8.2	PA is one sided affair	89
4.8.3	All teachers participate in setting standards	90
4.8.4	Consideration of teaching faculty opinion in performance appraisal.....	91
4.9	Factors distorting efficiency and effectiveness of Appraisal.....	92
4.9.1	Ratings are the reflection of rater's personal likes or dislikes.....	92
4.9.2	Timely feedback is provided as a result of performance appraisal	93
4.9.3	Confidence about the accuracy of the performance judgment given by Dean/HOD	94
4.9.4	Dean/HOD expertise to use the tool for performance appraisal system.....	95
4.9.5	The main focus of appraisal system of institution is 'need based analysis'	96
4.10	Feedback Mechanism	97
4.10.1	Getting feedback on work performance once a year	97
4.10.2	Multiple Rater feedback mechanism is followed to inform about work practices	98
4.10.3	Dean/HOD often gives feedback to work on weak areas of performance	98
4.10.4	The current feedback mechanism enhances my working capabilities.....	99

4.11 Hypothesis Testing.....	100
PART II Interview Analysis.....	105
4.12 Performance Appraisal Process in UoB and SBKWU.....	105
4.13 Objectives of PA in UoB and SBKWU.....	106
4.14 Knowledge about Existence of PA.....	107
4.15 Appraisal Communication and Support.....	109
4.16 Problems faced by Deans/HODS during Appraisal.....	110
4.16.1 Problems faced in PA conduction.....	110
4.16.2 Problems Deans/HODs facing in Feedback provision.....	111
4.17 Training and Skills Development.....	112
4.18 Evaluation criteria Improvement.....	113
4.19 Suggested ways of appraisal effectiveness.....	113
4.20 General Perception about Current Appraisal System.....	114
PART III Document Analysis.....	115
CHAPTER V.....	117
SUMMARY, FINDINGS, CONCLUSION, DISCUSSION AND RECOMMENDATIONS.....	117
5.1 SUMMARY.....	117
5.2 FINDINGS.....	118
5.3 DISCUSSION.....	126
5.4 CONCLUSION.....	128
5.5 RECOMMENDATIONS.....	131
REFERENCES.....	133
APPENDIX A.....	146
Questionnaire for university teachers.....	146
APPENDIX B.....	150
Interview questions.....	150

List of table

Serial no	Title	page no
1	Teachers' Post	40
2	Qualifications	41
3	Years of Experience	41
4	Prime purpose of Appraisal	42
5	important factor of effective performance appraisal	43
6	Respondents' responses for the Frequency of Appraisal	44
7	Respondents' responses for Regular Feedback provision	45
8	Respondents' responses for Raters support in performance improvement	46
9	Kind of Appraisals	47
10	Respondents' responses for performance appraisal is well publicized	48
11	Respondents' responses for the central aim of the appraisal process is "improvement"	49
12	Respondents' responses for Level of confidentiality in AP of UoB and SBKWU	81
13	Respondents' responses for the appraisal process transparency	50

14	Respondents' responses for the identification of areas of development	51
15	Respondents' responses for the provision of feedback opportunity	52
16	Respondents' responses for performance appraisal on the basis of Annual confidential report	53
17	Respondents' responses for factors measuring performance	54
18	Respondents' responses for Knowledge of student evaluation performa Usage	55
19	Respondents' responses for Knowledge of preferred usage of multiple source evaluation	56
20	Respondents' responses for the students' exam results consideration	57
21	Respondents' responses for satisfaction level with the existing appraisal System	58
22	Respondents' responses for the Level of trust	59
23	Respondents' responses for Expressing work practices honestly	60
24	Respondents' responses for the level of comfort disclosing job related problems	61

25	Respondents' responses for Teachers' involvement in performance	
	Discussion	63
26	Respondents responses for performance improvement queries	64
27	Respondents responses for performance improvement queries	65
28	Respondents' responses for level of performance ratings	
	confidentiality	66
29	Respondents' responses for Raters help understanding the process	67
30	Performance rated on the basis of different evaluation data	68
31	Respondents' responses for Performance Ratings are discussed	69
32	Rater explains decisions related to performance	70
33	Expressing feelings of disagreement about performance ratings	71
34	Existing performance appraisal of my institution has positive effect	
	on my performance	72
35	Existing appraisal system enhances professional growth	73
36	Performance appraisal helps me improve my working abilities	74
37	Getting regularly training opportunity on the basis of performance	
	appraisal	75

38	Existing system provides opportunity to communicate the support needs to perform well	76
39	Performance appraisal helps me overcome research problems	77
40	PA provides me an opportunity for self review and self reflection	78
41	Performance appraisal system gives constructive criticism related to job performance	79
42	Current appraisal system focuses the institutional needs only	80
43	Performance appraisal is a continuous job for the seniors only	81
44	PA is one sided affair without participation of employees	82
45	All teachers allowed to participate in setting standards	83
46	The opinion of teaching faculty is considered in performance appraisal	84
47	Ratings are the reflection of rater's personal likes or dislikes	85
48	Timely feedback is provided as a result of performance appraisal	86
49	Confidence about the accuracy of the performance judgment	87
50	Dean/HOD expertise to use the appraisal tool	88
51	Focus of appraisal system on 'need based analysis'	89

52	Work performance feedback once a year	90
53	Multiple Rater feedback mechanism is followed to inform about work practices	91
54	Dean/HOD often gives feedback to work on weak areas of performance	91
55	The current feedback mechanism enhances working capabilities	92
56	Comparison of performance evaluation system of UoB & SBKWU	93
57	Comparison of performance evaluation system of UoB & SBKWU in terms of Evaluation Approaches used	93
58	Comparison of performance evaluation system of UoB & SBKWU in terms of Interpersonal dynamics	94
59	Comparison of performance evaluation system of UoB & SBKWU in terms of rating decisions of teachers' performance	94
60	Comparison of performance evaluation system of UoB & SBKWU in terms of effectiveness of appraisal system	95
61	Comparison of performance evaluation system of UoB & SBKWU in terms of participation of faculty in performance appraisal	95

62	Comparison of performance evaluation system of UoB & SBKWU in terms of factors affecting efficiency and effectiveness of Appraisal	96
63	Comparison of Performance Feedback Mechanism of UoB & SBKWU	96

CHAPTER I

INTRODUCTION

Quality product is the prime global concern of every organization in general and educational organizations in particular, which is directly related with the performance of its employees working for the success of any organization. To maximize the chances for the organizational growth each organization sets up an active monitoring and evaluation system to keep check and balance of the performance of its employees that is crucial to give positive corrective feedback on a continuous basis. To attain it all that needed is to introduce a systematic and an active appraisal system. As research study reveals, systematic assessment and related strengths and weakness identification are the founding basis for the feedback that must be utilized to improve performance and develop expertise (Ericson, 2009).

Higher education institutions play a key role for active participation in the knowledge societies worldwide which in turn creates the sources and ways to rapid economic growth and success. Universities in any country, not only enable human capital (students) to contribute at their fullest in a variety of fields but in the larger social forum as whole. In this situation, it is necessary to leave no stone unturned in ensuring the Universities' effectiveness that depends at most upon the performance of its faculty members (teaching and administrative). If they both (teaching and administrative staff) perform efficiently then they can lead universities towards great success. But as far as production of skilled and highly competent human resource is concerned, the major responsibility is bore by the teaching faculty. According to Afolabi (2005), it does not matter how beautiful the programs and the assets of an organization are, exclusive of the teaching and academic staff, the achievement of the organizational goals, aim and objectives would bear out unproductive.

Education is seen as a productive investment in the human capital world widely. Quality education would excel better opportunity towards fruitful outputs that in turn is dependent on the teaching faculty expertise. To carry out higher education institutions reform activities regarding teachers' growth and development the only best popular instrument to be used in the current situation is a performance evaluation system.

The performance appraisal system (PA) plays a major role in retaining quality faculty in the institution. PA guarantees on the whole strong conformity with the performance standards and assists the organization in developing the merit criteria (Stephen & Dorfman, 1989) in order to serve the purpose to discipline employees (Behery & Paton, 2008). It basically guides them understanding the code of best practices (Stewart & Stewart, 1977) and reduces the legal accountability chances. According to Armstrong (2001), amongst several different issues the core issue in the use of the appraisal process is its accuracy and fairness. Various practices, e.g. ACRs, management by objectives and 360 degree appraisal system, etc. have been utilized to assess the performed actions of employees.

In 1970s the inauguration of performance Appraisal systems took place. Next novel practice is a 360 degree feedback mechanism. One significant facet of this new variant is the usage of multiple raters. In this system of evaluation, all those could provide data that are in close contact with the employee and can pass on their contribution about employee doings. Wisc (1998) added that multi sourced, e.g. raters, ratees, peers, fellow colleagues, customers etc performance feedback is observed on each target rate in the evaluation of 360 degree feedback. Evident form researches, ratings by coworker and subordinates are of particular value for the reason that it provides diverse and important views on ratees conduct and skill. Dalton (1996) says that it gives awareness to members about their action results and its influence on colleagues and others working in the same space.

1.1 Rationale of the study

A competently qualified and a motivated staff is vital to enhance quality of higher education organizations (Peril & Promise, 2000). For the identification and promotion of good instructional practices these institutions may place and execute appraisal schemes. Performance appraisal as an important management activity is given an extensive importance in all industries around the globe and a massive share of literature is present on it internationally. The ground for this study was that there was found no literature on the performance appraisal of any educational institute in Balochistan province, though some studies are done on performance appraisals of the other three province universities of Pakistan. Secondly, the researcher had an interest in these universities due to her teaching relationship with one of these institutions.

Area wise, Balochistan is the largest province of Pakistan that constitutes 44% of the total area of it. It strategically bridges the Middle East and South West Asia to South Asia and Central Asia. Moreover, it is a region that is rich in mineral resources and can play a pivotal role in the economic prosperity of the country. In the recent years the province has been extensively undergoing a rapid socioeconomic developmental process that requires talented professionals, scholars, educators and administrators. Universities in Balochistan are quite aware of this need and shows concern for the provision of meaningfully significant higher education to the youth of the province.

The basic cause for selecting UoB and SBKWU as a case study was that both the public sector universities are taking on an important role in meeting the needs of higher education of the Balochistan province. Students from all sections of society prefer these two universities for admission into various programs. As both of these universities offer courses in a vast variety of subjects, ranging from BS to M. Phil and PhD programs, therefore, the enrollment rate in both universities is very high as compared to other educational institutions in Balochistan. University of Balochistan has been serving to cater the needs of higher education of the province for more

than forty years and has produced many eminent scholars, intellectuals, scientists and educationists. On the other hand, though comparatively new, Sardar Bahadur Khan Women's University has demonstrated itself as a prominent higher education establishment for women in a very short span of time. Both universities are functioning in the same metropolis, therefore the pupils who took admission in these prestigious institutions have same cultural, political, and social background which is the central element that can determine the performance evaluation practices of universities. Owing to these similarities, students as well as other stakeholders of both universities share a similar mentality and set of problems. Thus, irrespective of the fact that whether it is co-education or separate organization of education, Performance Evaluation Criteria that is being exercised in one university can be in effect for the other university in equal scale as well.

1.2 Statement of the problem

Performance appraisal is one of the central activities of human resource manager. The enrichment of academic staff is the most critical activity for higher education organizations to carry and the performance appraisal system is the most popular tool used in this reform action. The presence of effective appraisal performance is crucial to measure the output of an employee to create a competitive edge to the organization.

This study investigated the performance appraisal systems of university teachers in University of Balochistan and Sardar Bahadur Khan Women's University. The study compared systems in both universities to investigate the difference between the appraisal systems executed in both the universities. It also focused on the effectiveness of the feedback mechanism adopted by these universities to see if one can be the learning curve for other being in the same industry.

1.3 Research Questions

This study tried to answer the following research questions:

1. Which sort of performance evaluation system is prevailing in University of Balochistan?
2. Which sort of performance evaluation system is prevailing in Sardar Bahadur Khan Women's University?
3. What are the potential factors affecting the efficiency of performance evaluation systems in both universities.
4. Are there any challenges and issues faced by deans, chairpersons and faculty members during performance evaluation?

1.4 Objectives of the study

The overall purpose of the study was to:

1. Analyze the performance evaluation system executed by the University of Balochistan.
2. Analyze the performance evaluation system executed by Sardar Bahadur Khan Women's University.
3. Compare the performance evaluation systems of University of Balochistan and Sardar Bahadur Khan Women's University.
4. Find out the potential factors affecting the efficiency and effectiveness of performance evaluation system in both universities.
5. Identify the challenges and issues that are faced by these universities in effective faculty performance evaluation practice.

1.5 Research Hypotheses

Research hypotheses were the following:

H₀ 1 There is no significant difference in the performance evaluation system of both universities.

H₀ 2 There is no significant difference between performance evaluation criteria of UoB and SBKWU.

H₀ 3 There is no significant difference in the feedback mechanism used in both of the universities.

1.6 Significance of the study

The current study may benefit university quality enhancement cells to improve the current practices of performance evaluation system in University of Balochistan and Sardar Bahadur Khan Women's University. The study may be helpful for the evaluating bodies to introduce and implement the most effective and standard evaluation system in their own universities and avoid using the traditional system mentioned.

It can benefit the university performance evaluation cells to validate the current evaluation program to be implemented. It may help to excel the performance evaluation practices prevailing in both universities. Teachers can get benefit through research findings. This study may be helpful in drawing the administrators' attention towards teachers professional needs through their performance assessment. external evaluation agencies, educational organizations interested in quality evaluation system can be the beneficiary of the study findings.

1.7 Methodology

This study basically was exploratory in nature, so the mixed method approach was considered more appropriate to be opted for data collection. As generally recognized that mixed

method approach assures the provision of most reliable insight and research findings, both qualitative and quantitative techniques are used in this study so that they could exhibit and portray a clear image and give obvious responses to the planned research intents and queries. Triangulation is used in this study as it involves numerous methods of examining one single dimension related to the research questions. Qualitative data were collected through interviews while for quantitative data a self reported survey questionnaire was developed and used. Document analysis was also done to obtain information about the criteria fixed for evaluating teachers' performance.

1.7.1 Population

The Target population of the current study was the entire permanent teaching faculty, Heads and Deans of University of Balochistan and Sardar Bahadur Khan Women University.

1.7.2 Sample and Sampling

The stratified random sampling technique was followed in the current study. Three strata were formed. One stratum constituted of Deans of faculty, second stratum comprised Chairs/Heads of the departments and third stratum was of Teachers.

1.7.3 Research Instrument

The instruments used in this study to collect data were survey questionnaires, Interviews and written performas used for evaluating teachers' performance in the said universities, which are Teachers' Annual Confidential report (ACR) and Teacher Evaluation Performa (TEP).

1.8 Data Analysis

The data gathered through the mentioned tools were both qualitative and quantitative in nature. Both kinds of data were analyzed in a different manner. Quantitative data were analyzed through percentage method and t-test was applied to measure the difference in appraisal systems

of UoB and SBKWU. Qualitative data were analysed by emerging themes formation and the results of both data were incorporated for the purpose to establish more genuine research findings and enhance its validity.

1.9 Delimitations of the Study

Due to the time and approach, constraint the study was delimited to public sector universities of Balochistan. Moreover, the study was delimited to the permanent faculty teachers, Heads and Deans of both universities.

CHAPTER II

Literature Review

2.1 Performance appraisal

The performance appraisal process is one of the human resource activities in government and private organizations, including all formal procedures and methods used to appraise personal dispositions, services and contributions and potentials of employees working with that organization. Performance appraisal is a dynamic and an ongoing process to secure necessary information for producing right and objective decisions on employees. Conversely, Performance appraisal may be denoted as a process through which an individual's task performance on the job is measured. In mere words, performance estimation is the systematic evaluation of the person with regard to his/her on job performance and his potential for developmental evolution (Randell, 1994).

2.2 Meaning and Definition

The term performance appraisal has also been synonymously utilized as performance evaluation, performance review and performance inspection. On the whole it refers to the process used for the individuals' work performance assessment and review. Erdogen (2002) describes the performance appraisal as a formalized process of employees' performance observation and assessment. Dessler (2011) refers performance appraisal an interview to evaluate worker performance and supply feedback to them.

Yong (1996), describes PA as an evaluation and grading exercise taken annually or periodically by the organizations on all its employees, on the resulted performance outcomes, job requisites and personal conduct in the workplace. Angelo S. DeNisi and Robert D. Pritchard

(2006), acknowledge performance appraisal as formal, discrete and organizationally sanctioned event, having clearly stated performance standards applied in the evaluation procedure. Moreover, it is an evaluation process in which employees' performance is measured and assigned a quantitative score on the basis of criteria fixed and the scores are shared with the employees being part of that evaluation process. Hence, performance appraisal could be identified as a stately procedure of evaluation taking place in an organization periodically under some preset criteria to be observed and the results of the observed outputs are thus shared with all parties involved in the process. This process generally is used to keep the track of workers performance in place by giving them feedback in the light of their execution outcomes.

2.3 Performance Appraisal system

Performance appraisal is a tool of performance management; therefore, for more serious understanding of PA it is necessary to hold a brief overlook of performance management. According to Aguinis (2009) definition, performance management may be referred as a dynamic course of action and practice that identifies measures and develops the individuals' performance and brings their performance in coordination to the institutions strategically set targets. Armstrong (2009) states performance management as a systematic procedure of uplifting organizations' performance through their employee performance development individually and in teams. This system, according to Aguinis (2005), by and large deals with two types of measures, i.e. employee's conduct and the consequences of that conduct. For the successful practical implication of performance appraisal, it is crucial to capture an insight of its intention fully. Equally it is a complicated process to be brought in to practice; therefore it should be carefully planned. Gomez-Mejia et.al, (2001) stated that prior to undertaking the procedure, the ingredients to be measured must be placed at first. This is counted so that each dimension may be

given its due status accordingly in order to avoid overlooking or underestimation of the employee's potentials abilities and efforts. Secondly, employee performance measurement should be brought into account which should be manifesting the employee performance on the predetermined components or dimensions under consideration. Thirdly, it is to manage performance, which requires dynamic interpersonal relationships and face to face interviews rather than a mere annual rate reporting.

Thus performance appraisal system in any organization tackles with the performance attitude of the employees under some prefixed standards determined by the organization to carry out its activities successfully. This system works out the development of employees work performance by measuring their behavior and the effect of that behavior on organization progress and their development.

2.4 Performance Management

Performance management is the main source of control that channelizes the whole system of an institution by bringing coordination among its units to work in a proper manner and to excel its performance in the form of improved results and outputs. It takes the responsibility of auditing and managing activities throughout the system. Organizations are encouraged to upgrade their levels of execution, and manage their staff and customers more tightly to conquer better outputs and results. It assumes that performance levels in the public sector can be enhanced; secondly, this is desirable and necessary; and thirdly, that evaluation on both an individual and comparative basis will encourage improvement. (Ozga, 2003)

2.5 Significance of Performance Management

Giving an utterance to the spirit of performance appraisal Wilson (2005) considers it neither to be a technique nor a solitary step to proceed, rather it could be seen as a chronic

procedure including the motivation of member staff motivation perform sound, cognition of the employees regarding their manager's expectations from them and the appraisal of their performance the areas of improvements needed. In academic institutions the professionals' effective performance management has specific meaning; it finds out the institutions' achievement or fails. Davis (1995) declares performance management to be a mutual practice that takes the appraiser and the appraisee both, that together spot some general agreed objects that ties to the high aims of the foundation. Aguinis (2007), explains the essence of Performance management as a dynamic process of employees performance identification, quantification and improvement in the arrangement including different practices like crediting employees' achievements, provision of continuous feedback and career development. The prime intention of PM is capabilities development of its employees. Conversely its dire purpose is not mere capacity building but also to help managers to handle the upcoming situations in time as Cokins (2004), asserts the fact that performance management makes the managers to realize beforehand and promptly respond to the uncertain happenings or change.

2.6 Purpose or need of performance appraisal systems

Performance assessment is one factor of the performance management procedure that requires various measurements all the way through the organizations, but this constituent is vital for organization to maximize vantage of its key asset (employees) which has no other choice on the counterpart of it. Armstrong & Baron (2005), indicated that there is plethora of procedures such as technology and design, inside the organizations but there is no replica of human factor, the most valuable. Michlitsch (2000), acknowledge that it is high performance people who work best in implementing the strategy and reaching the institution's targets at best and performance appraisal seeks to promote the growth and development of these people. Valance (1999) pointed that PA system is a process of measuring and proposing improvements in employee productive

efficiency. It ought to be seen that the primary purpose of any performance appraisal scheme is to improve staff performance and augment service excellence. Primarily, setting of objective and the evaluation of outcomes against goals was the prime focus of performance appraisal system. At present, modern management substantiated that in performance appraisal it is most worthy to get insight of people actions that are aptly got done as smoothly as they could be done (input and production) (Armstrong and Baron 1998). Wise (2005) also stated that performance appraisal system assists an employee find his strong points and failings and would facilitate him in decision making process around his career choice.

This is not the only identified purpose for carrying out assessment. By giving a gear to developmental dimension it welcomes a complete shift to the focus of performance appraisal system. As Longenecker (1999) identified several reasons of an institutions' demand for a conventional performance assessment system existence; it is crucial for taking decisions with accuracy and precision about the salary increments, promotions, demotions, transfers and terminations. Correspondingly, Edmonton (1996) recognizes that performance is a consequence of a variety of factors brought in combination: systems, protocols, human resource and other resources at place. While Cokin (2004) puts his judgment that the PA system is critically important for organizations, as it primarily concentrates on members to evolve their capacities. Additionally, it does not only prioritize the capacity building rather assists managers' foresee the matters and taking prompt actions against undecided occurrences to happen.

Thus performance appraisal is vital to place in organization to serve multi developmental purposes on the part of both; organization and individual (employees). As performance appraisal activity helps managers, employees, supervisors, clients and all those that have direct or indirect involvement in it to make valid decisions about the system, its implication and outcomes resulted.

2.7 Performance Appraisal in Higher Education

In higher education the control over productivity phenomena has made policymakers' stride towards accountability at rush. Mani (2002) advocated effective performance appraisal scheme as one of many methods that are useful for evaluating and improving productivity. Though the performance appraisal's extensive role in organizations is remarkably pointed in researches, yet it is needed to know much about its role in higher education. According to Winston and Creamer (1997), performance assessment in the overall employment practices is reported as helplessness by most higher education institutions employees. Still appraisal is known a notably more essential device for policymaker's proceedings to execute control over productive efficiency of higher education (Heck et al., 2000).

2.8 Higher Education reform activities and performance appraisal development

Making employees accountable against some measurable goals in higher education is a quite a nascent occurrence taking place (Heck, Johnsrud & Rosser, 2000). During the last two decades under the tone of quality improvement Higher education organizations and institutions have undergone extensive reforms and changes worldwide. The greater aspect of it is a stride to construct and emplace systematic support and evidence of efficiency and effectiveness (Doyle, 2006; Guthrie & Neumann, 2006). Alexander (2000) mentioned that the decrease and lack of public confidence in higher education practices and the growth in struggle and competition for scarce resources are placing high demands for higher education institutions' strength and efficiency proof. Higher education Institutions are exposed to the high accountability criteria before their stakeholders. Kemper (2005) asserts that essence of accountability, being more visible at the strategic level, is essentially tied up with the institution's employees through the valuation of their performance.

Higher education institutions, in this respect, has gradually implemented more systematic, sequential and formalized processes of quality assurance, accrediting this as a way to assure greater efficiency and accountability within their organization (Burke & Minassians, 2001). Government has learnt to place the quality assurance development processes of the university for the purpose to scrutinize and review university performance statewide and within the internal bounds with the establishment of quality models and systems designed.

2.9 Higher Education in Pakistan

Over past four decades a greater change has been observed in the knowledge trends within the higher education institutions worldwide and particularly in the developing countries a shift is given to provision of new knowledge and scholarship by bringing up curricula presented in relevance to society's socioeconomic needs. In UK, higher education concentrates more on knowledge transmission, research activities and training pertinent to the social needs and community servings (Skerritt, 1992). In Pakistan the priority graph in the said scenario is quite opposite as in Pakistan universities of both sectors(public and private) pay less attention to both factors, i.e. relevance and service to community which may in turn cause drastic consequences of educated unemployment.

In Pakistan the responsibility on behalf of higher education is bore by Higher Education Commission (HEC). There are certain challenges to be faced by HEC in the realm of higher education provision in Pakistan but knowledge and information share, development of research culture and promotion of sustainable human growth and development is the prior challenge for HEC in Pakistan which is made to be possible through promoting science and technology. HEC is actively turning to provide possibly the opportunities for the common flock to make quality education which in turn will increase the probabilities for the country to reach the millennium development goals. Tremendous efforts are being put by Higher Education Commission of

Pakistan to polish the performance of higher education institutes in Pakistan. HEC has carried several mile stoned steps in society to embark teachers' growth and development in progressing the higher education and scholarship in the state. HEC apparently seems to be flourishing through various factors interaction, like system infrastructure, sound organization, access plans and policies, and curriculum development, scholarly people and staff quality, strategic planning, research provisions and making a link of higher education with the labor market (Amna Malik, 2009).

2.10 Performance evaluation practices for better performance functioning

Within the Organizations there is mostly found a culture of yearly performance reviews along with the superior presenting comments on the appraisees' performance. This yearly performance assessment practice allows management to determine and keep an eye on whether institutional criteria and standards are met. Expectations and objectives are achieved and the responsibilities are delegated accordingly. For this purpose different practices are adopted in higher education organizations .Annual confidential report (ACR) system in one of them that is being practiced in public sector organizations of many growing nations. ACR system was introduced in the 1940s. Faculty performance appraisals ascertain training needs analysis of individual in an organization and works for employee preparation and grooming. But here in case of ACR the situation seems different. Though practiced widely yet the factors like lack of employees' participation, personal prejudices and communication gaps make ACR system ineffectual and outdated that fails to work with members' developmental evolution, (Stafylarakis et al., 2002). Management by objectives (MBO) is the next practice used. Walters (1995) states it a practice which leaves the managers to have knowledge of what is being expected of them. On the other hand, critiques opinionate about MBO that it concentrates on effects and runs out to acknowledge behavior on job (Stafylarakis and Eldridge, 2002).

Next novel practice is 360 degree feedback mechanism. One significant facet of this new variant is the usage of multiple raters. On the whole, performance evaluation is always been restrained to the feedback between appraisee and supervisory programs. Nevertheless, accompanying heightened intent for teamwork, staff growth, and client help and service, the focal attention is transferred over to staff feedback from the broad set of alternates portrayed in the multiple input approaches known as 360 degree feedback mechanism (Fleenor and Prince, 1997)

Subsequently, in 1970s the inauguration of performance Appraisal systems took place. Newstrom et al. (1993) contended that the idea of performance appraisal systems has evolved after an interval of time period, the previous idea about the role of performance appraisal was the identification of workers' behavior and his accomplishment and failure, as Wise (2005) mentioned that this system aids a worker find his strong points and failings and facilitates him in deciding about his career options, but at present the common belief is that the wide use of PA is to place a conducive environment of learning and to prompt the participant to augment his public presentation. Armstrong (2006) argued that the aim of PA system is basically the creation of a high performance culture through participation where every member finds him or herself liable for constant betterment of dealing operations and their potentials.

Proper enlightenment and management of execution direct to high work satisfaction and professional loyalty among teachers. Dedication to teaching is a function of teacher's attitude towards a performance appraisal scheme (Rahman, 2006). The usage of balanced human resource management practices like training and incentive pay excels the possibility of performance assessment and escort to great high productivity influence (Brown and Heywood, 2005).

2.11 Methods and approaches of performance evaluation

Numerous techniques for measuring performance have been modernized over a long time span. Performance assessment techniques of employees include a variety of appraisal formats to select from (Gomez-Mejia et.al, 2001). Discussing the most widespread officially justifiable formats, there are two ways in which these formats can be assorted: first is the judgment type required that is relative or absolute, and second is the focus on measure, i.e. trait, behavior or consequence. PA has its existence rooted in the early 20th century and it entails different approaches on its account. The three advances that deal with PA are presented beneath. (Heneman, 1996)

- I. **The traditional trait rating scale approach:** involves rating an individual's personal traits or features. Traits basically spot a person's substantial or mental distinctiveness. Through performance appraisal we may assess the individual's traits. Commonly assessed traits are: initiated, decisiveness and dependability. Although the trait approach is widely practiced by managers and it is generally believed by experts to be the lightest.
- II. **Behaviorally anchored rating scale approach:** is done on a task wise basis evaluate employees based on behaviors. Through these appraisals individual work behavior is assessed rather than his personality traits and features. The steps in building up a behavioral anchored rating scale are both time consuming and rigorous. It contains different method, during application.
- III. **Management by objectives, approach:** focuses on the result of one's efforts. It is the most usual format for the results coming. Results may be referred as goals measurement attained through work actions. Results utilization as evaluation criteria caters organizational management with an opportunity to assess goals achieved during

particular task performance over time (Heneman, 1996). Management by objectives (MBO) is an evaluation method which measures activity outcomes rather than behaviors. The fundamental idea of which consisted of developing the processes for services based on mutually agreed upon objectives (Roder,2007)

Another approach introduced is the 360 degree feedback mechanism. It is also synonymously used as multidimensional evaluation, multisource feedback mechanism, full circle evaluation, multi rater evaluation and an upward appraisal feedback. Lepsinger (1998) specifies that 360 degree feedback involves the ideas collection concerning the employees work attitude from the relevant superior or seniors, colleagues and peers, project team members, internal and external clients, stakeholders, suppliers or customers and direct documented reports. This system has several distinct quality factors that separate it from traditional appraisal types. One feature is its multi dimensional sources of employee performance data collection and second is the frequent interaction of appraiser with appraisee. This provides the ratee to view their actions through the sight of people close to them in working environment and presents a wide ranged performance information insight. Hurley (1998) asserts that 360 degree evaluations give more comprehended data in comparison to the traditional methods. Moreover, according to Shrestha (2007) signified that the 360 degree appraisal helps an individual be rated from various sides by various raters which possibly can present the wider perspective of that individual's competency. According to Safi et al, (2011), an assortment of methods and approaches lie at the core of the teaching faculty performance evaluation. Research subjects in the field recommended four approaches to evaluate the performance of teachers, including assessment by students, evaluation of managers/administrators, peer rating, self assessment. Various practices, e.g. ACRs, management by objectives and 360 degree appraisal system, etc. have been utilized to assess the performed actions of employees.

Seldin (1980) asserts students capability to offer honest data about teachers' teaching performance and effectiveness. Colleague teacher too being part of concerned field can pass on favorable contribution profitably to the valuation practice. Similarly, the process of self appraisal if constructively headed in right direction turns out as an unquestionable piece of entire appraisal data and serves as an abrupt and effective motivation for performance excellence. Seldin coined the students, peers, administration and teachers as units of the collective mind of teaching performance. Among a variety of practices use of 360 degree appraisal is comparatively nascent. In this system of evaluation, all those could provide data that are in close contact with the employee and can pass on their contribution about employee doings. Dalton (1996) says that it gives awareness to members about their action results and its influence on colleagues and others working in the same space. Similarly, Antonioni (2000) corroborated the thought that multi source evaluation sponsors collective work as a team and smoothen the working interaction between raters and ratees. Evident from researches, ratings by coworker and subordinates are of particular value for the reason that it provides diverse and important views on ratees conduct and skill. Concluding the idea, multiple raters' ratings in the view of Rothstein (1990), offers sufficient evaluation of functioning.

2.12 Evaluators to rate Performance

2.12.1 Students Evaluation

Scholars are daily observers of their instructors. They observe not only their classroom instruction, but also estimate their role as academic advisor and student counselors. Therefore, according to Aslam (2011) pupil are inevitably valued source in evaluating teachers performance. Craig (2011) expressed that the students' views plays a fundamental role in judging the attitude and growth of teachers in the classrooms. Dialogue with scholars, questionnaires

designed for students to be filled, exit interview are some ways to get hold of the students' opinion on teacher performance but broadly speaking, Donaldson (2011) considers the student questionnaire to be the predominant source of collecting student views. Doyle (2006) mentioned that if data, regarding student rating, is dealt cautiously, practically a positive role could be seen on the part of it to make active personnel judgment and teaching upgrading (cited in Seldin, 1980).

2.12.2 Teachers (Colleagues) Evaluation

Practically, there are certain elements of a teacher's performance that can accurately be assessed only by colleagues in the same or closely-related disciplines. Data obtained from colleagues evaluation mostly bear out as a genuine, valid and reliable source in curriculum development, student evaluation, instructional procedures and its effectiveness. Assessment and evaluation specialists show mutual consensus on the value of an individual faculty member's work when it is instantly undergone the rigorous peer review process (Cavanagh, 1996; Chism, 1999; Diamond and Adam, 2000). Researches in field exhibit the pertaining value of subordinate and coworker ratings for its unique feature of providing different and important perspectives on rates skill and conduct. People also get informed about the outcome of their action and its effect on others in the work space. Lam (2001) assured the efficacy of classroom visits and the instructional process monitoring and observation involving friendliness in constructive, critical and instructional feedback. Anjum et al (2011) asserted that rating by multiple raters is rigorous for comprehensive Performance assessment to occur. Moreover, Kumrow and Dahlen (2002) approved colleagues to be the best critic and assessor of appraisal data that is brought from several many authors throughout the process of performance appraisal of teachers.

2.12.3 Self Evaluation

Self evaluation could possibly be a further source of information in the appraisal process. Through the interaction of self reflection a teacher could lead his passion to scholarship and taking to bear their duties. According to Wen Chong (2010), through self-evaluation the effective teachers can discover themselves and come to know what they are actually doing while teaching. Determining the weak facets of teaching and classroom management skills, the method of self evaluation overrides other methods to be used (Darling-Hammond, 2000). Moreover, Kurz (2006) corroborates the feedback based on information collected from different sources like from one's own self and from others is highly reliable. Comments from scholars and colleagues ought to be applied all along the evaluative process.

2.12.4 Evaluation by Administration

Another major source of evaluation is administrator. The administrator is an individual who compiles all data from assorted authors. The administrator in his capacity of evaluation performs the activity of information organization and summarization and report is forwarded to higher executives for further actions (Ishaq et al., 2009). Basically, the department is the handled by head of department therefore, head is ultimately accountable for the progress of department staff actions in concert. So performance report comprised of several sourced data is also written by the head of department. For this purpose a sort of composite data is accumulated from different strata of the institution, e.g. student evaluation and peer evaluation (Aslam, 2011). This composite information is composed through a cyclic process of three strata, i.e. students, peers and through self assessment that remain in touch on a daily basis with staff giving pessimistic and optimistic feedback. Furthermore, the data summary is then put forward for further actions

pertaining to each staff in person. This process is solely progress oriented in favor of teachers' excelled performance specifically and institutes growth generally (Reddy, 2006; Skelton, 2005).

2.13 Performance Appraisal Feedback

Feedback, in the realm of performance appraisal is one of the critical features to be taken in to consideration. It has been recognized as unavoidable element for learning and employee motivation in the performance oriented institutions. Feedback, if specific and behavior oriented can be proved a best tool for development (Murphy and Cleveland, 1995). Bethel (2005) revealed that individuals find themselves motivated to seek feedback in case where it is seen as a valuable source of motivation. It helps providing information related to self reflections and reduces uncertainty in operations. As asserted by Danielson and McGreal (2000), in some institutions feedback is utilized as a developmental tool while some other use it for the purpose of merited evaluation and compensation adjustment. It is necessary to provide effective feedback timely. Its effectiveness maximizes if provided soon after the taking place of a certain behavior and if improvement oriented. Moreover, the feedback provision is crucial for employees as it assures the baseline formation for employees to have their previous actions review and get opportunity of skills improvement in the coming days. As evidenced by researchers that appropriately given feedback on performance possibly directs substantial improvements in the performance ahead (Vanci-Osam and Askit, 2002).

According to Armstrong (1994), "...feedback transmits information on performance from one part of system to an earlier part of the system in order to generate corrective actions or to initiate new action". This entails that employees are provided feedback opportunity by performance management regarding their performance which in turn will help them understand their level of operation and to positively stimulate their quality doings and take corrective

measures to bring their performance up to the mark if it is below standard. The feedback importance according to Rafferty, Maben, West, and Robinson (2005) and Adams (2005), on both success and failure of employee performance has been highlighted for the purpose of their behavior reinforcement. Thomson (1993) also lifted up the need for feedback idea in appraisal system and bewailed of keeping the employees unaware of their weakness in specific task performing. Conversely, he also mentioned that it is found difficult by managers to appreciate employees directly as well. According to Thomson, sensitivity and openness must be observed on the part of managers in the performance appraisal feedback. Depending on situation at place, the nature of feedback differs. It may form interview between rater and ratee after giving a reading to the report by the subordinate (Price, 2000). Additionally, written communications, incidents reports or verbal communication like counseling, interviewing and coaching are other forms of feedback (Armstrong, 1994). However disclosing the fact Rowe, Savigny, Lanata and Victoria (2005) stated those supervisors most often are deficient of skills of communicating effectively the outcomes of performance appraisal. On the other hand, it is also observed that these outcomes, in some cases, are kept secret and not communicated to subordinates (Martinez, 2003). For the purpose to have quick response and improvement in performing tasks, sufficient and instant feedback on regular basis is crucial to be given (Jooste, 1993). This ought not to be left to the year end rather should be given quarterly or twice a year. Conclusively, Price (2000) cited that from a wide range of perspectives including feedback from other colleagues, views should be taken by supervisors in order to provide better evaluation report.

2.14 Effectiveness

Organizational effectiveness is concerned basically with the impression of how efficacious an organization is in carrying the outcomes the organization purports to accomplish. It acts as a catalyst to gear up the institutional growth. Effectiveness basically is

the fulfillment of each and every component in the function of accumulating and modifying inputs in to product in a proficient fashion (Matthew et al, 2009). By definition, institution's effectiveness is the degree to which that institution satisfies its targets avoiding any source depletion and laying unnecessary stress on companionship. It may be connoted as the utmost mutual utility of core component and crucial elements (Carin & Good, 2004). Conclusively, the institution's effectiveness is associated with the results of the effective development of employees to attain successful progress and improvement in the organization. This implies that enhanced organizational effectiveness in turn will offer an important role to play in excelling the organizational growth and development.

2.15 Efficiency

Improving efficiency is right away the paramount purpose of public organizations' reform activities in majority of the countries around the globe. Efficiency as a measurable quantity is the ratio of output to input. In light of these constraints on measurement of all the inputs and outputs of the educational system, at that berth is yet no adequate method of using the scientific concept of efficiency to the educational process. At best it is defined in relation to maximization of output with comparatively lesser inputs. In other language, it provides standards for comparing between two arrangements along the basis of inputs or outputs. A system, which yields better result with the minimum of resources, is believed to be more effective by the criteria of cost effectiveness. Only such an approach grossly understates the value of education to the social club. The value of education to society in terms of reduction in crime, improved communal and neighborly relationship, educated mothers and literate society cannot be overlooked but difficult to be measured with exactitude. In an ideological society like ours, we demand to be more cautious in measuring educational system only on the cost effectiveness

basis. In a guild, which prizes the dignity of human beings, an ideological strengthening and educational activity should not be judged undesirable just because its unit cost is high in terms of tangible outputs.

Acquisition of advanced engineering is an important measure for deliverance from poverty and hunger and a surer step towards self-sufficiency. Still, the dream of technological progress and economic development cannot be twisted into reality without demonstration of professional competencies with high degree of eagerness and sense of responsibility and commitment along the theatrical role of public servants running in different public sector establishments. The function and contribution of staff members as nation builders working in our educational institutions can hardly be over emphasized. The operation and productivity of technical education staff in the North West Frontier Province can serve as a milestone in accelerating the pace of economic development and progress of the Province, which in spell will add to the national economic development as a whole. Nevertheless, in the absence of a meaningful, viable, transparent and honest organization of performance appraisal being introduced in our public sector establishment, especially in educational institutions, the dream of scientific and technical progress and economic growth in the state, in the wake of manifestation of excellent execution by the staff members in the institutions, will stay a mere cherished fantasy. Thus, embracing a fair and sustainable appraisal system in our educational establishments, which is congruent with the present day global challenges, is the undeniable fact and crying need of the hour.

2.16 Effective Appraisal

According to the description of Piggot Irvine (2003), effectiveness crops up when the appraisal contacts and connections are non resistant, encouraging, accommodating, educational and so far not disclosed and kept secret.

Effective appraisal happens only where there is a balance between the binary function of appraisal, i.e. accountability and professional growth. Nonetheless, a number of writers engrave that in summation to the incorporated scheme, variety of other factors are needed to carry out an effectual assessment system. Certain different factors were highlighted as exclusively important facets of effective appraisal from researches undertaken by Piggot-Irvine. These key characteristics are distinguished as: development and accountability based approach; data based on objective information; procedures that are mutually confidential and transparent; system with deep objectives having clear guidelines and well equipped with training; mutual respect and high trust (Piggot-Irvine, 2003).

Youngs and Grootenboer (2003) recognized that in the appraisal, collegiality and participation is valued equally as that of professional growth by teachers of New Zealand. A trustworthy environment where mutual respect is observed would thus promote the functioning. Middlewood (2001) stresses that the assessment process ought to be comprehended as non hostile and fairly dealt by managers. Piggot-Irvine (2003) also acknowledges trust as being an indispensable requisite for effective appraisal procedure and considers respectful and trust based interactions to be the core value lying at the heart of appraisal effectiveness. Mani (2002) found that workers and participant take the assessment and evaluation procedure as more critical device for taking decisions making especially whilst they are contented to the seniors' judgment and having faith in them. They are totally devoid of having insight of scheme fairness along the groundwork of the system operations. Roberts (2003) affirmed that the fairness of performance appraisal system must be acknowledged by the employees and its results are then consented by recruits, solely on the condition of having confidence and faith in its precision of being transparent and openness of the process, or else the end results would turn futile upshot that will make the processing scheme unproductive.

Another key feature that many researches in field have declared to be important for effective appraisal is appraisal training. As identified by Rudman (2002) the main problem he considers the lack of training and employee proficiency and expertise in staff appraisal as a matter of concern for some managers. In order to develop the skills and enhance the confidence of appraisal participants there is a need for ongoing training beyond the scope of appraisal activities (Fitzgerald, 2004). Piggot-Irvine (2003) puts forward that training should encompass the components of appraisal constituents, e.g. core values and ideals, principle aims, target setting, skills to monitor, data collection skills, taking interview and report writing.

To grow appraisees' confidence in appraisal activities and their trust in its transparency, separate personnel should conduct evaluation and take care of disciplinary actions if needed. Maintenance of interpersonal relationships among appraisers and appraisee is another key factor that plays vital role in appraisal effectiveness. When managers given the role of appraisers are positioned in a conflicting relationship with their fellow workers, it gives rise to an identified potential tension to both parties in doing what is best for the organization while observing candid relations with companions.

Cardno (2005) explains that central to the operation is the maturation of interpersonal skills to facilitate employees to present and obtain response that could take the involvement of having hard conversations and conflicted decisions. Taking the evaluation process further ahead of examining least measures, concrete interpersonal skills are needed where the appraisee and appraiser hold clear and open conversation about performance (Middlewood & Cardno, 2001). The collection of objective information is also crucial for effective appraisal (Cardno & Piggot-Irvine, 2005) so that conversations between the evaluator and the appraisee are based on data that deals with factual and objective information. For this purpose related to the objectivity of data collected, confidentiality and transparency in process is another requisite for effective appraisal

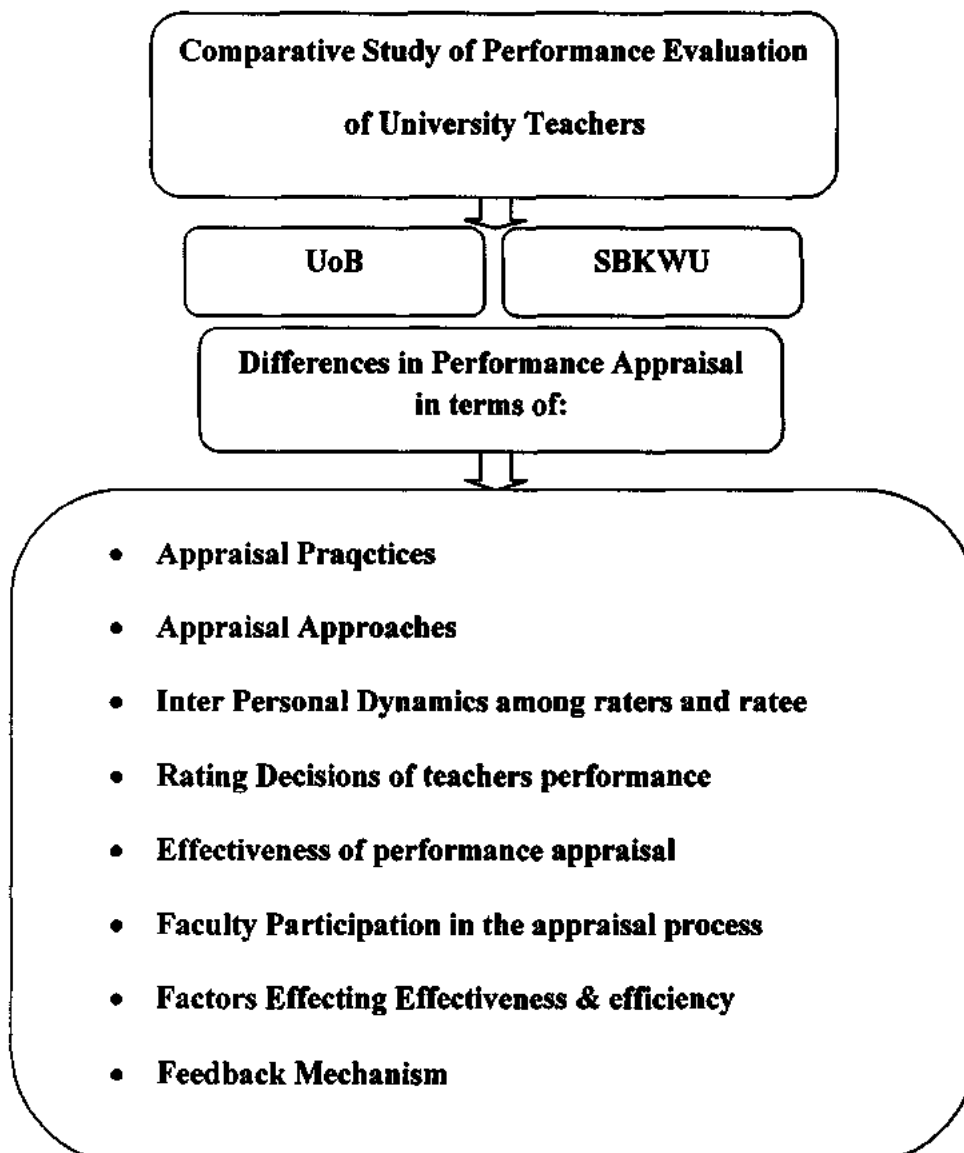
It is pertinent to make certain that all the collected information remains original not modified. Additionally it should be assured that the appraiser, while working with the information, manages to maintain its confidentiality. In order to implement the appraisal process effectively it must be given priority within the range of management activities taking place within the boundary of an organization.

TH-14572
The formation of deep and challenging developmental goals for the sake of improvement is the further characteristic of effective appraisal supported. For the purpose to assess the attainment of the developmental targets the improvement plan of development should possess indicators. Moreover, regarding eminent execution of the assessment a central attribute for the effectiveness is setting out the distinct management policies and procedures for organization and clears up all guiding principles and criteria coupled to it (Piggot-Irvine & Cardno, 2005). The evaluation process is supposed to be clearly open, known and well publicized to the people involved in appraisal within the organization. Weihrich and Koontz (2005) affirmed that in case of involving the employees in the process of setting goals, they bear the responsibility of their actions and their goals achievement depends upon the support level they get from the management. According to Atiomo (2000), in an organization every individual should be clearly informed about his functions and responsibilities to make performance appraisal effective. This will also make employees dedicated to their work activities and their responsibilities. As supported the idea by Timperley & Robinson (1996), who stated that effective evaluation for the organization may be the one to which employees are devoted, signify it and is concerned with its growth and development. In developing appraisal systems the involvement of teachers and their participation is pointed as essential to the success of appraisal in the long run (Fitzgerald et. Al. 2003).

2.17 Conclusion

Effective appraisal system demands not only the integrated approach that combines the accountability and development of appraisal to meet the needs of individual and that of the organization. To bring in function an efficient assessment activity some other characteristics needed are highlighted too. Examining appraisal effectiveness related writings certain key points were extracted to set criteria regarding effective assessment procedures to follow. These points are: development and accountability based approach; data based on objective information; procedures that are mutually confidential and transparent; system with deep objectives having clear guidelines and well equipped with training; mutual respect and high trust.

2.18 Conceptual Framework



2.19 Review of related Articles

Rita Bendaraviciene of Vytautas Magnus University (Lithuania) wrote article titled “Benchmarking good practices of performance appraisal for Lithuanian universities: United Kingdom case analysis”. The researcher analyses the state of performance appraisal in Lithuanian universities, outlining the troubles and shortcomings to be dispensed with. A benchmark tool is utilized to look for safe practice of performance appraisal in United Kingdom universities: comparative analysis of available “open access” appraisal policies and documentation in operation at three (two old and one new) United Kingdom universities have been packed out for review the purposes of assessment and assessment standards. The study finding were that At both previous and new university performance appraisal policies primarily aiming at employee development and motivation, Performance appraisal schemes apply to all employees and have adopted dual (objectives and behavior) criteria approach to some extent. The study concluded that that obligatory managerial approach is prevailing in Lithuanian universities, when academic staff is evaluated against conformity for the post. At that place is only a little evidence of contemporary performance appraisal in Lithuanian universities. Leaders and human resource practitioners in Lithuanian universities have still go long to reach the state-of-the-art of performance assessment.

Chemeda Diriba of Addis Ababa University (Ethiopia) conducted research for Ph. D thesis on the subject of “A Comparative Study of Employees Performance Appraisal Practices and Problems in Ethiopian Higher Education Institutions: The Case of Addis Ababa University and St. Mary University College”. The study compared the practices and problems of performance appraisal in Ethiopian Addis Ababa University and St. Mary University College. Findings of the survey show that PA is implemented in AAU at a moderate level; while, it is carried out in the SUC relatively in a better way on the groundwork of the desired destinations.

Nevertheless, the use of PA for motivational purposes is not at the desired level, and very low in AAU. Additionally, PA used by employees' close supervisors is not such a motivational approach.. The survey exposes the principal roles of performance appraisal are missing its direction, which is creating competitive working systems and giving balanced rewards for workers for their contributions to an establishment. Performance appraisal is seen to be carried out in a biased manner for punishing employees performing at the lowest position. It was suggested that to create competitive working conditions and systems of balanced benefits for employees, performance appraisal should be easily understood by heads of human resources and supervisory programs; and, should be implemented in the desired direction for the desired use.

Lindie Ellen Blaauw of Rhodes University (South Africa) conducted research on the topic of Principal's perceptions of the management of staff appraisal in schools. The study aims to find out the principals perception of the management of staff appraisal and to compare it with the subject systems being implemented in the USA and Great Britain. The findings of the study multifaceted view points of the principals about the performance appraisal system. One point of view is that an appraisal is mandatory and it should be made the responsibility of a representative panel to hold it out in the developmental and transparent fashion even including an appraiser peer. This view point advocates the participation of other stakeholders as transformational. Another view point- mostly by principals possessing authoritative mindset- refute the above approach on the plea that process will get more democratic which will not pay its true effects. However, uniformity was found among principals that appraisal should not be made a tool for professional development.

John Simmons & Paul Iles of Liverpool John Moores University (England) examined in his article, "Performance Appraisals in Knowledge-Based Organisations: implications for Management Education" performance appraisal systems for academic staff in universities and

colleges and identified the complex issues facing those in management education involved in the design and operation of such systems. Its hypothesis is that key factors in the acceptability and effectiveness of performance appraisal systems in higher education and further education are the degree to which those appraised believe the performance criteria are under their control and whether the outcomes of performance review are used in a developmental way. The research study utilizes stakeholder analysis to assess the operation of performance appraisal systems at institutional, departmental and individual levels. The stakeholder perspective taken views appraisal systems in higher education and further education as the 'negotiated outcome' of various interest groups, and within this gives peculiar emphasis to staff perspectives and prospects. Academic staff working in management education from two university and college Business Schools together with a national sample of those teaching performance appraisals within the Chartered Institute of Personnel and Development (CIPD) professional programs were, therefore, constituted as an 'expert witness' group and their views sought on performance appraisal practices in their institutions. Appraisal documents from these universities and colleges were used to draw conclusions on philosophy of performance appraisal for academic institutions, the acceptability of particular performance criteria and the importance of academic staff involvement in the appraisal system formulation and review. The article also identified particular implications for management education and for further research into performance appraisal in this setting.

Marianne A. Larsen of University of Western Ontario (Canada) presented article on the topic "A Critical Analysis of Teacher Evaluation Policy Trends". This study provides a comparative and critical analysis of the evaluations that teachers now confront during their professional careers. Models of teacher evaluation practices and processes from Australia, Canada, the United States, and England are reported and dissected.

Kulno Turk and Tonu Roolah of University of Tartu (Estonia) wrote article on the subject "Appraisal and compensation of the academic staff in Estonian public and private universities: a comparative analysis". The aim of this work was to compare performance appraisal as well as compensation policies and systems in Estonian public and private universities in order to limit the potential divergences. The results showed no major appraisal or compensation differences between these two groups of universities. However, private universities seem to value student feedback and other securities industry-driven appraisal aspects slightly more than public universities, who value more development interviews.

Supriya Mahajan of Lovely Professional University Phagwara (India) presented a paper on the topic " Employee perception of performance appraisal system: a study of higher education institutes in Jalandhar". The study aims to measure the satisfaction level of employees with their current Performance Appraisal System and to compare the satisfaction level of employees with respect to Performance Appraisal System of their institutes. This comparison is performed along the basis of demographic variables (Gender, Marital Status, Age, Year of Service and Monthly Income). In this study employees are faculty members of higher education institutes in Jalandhar. Three variables are employed to accomplish the targets of the study that variables are Fairness of the Performance Appraisal System, Incentives of Performance Appraisal System and Reduction of Rater Errors. The findings revealed that maximum number of respondents are met with their Performance appraisal system, some respondents are extremely satisfied and few respondents are those who are dissatisfied with their assessment system. The findings also revealed that there is no significance difference between the satisfaction levels of faculty members with Performance Appraisal System according to demographic variables. The study proposes that the institute has to create the Performance Appraisal System Fair and free from Rater Errors. Every employee should be rated on the basis of current performance. Every employee should get incentives,

according to their performance. Proper feedback is offered to the employees after performance rating.

CHAPTER III

METHODOLOGY

This chapter primarily describes the overall design of the study, describing the participants, the data collection instruments and the procedure used to gather and analyze data.

2.20 Overall design of the study

This study basically was exploratory in nature, so the mixed method approach was considered more appropriate to be opted for data collection. As Scandura & Williams (2000), explained that it is best suited to exploratory research and also enhances the credibility of results as the qualitative data supports the quantitative data. According to Punch (2005), quantitative research technique is used to arrive at meaningful conclusions through collecting numerical data and use of statistical analysis while qualitative techniques are used to gather and analyze data in words rather than the quantification of concepts. Moreover, Karami, Analoui & Rowley (2006) asserted that mixed method approach helps answering research questions in a better way through incorporating various types of data.

As generally recognized that mixed method approach assures the provision of most reliable insight and research findings, both qualitative and quantitative techniques are used in this study so that they could exhibit and portray a clear image and give obvious responses to the planned research intents and queries. Triangulation is used in this study as it involves numerous methods for examining one single dimension related to the research questions. Qualitative data were collected through interviews with the Deans and HODs currently working at both universities while for quantitative data a self reported survey questionnaire was developed and used to collect data from the teachers that held different positions at their universities. Document

analysis was also done to obtain information about the criteria fixed for evaluating teachers' performance.

2.21 Population

The target population of the current study was the entire permanent faculty consisting of Deans, Chairs/HODs and teachers of University of Balochistan (468) and Sardar Bahadur Khan Women University (167).

2.22 Sample and Sampling

Multistage sampling technique was followed in the current study.

S.No	Designation	University of Balochistan	Sardar Bahadur Khan Women's University	Total
1	Deans of faculty	7	3	10
2	Chairpersons/HODs	40	24	64
3	Teaching faculty members	210	70	280
	Total	257	97	354

In the first stage stratified sampling technique was used and three strata were formed that consisted of Deans, chairpersons of departments and the teaching faculty working against different positions in their departments, i.e. Professors, Associate professors, Assistant professors and lecturers. In the second phase sample from each stratum was selected through simple random sampling. The first stratum was comprised of deans. Total number of deans was 7 in UoB and 3 in SBKWU and all of them were taken as universal sample. In the second stratum, the total no of chairpersons was 40 in UoB and 24 in SBKWU and all of them were taken as universal sample.

Third stratum consisted of 421 teachers in UoB while 141 in SBKWU. From this stratum sample was selected on the basis of equal proportion through simple random sampling technique, so 50% of the population selected both from UoB and SBKWU was taken as a sample which was 210 and 70 respectively shown in the figure. All Deans and 25% of the Chairpersons sampled from both the universities (10 from UoB and 6 from SBKWU) were selected to be interviewed while the rest 75% of the Chairpersons and all teachers included in sample were surveyed and questionnaires were distributed to them for data gathering purpose.

2.23 Data Collection Instruments

The instruments used in this study to collect data were survey questionnaires, Interview schedule and written performas used for evaluating teachers' performance in the said universities, which are Teachers' Annual Confidential report (ACR) and Teacher Evaluation Performa (TEP). The detail of these instruments is given below.

2.23.1 Questionnaire

The questionnaire is an uncomplicated yet effective tool (Zikmund, 2003). They are not only cost efficient, easy to administer and time saver, but also minimize the aberrations in data that results from interviewers biases presented during the consultation process. Questionnaire allows the respondents to give tongue to their own perceptions, inner personal beliefs and opinions.

Keeping in view all these points the researcher developed a comprehensive and detailed questionnaire to find out the answers of the key research questions. A questionnaire consisting of 54 items in eight categories was used to gather data from the faculty members including HODs and teaching staff. Number of questions categorized in different major dimensions was designed

in order to get detailed insight regarding research objectives. The questionnaire was filled by 151 faculty members from UoB and 87 faculty members from SBKWU including chairpersons of the departments and the teaching staff. The questionnaire developed was comprised of different type of questions. Questions employed were multiple choice questions as well as questions with five point Likert scale. The Likert scale options ranged from Strongly Agree to Strongly Disagree. The questionnaire was structured as to seek the general information prior to move to questions probing deeper aspects of the performance evaluation.

2.23.1.1 Structure of the questionnaire

The questionnaire was divided in to three parts. A copy of the questionnaire is given in Appendix A. The first part of the questionnaire sought the demographic information of the respondents: name, institution, position, Academic qualification, experience.

Second part of the questionnaire sought general information about the performance evaluation system by employing multiple choice questions while the third part of the questionnaire has eight major categories. Each category has a different number of items to unfold the mystery lying behind the whole scenario.

The first category was about the “Practice of Existing Appraisal Process”. There were six questions under this category. Second category sought information about “Performance Evaluation Approaches” and there were six questions posed about the approaches. Third category was entitled as “Opinion about Interpersonal dynamics” and there were six questions employed to get information about work relationships among them. In the fourth category, “rating decisions of teachers’ performance” again six questions were put to get information about the teacher performance rating and to get an insight of the whole process. In category five, “effectiveness of appraisal system” nine questions were included to check the effectiveness of the appraisal system of said universities. In sixth category “participation of faculty in the

performance appraisal process” four questions were used to assess the rate of actual participation of the employees in the performance process. Seventh category encompassed five questions, giving information related to the efficiency and effectiveness of Appraisal and in eighth category questions were posed about the existing feedback mechanism.

2.23.2 Semi Structured Interview

The grandness of the interview is highlighted by Fontana & Frey (2000) saying that interviews are the most versatile and successful method for getting data relevant and specific to the work system. Punch (2005) adds that interviews are the most practical technique of compiling information associated to the interpretations of participants’ attitudes, behaviors, perceptions and insights. It leaves the chances to unfold the hidden issues (Fontana & Frey, 2000).

The main reason for using the semi structured interview in this study was to get the data from raters’ and the ratee both to draw authentic findings regarding evaluation system. The interview comments would support the questionnaire data and help understanding the ground reality lying behind the respondent teachers responses. The semi structured interview was designed and planned by the researcher with the support of literature review. It was designed to get the in depth insight of the research questions posed and to validate the data obtained from the participants through questionnaires. The information received from the consultation was helpful to identify the problems and issues faced by Heads and Deans in conducting the assessments. Moreover, through this tool the appraisers suggested some valuable recommendations for the improvement of the appraisal system practices. It covered all the aspects under consideration and an attempt was made to get a better insight of the issues from the rater's perspective too.

The format of the semi structured interview is given in the Appendix B. The interviewees were the Deans and HODs possessing knowledge and experience in their respective fields. The

venue for interview was decided according to participants' ease, some of the participants were interviewed in their offices and some in the meeting rooms of their organization on their choice. Approximately 30-45 minutes were spent in taking each interview. Note taking technique was adopted during the interviews.

2.23.3 Document Analysis

The following documents were analyzed to find out the criteria of performance evaluation system of the UoB and SBKWU.

2.23.3.1 Teachers' Annual Confidential Reports (ACR)

ACR performas of both universities were analyzed to find out the performance indicators that are used to provide a base for performance evaluation in these universities and make sure if these indicators mentioned in ACR meet the standard criteria fixed by HEC.

2.23.3.2 Teacher evaluation Performa filled by students

Teacher evaluation Performa developed by QEC in both the universities was analyzed to check the various dimensions and perspectives on the basis of which student rate their teachers' performance. These dimensions were compared with performance indicators to find out if these items in the performas fulfill the performance indicators or not.

2.24 Validity and Reliability of the instruments

2.24.1 Pilot study

All the instruments were piloted before applying on the respondents in the actual field. For that purpose these instruments were given to a small selected sample of 30 teachers from UoB and IIUI to respond on them. And in the light of those responses the tools were reviewed

and each item was analyzed in the light of those piloted versions. In this way the tools validity was tried to be ensured. The sample who participated in pilot testing was not included in the actual study as a sample.

2.24.2 Experts Opinion

Experts and Peer reviewed technique were also used to validate the instruments. For this purpose, experts and specialists in the field of education were contacted to give their suggestions for the improvement of the questionnaire. The researcher personally visited the peers and experts and collected their opinions on the difficulty level of the questionnaire. The questions that needed to be rephrased or omitted were amended and replaced in the light of the respondents' suggestions. In this way the validity of the tools was ensured.

2.24.3 Cronbach's Alpha (Reliability Index)

Reliability Statistics

Cronbach's Alpha	No of Items
.950	46

For the purpose of determining the internal consistency of the instrument, Cronbach's Alpha was calculated. The reported value of " α " is .950 which shows that the instrument is highly reliable

For determining the validity of the instrument, Factor Analysis Technique was run. The scale was divided into 8 subscales: PEAP (6 items), PAA (6 items), IPD (6 items), RDTP (6 items), EAS (9 items), FPAS (4 items), EAEA (5 items), EFM (4 items). The results of factor analysis show that each item bears satisfactory loadings ($>.30$) against each subscale. The

reported value of Kaiser Meyer Olkin ($KMO = .918$) shows that the measure of sample adequacy is also excellent.

2.25 Procedure

For the purpose of administering questionnaire the researcher herself visited both the universities in order to get formal permission from the head of the institutions. The researcher shared the study purpose and also informed them with the ethical considerations of the study. After getting Heads consent a formal letter was got signed by them in which the formal approval to collect data from their employees was requested to be given. After getting formal approval, the researcher approached the teachers, chairpersons and deans and discussed with them the purpose of the study. An informed consent letter was given to them before requesting them to respond on questionnaires. They were guaranteed to maintain the confidentiality of provided information and also to safeguard their identities. Mentioning the names or any other identifications provision for respondents was kept optional so as to provide conducive environment for them to respond without any fear and hesitation.

The focus of the current study is on the performance evaluation system of teachers in universities. So when the teachers were filling the questionnaires, they were specially informed to keep the actual performance evaluation practices in their minds. After survey questionnaires administration, interview schedule was shared with the Deans of Faculty and the Heads/Chairs of the Departments in order to take them in a comfort zone about the interview questions. The interview questions were in English language. Though respondents were not restricted to answer either in Urdu or English but yet all the respondents answered in English.

The interview nature was semi- structured so the respondents could fully express their responses according to the need of the query and information required.

2.26 Data Analysis

The data gathered through the mentioned tools were both qualitative and quantitative in nature. Both kinds of data were analyzed in a different manner. Quantitative data were analysed through percentage method and t-test was applied to measure the difference in appraisal systems of UoB and SBKWU. Qualitative data were analysed by emerging themes formation and the results of both data were incorporated for the purpose to establish more genuine research findings and enhance its validity.

2.26.1 Quantitative data Analysis

The data obtained from survey questionnaire were quantitative in nature. The first part of the questionnaire sought the demographic information of the respondents. Second part of the questionnaire sought general information about the performance evaluation system by employing multiple choice questions while the third part of the questionnaire was made on a five point Likert scale. All the collected data were entered in the computer and the SPSS (Statistical package for Social Sciences) software version 20 was run to get data in tabulated form. Tabulated data were analyzed descriptively. T-test was applied to the responses obtained from the two university employees to compare and see if there is any significant difference in the performance evaluation system of both universities and their feedback mechanism.

2.26.2 Qualitative data Analysis

Qualitative data were gathered through semi structured interview. A note taking method was used to record responses on each question. The interview data analysis in this study was for the purpose to draw out the emerging themes and present them in the way to address the research questions.

The emerging themes from the questions were separated and the data were narrated by the researcher at the end in the light of previous and recent studied researches. Data was triangulated easily as the research study was based on the mixed method approach. The results of the quantitative data were also compared with the interview schedule responses in order to find the best and comprehensive results of the study.

On the basis of research findings, researchers highlighted a variety of important implications of the study for the administrators, higher education stakeholders, policy makers, evaluators and teachers and for the institution's development regarding appraisal of their employees' performance.

2.27 Conclusion

A combination of qualitative and quantitative approaches was used as research methodology in this study. Participants for the study were selected from the population of 635 employees working in both universities. The subsequent chapter presents the results inferred from the research data.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

PART I Interpretation of Questionnaire

4 Respondent Teachers' Profile

This part of questionnaire presents the demographic information of the employee respondents of both universities under study. The information provided here is related to the post held, academic background and service experience period of the participants' employee.

4.1.1 Teachers' Post Distribution

Table 1: Teachers' Post

	Frequency	Percent	Valid Percent	Cumulative Percent
Lecturer	180	75.6	75.6	75.6
Assistant Prof	48	20.2	20.2	95.8
Associate Prof	1	.4	.4	96.2
Professor	9	3.8	3.8	100.0
Total	238	100.0	100.0	

The total sample of this study is comprised of 238 participants who held different positions in their institutes. The sample includes 75.6% of lecturers, 20.2% assistant professors, 0.4% assistant professors and 3.8% of professors.

4.1.2 Respondents Qualification Distribution

Table 2 : Qualifications

	Frequency	Percent	Valid Percent	Cumulative Percent
Masters	113	47.5	47.5	47.5
M.Phil	73	30.7	30.7	78.2
Valid Ph.D	49	20.6	20.6	98.7
PostDoc	3	1.3	1.3	100.0
Total	238	100.0	100.0	

According to table description total sample participants bear different academic qualifications. 47.5% of our sample participants have done masters. 30.7% are M.Phil, 20.6% of participants hold Ph.D degree and 1.3% of the participants are post Doc.

4.1.3 Teachers work Experience

Table 3: Years of Experience

Experience	Frequency	Percent	Valid Percent	Cumulative Percent
5years and Less	86	36.1	36.1	36.1
6-10years	75	31.5	31.5	67.6
11-15 years	36	15.1	15.1	82.8
16-20 years	5	2.1	2.1	84.9
Above 20 years	36	15.1	15.1	100.0
Total	238	100.0	100.0	

Table 3 exhibits that our total sample participants have different work experience spans. 36.1% of the participants have experience of 5 years or less, 31.5% of the participants have 6 to 10 years working experience, 15.1% of participants have working experience of 11 to 15 years, 2.1 % participants have experience about 16 to 20 years while there are 15.1% of the participants who have work experience of more than 20 years.

4.2 General information About Current Appraisal system

This part of questionnaire presents the general information given by respondents of both universities understudy. The information provided here is related to the perception of employees about appraisal purpose, the important factor of effective performance appraisal, frequency of performance appraisal, provision of feedback on a regular basis, heads and Deans' support in

performance improvement and kind of performance appraisals followed in the institutions under study.

4.2.1 Knowledge about Performance Appraisal Purpose

Table 4: Prime purpose of Appraisal

Institution	Options				Total
	Regular & Timely Feedback	Training Needs	Promotion	Review Discussion	
% within UoB	33.8	26.5	33.8	6.0	100
% within SBKWU	67.8	8.0	8.0	16.1	100

Table 4 indicates the opinion of the staff about the purpose of performance appraisal. The majority of the participants (33.8%) of UoB was of the opinion that the prime purpose that performance appraisal serves is to provide regular and timely feedback and an equal percentage (33.8%) of respondents also go for promotion purpose to be served in their institution. 26.5 % respondents were in the opinion of training needs and only 6.0% think that it is used for the purpose to review the whole system. Similarly, the majority (67.8) of respondents of SBKWU notified that regular and timely feedback is the prime purpose of the PA, while an equal percentage (8.0%) of them go for training needs and promotion purpose and 16.1 % of them think that review discussion is the main purpose served.

4.2.2 Information of important factor of effective performance appraisal

Table 5: important factor of effective performance appraisal

Institution	Options				Total
	Feedback	Review Discussion	Rater/Ratee Participation	Multiple sources for evaluation	
% within UoB	29.8	11.3	7.3	51.7	100
% within SBKWU	40.2	11.5	1.1	47.4	100

According to the table information majority (51.7% and 47.4%) of the participants of UoB and SBKWU respectively acknowledged that use of multiple sources for evaluation is the most important factor to make appraisal effective, (29.8% and 40.2) of them showed respectively that feedback is the important factor, 11.3% and 11.5% went for the review discussion factor respectively while 7.3% and 1.1% of the respondents from both universities went for Rater/Ratee participation. It clearly indicates that to bring positive change in appraisal for its effective implication, the use of multiple sources for evaluation is the most crucial factor to be considered.

4.2.3 Frequency of Appraisal

Table 6: Respondents' responses for the Frequency of Appraisal

Institution	Options				Total
	Once a year	On monthly basis	Per semester	Quarterly	
% within UoB	79.5	9.3	6.0	5.3	100
% within SBKWU	47.1	3.4	47.1	2.3	100

The majority (79.5% and 47.1%) of the respondents of both UoB and SBKWU respectively confirmed that performance appraisal took place once a year in their institution, while 47.1% respondents of SBKWU stated that their performance is appraised semester wise and 6.0 % of UoB teachers for this option, and 9.3% and 3.4% of UoB and SBKWU respondents reported that their appraisals are conducted on monthly basis, while 5.3% and 2.3% of the respondents of UoB and SBKWU respectively mentioned that theirs have been done quarterly. Considering this information it is revealed that the annual appraisal system exists in both institutions. However, students' evaluation is conducted semester wise in SBKWU to appraise instructional activities of teaching faculty.

4.2.4 Information about Regular Feedback provision

Table 7: Respondents' responses for Regular Feedback provision

Institution	Options				Total
	Always	Often	Off and on	Never	
% within UoB	17.2	24.5	19.9	38.4	100
% within SBKWU	32.2	33.3	27.6	6.9	100

The majority of the respondents (38.4%) of UoB indicated that they never got any feedback regarding their performance, 24.5% showed that they often got regular feedback on their performance from their Dean/HOD, 19.9% of them said that it took place off and on in their institution, while 17.2% indicated that they always get regular feedback on their performance. Conversely, the majority (33.3) of the respondents of SBKWU acknowledged that they often got regular feedback on their performance from their Dean/HOD, 32.2% of them stated that they always get regular feedback on their performance, 27.6% asserted that it took place off and on and only 6.9% notified that they never got any feedback from their heads and Deans.

The above information revealed that teachers in UoB are never given any kind of feedback in the result of the appraisal process while case in the SBKWU is different where employees get regular feedback on students' evaluation.

4.2.5 Raters support in Performance Improvement

Table 8: Respondents' responses for Raters support in performance improvement

Institution	Options				Total
	Discussion	Mentoring	Written notice	Multiple	
% within UoB	58.9	19.2	15.9	6.0	100
% within SBKWU	63.2	8.0	12.6	16.1	100

Majority 58.9% and 63.2% of the respondents of UoB and SBKWU respectively affirmed that through discussion their performance have been tried to excel, while 19.2% and 8.0% of them mentioned respectively that mentoring approach have been placed in their case to improve their performance. Whereas, 15.9% and 12.6% of them attested respectively the fact that written notice have been delivered to them to know about their performance and ways to improve it and 6.0 and 16.1% confirmed respectively that they have had multiple methods to improve their performance.

4.2.6 Kind of Appraisals followed in UoB and SBKWU

Table 9: Kind of Appraisals

Institution	Options					Total
	Competence based	Behavior based	Result based	Judgmental Based	Multiple	
% within UoB	21.9	15.2	15.2	23.8	23.8	100
% within SBKWU	21.8	6.9	29.9	25.3	16.1	100

Majority 23.8% of respondents of UoB asserted that it is result oriented, also equal majority 23.8% went for the multiple option as they are in the view that there is no single type of appraisal followed rather it is practiced in multi dimensions and perspectives. 21.9% of them perceived it as competence based, and 15.2% of them confirmed that it is behavior based and same 15.2% asserted it a result based. The majority (29.9%) of SBKWU respondent employees stated that its result based appraisal in their institution, 25.3% of them considered it as judgmental based, while 21.8% viewed it competence based. 16.1% went for multiple option and only 6.9% declared it to be behavior based.

The third part of the questionnaire is connected with the hypothesis used in the research study. There are 46 statements and the respondents are asked to tick the option that best represents their agreement or disagreement level, based on their opinion of the performance evaluation and their perception of the appraisal practices and feedback mechanism employed in their institution. The table represents the overall items' statements and respondents' responses to them. The statements in the table are linked to the performance practices, knowledge of the

performance appraisal system in place, feedback and effectiveness of the appraisal process. The questionnaire can be found in the Appendix.

4.3 Performance Appraisal Practices in UoB and SBKWU

The data revealed in this part consisted of statements related to the main concern of the existing appraisal practices in both the universities. The statements were rated by the respondents according to their impression of alignment of each statement. The results are shown below.

4.3.1 Appraisal process of University is well publicized

Table 10: Respondents' responses for performance appraisal is well publicized

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	21.2	27.2	17.9	27.8	6.0	100
% within SBKWU	6.9	20.7	26.4	41.4	4.6	100
% of Total	16.4	24.8	21.0	32.8	5.5	100

The results from the table indicated that majority 48.3% of respondents of UoB disagreed, while 33.8% agreed and 17.9% were indifferent. . Conversely, the majority (46%) of the respondents of SBKWU agreed, whereas 27.6% disagreed and 26.4% were indifferent about the knowledge that the appraisal process of their institution is well publicized in their respective organizations. Of the total respondents of both universities the majority (40.8%) disagrees, while 38.2% agree and 21.0% are indifferent.

4.3.2 Central Aim of Appraisal Process

Table 11: Respondents' responses for the central aim of the appraisal process is "improvement"

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	6.6	11.9	14.6	48.3	18.5	100
% within SBKWU	0	8.0	13.8	60.9	17.2	100
% of Total	4.2	10.5	14.3	52.9	18.1	100

From the table results it is possible to know the level of agreement of the majority (66.7%) and (78.2%) of employees from UoB and SBKWU respectively, agree that the central aim of appraisal process is improvement. While, 18.5% and 8.0% disagree and 14.6% and 13.8% were indifferent in UoB and SBKWU respectively. This is significant in relation to inform about the level of understanding of employees regarding the intent of the PA in their respective organizations. Of the total number of respondents of both universities the majority (71%) agrees, while 14.7% disagree and 14.3% are indifferent respectively.

4.3.3 Level of confidentiality of appraisal process

Table 12: Table 2: Respondents' responses for Level of confidentiality in AP of UoB and SBKWU

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	7.9	18.5	19.9	44.4	9.3	100
% within SBKWU	5.7	16.1	20.7	44.8	12.6	100
% of Total	7.1	17.6	20.2	44.5	10.5	100

From the above description it is possible to understand that the majority 53.6% and 57.5% of the respondents from UoB and SBKWU respectively agree about the statement, while 26.5% and 21.8% disagree, and 19.9% and 20.7% are indifferent about the level of confidentiality observed in UoB and SBKWU respectively.

Of the total respondents of both universities the majority (55.0%) agrees, while 24.8% disagree and 20.2% are indifferent. This shows that, though the majorities agree, but yet a significant percent of respondents disagree and are indifferent about this aspect of the PA.

4.3.4 The appraisal process transparency level in UoB and SBKWU

Table 13: Respondents' responses for the appraisal process transparency

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	15.2	25.8	24.5	27.8	6.6	100
% within SBKWU	4.6	20.7	21.8	48.3	4.6	100
% of Total	11.3	23.9	23.5	35.3	5.9	100

The results from the table indicated that majority 41.1% of respondents of UoB disagreed, while 34.4% agreed and 24.5% were indifferent. . Conversely, the majority (52.9%) of the respondents of SBKWU agreed, whereas 25.3% disagreed and 21.8% were indifferent about the transparency of the appraisal process in their respective organizations. The observed significant level of indifference among teachers may be due to a low understanding of the performance appraisal process in their respective institutions. Comparing both universities response results it is evident that teachers of UoB are less sure about its system transparency.

Of the total respondents of both universities the majority (41.2%) disagrees, while 35.3% agree and 23.5% are indifferent.

4.3.5 PA of UoB and SBKWU serves staff to identify future areas of development

Table14: Respondents' responses for the identification of areas of development

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	9.3	24.5	24.5	35.1	6.6	100
% within SBKWU	4.6	20.7	19.5	47.1	8.0	100
% of Total	7.6	23.1	22.7	39.5	7.1	100

From the above table, the majority 41.7% and 55.2% of the respondents from UoB and SBKWU respectively agree about the statement, while 33.8% and 25.3% disagree, and 24.5% and 19.5% are indifferent about the PA aspect of identifying the future areas of development in UoB and SBKWU respectively.

Of the total respondents of both universities the majority (46.6%) agrees, while 30.7% disagree and 22.7% are indifferent. This reveals that though the level of agreement is high, but also a significant percentage of respondents of both universities show disagreement and are indifferent, which makes it difficult to infer about its staff developmental aspect confidently.

4.3.6 Current appraisal process provides feedback opportunity

Table15: Respondents' responses for the provision of feedback opportunity

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	7.3	35.1	15.2	35.1	7.3	100
% within SBKWU	1.1	12.6	18.4	62.1	5.7	100
% of Total	5.0	26.9	16.4	45.0	6.7	100

The majority 42.4% and 67.8% of employees of UoB and SBKWU respectively agree, while also equal majority from UoB (42.2%) and 13.8% of SBKWU disagree, and 15.2% and 18.4% are indifferent respectively about the opportunity provided by the current PA for the feedback to the staff.

Of the total respondents of both universities, the majority (51.7%) agrees, while 31.9 disagree and 16.4 are indifferent. This clearly indicates that staff is provided with the opportunity for feedback, but this level of agreement is comparatively high among SBKWU teachers.

4.4 Evaluation Procedures and Approaches

The responses to this set of questionnaire statement give a lucid picture of the approaches used for performance appraisal in the said universities.

4.4.1 Work performance appraisal on the basis of Annual confidential report only

Table16: Respondents' responses for performance appraisal on the basis of Annual confidential report

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	10.6	15.2	19.2	43.0	11.9	100
% within SBKWU	2.3	17.2	25.3	41.4	13.8	100
% of Total	8.8	32.4	23.5	26.5	8.8	100

The majority 55.0% and 55.2% of employees of UoB and SBKWU respectively agree, while 25.8% and 19.5% disagree, and 19.2% and 25.3% are indifferent respectively about the opportunity provided by the current PA for the feedback to the staff.

Of the total respondents of both universities, the majority (55.0%) agrees, while 23.5 disagree and 23.5 are indifferent.

4.4.2 Knowledge of factors, on the basis of which my performance is measured

Table17: Respondents' responses for factors measuring performance

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	10.6	39.1	20.5	20.5	9.3	100
% within SBKWU	5.7	20.7	28.7	36.8	8.0	100
% of Total	8.8	32.4	23.5	26.5	8.8	100

The results from the table indicated that majority 49.7% of respondents of UoB disagreed, while 29.8% agreed and 20.5% were indifferent. Conversely, the majority (44.8%) of the respondents of SBKWU agreed, whereas 26.4% disagreed and 28.7% were indifferent about having knowledge of all the factors, on the basis of which their performance is measured.

Of the total respondents of both universities the majority (41.2%) disagrees, while 35.3% agree and 23.5% are indifferent.

4.4.3 Knowledge of student evaluation performance usage

Table 18: Respondents' responses for Knowledge of student evaluation performance usage

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	13.2	11.3	19.9	45.7	9.9	100
% within SBKWU	4.6	3.4	11.5	66.7	13.8	100
% of Total	10.1	8.4	16.8	53.4	11.3	100

Majority 55.6% and 80.5% of employees of UoB and SBKWU respectively agree, while 24.5% and 8.0% disagree, and 19.9% and 11.5% are indifferent respectively about the usage of the students' evaluation, on the basis of which their teaching performance is appraised.

Of the total respondents of both universities, the majority (64.7%) agrees, while (18.5%) disagree and (16.8%) are indifferent.

4.4.4 Knowledge of preferred usage of multiple source of evaluation

Table19: Respondents' responses for Knowledge of preferred usage of multiple source of evaluation

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	10.6	15.2	49.0	21.2	4.0	100
% within SBKWU	4.6	24.1	23.0	44.8	3.4	100
% of Total	8.4	18.5	39.5	29.8	3.8	100

From the above table the majority 49% of employees of UoB show indifference about the Existing appraisal system preference related to the use of multiple source of evaluation while the nearly equal percent (25.8% and 25.2%) of respondents from the same institution disagree and also agree the statement respectively. On the other hand, the majority (48.3%) of respondents of SBKWU agrees, while 28.7% disagree, and 23.0% are indifferent respectively. Keeping in view the percent of the respondents' agreement level, a significant number of respondents indifference of the statement show that teachers are less confident about the preferred use of multiple raters' evaluation.

Of the total respondents of both universities, the majority (33.6%) agrees, while (26.9%) disagree and (39.5%) are indifferent.

4.4.5 Teaching expertise assessment through student's exam results

Table20: Respondents' responses for the students' exam results consideration

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	11.3	15.2	32.5	31.1	9.9	100
% within SBKWU	9.2	17.2	18.4	47.1	8.0	100
% of Total	10.5	16.0	27.3	37.0	9.2	100

From the above table description the majority 41.0% and 55.2% of employees of UoB and SBKWU respectively agree that their teaching expertise and content knowledge is assessed through examining student's exam results, while 26.5% and 26.4% disagree, and 32.5% and 18.4% are indifferent respectively.

Of the total respondents of both universities, the majority (46.2%) agrees, while (26.5%) disagree and (27.3%) are indifferent.

4.4.6 Satisfaction level with the existing appraisal system

Table21: Respondents' responses for satisfaction level with the existing appraisal system

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	23.2	23.2	18.5	27.8	7.3	100
% within SBKWU	9.2	26.4	24.1	37.9	2.3	100
% of Total	18.1	24.4	20.6	31.5	5.5	100

The results from the table indicated that majority 46.4% of respondents of UoB disagreed, while 35.1% agreed and 18.5% were indifferent. . Conversely, the majority (40.2%) of the respondents of SBKWU agreed, whereas 35.6% disagreed and 21.8% were indifferent about the statement. The observed significant level of indifference among teachers may be due to a low understanding of the performance appraisal process in their respective institutions. It can be said that they are possibly confused to decide whether they are satisfied of their PA system or not. Comparing both universities response results it is evident that teachers of UoB are less satisfied of their PA system.

Of the total respondents of both universities the majority (42.4%) disagrees, while 37.0% agree and 20.6% are indifferent.

4.5 Interpersonal Relationship between Raters and Ratees

4.5.1 The level of trust in sharing my work problem

Table22: Respondents' responses for the Level of trust

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	9.3	13.9	14.6	47.0	15.2	100
% within SBKWU	2.3	20.7	9.2	55.2	12.6	100
% of Total	6.7	16.4	12.6	50.0	14.3	100

The results of table confirmed that majority 62.3% and 67.8% of employees of UoB and SBKWU respectively agree the statement and notified that they trust in sharing their work problems with their supervisors, while 23.2% and 23.0% disagree, and 14.6% and 9.2% are indifferent respectively.

Of the total respondents of both universities, the majority (64.3%) agrees, while (23.1%) disagree and (12.6%) are indifferent.

4.5.2 Expressing work practices honestly

I express my opinions regarding my work practice honestly with my Dean/HOD

Table23: Respondents' responses for Expressing work practices honestly

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	4.6	13.2	10.6	49.0	22.5	100
% within SBKWU	2.3	14.9	8.0	64.4	10.3	100
% of Total	3.8	13.9	9.7	54.6	18.1	100

The results of table confirmed that majority 71.5% and 74.7% of employees of UoB and SBKWU respectively agree the statement and reported that they express their opinions regarding work practice honestly with their Dean/HOD, while 17.9% and 17.2% disagree, and 10.6% and 8.0% are indifferent respectively.

From the total respondents of both universities, the majority (72.7%) agree, while (17.6%) disagree and (9.7%) are indifferent.

4.5.3 Level of comfort disclosing job related problems and issues

I feel comfortable disclosing job related problems and issues to my Dean/HOD

Table24: Respondents' responses for the level of comfort disclosing job related problems

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	6.0	16.6	17.2	43.7	16.6	100
% within SBKWU	3.4	14.9	10.3	57.5	13.8	100
% of Total	5.0	16.0	14.7	48.7	15.5	100

From the above table, majority 60.3% and 71.3% of employees of UoB and SBKWU respectively agree the statement and reported that they feel comfortable disclosing job related problems and issues to their respective Dean/HOD, while 22.5% and 18.4% disagree, and 17.2% and 10.3% are indifferent respectively.

From the total respondents of both universities, the majority (64.3%) agree, while (21.0%) disagree and (14.7%) are indifferent.

4.5.4 Teachers' involvement in performance discussion

My Dean/HOD involves teachers in discussion about their performance

Table25: Respondents' responses for Teachers' involvement in performance discussion

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	9.3	17.9	19.2	43.7	9.9	100
% within SBKWU	4.6	14.9	12.6	58.6	9.2	100
% of Total	7.6	16.8	16.8	49.2	9.7	100

From the above table, majority 53.6% and 67.8% of employees of UoB and SBKWU respectively agree that their respective Dean/HOD involves teachers in discussion about their performance, while 27.2% and 19.5% disagree, and 19.2% and 12.6% are indifferent respectively.

Of the total respondents of both universities, the majority (58.8%) agrees, while (24.4%) disagree and (16.8%) are indifferent.

4.5.5 Information generated through Dean/HOD welcome queries about how to improve performance

Table26: Respondents responses for performance improvement queries

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	11.3	19.2	15.2	41.1	13.2	100
% within SBKWU	9.2	10.3	20.7	52.9	6.9	100
% of Total	10.5	16.0	17.2	45.4	10.9	100

From above table description, majority 54.3% and 59.8% of employees of UoB and SBKWU respectively agree that their respective Dean/HOD welcome queries about performance improvement, while 30.5% and 19.5% disagree, and 15.2% and 20.7% are indifferent respectively.

Of the total respondents of both universities, the majority (56.3%) agrees, while (26.5%) disagree and (17.2%) are indifferent.

4.5.6 Information generated through amount of guidance and counseling received from Dean/HOD

Table27: Respondents' responses for level of guidance and counseling received

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	11.9	18.5	20.5	38.4	10.6	100
% within SBKWU	4.6	13.8	19.5	52.9	9.2	100
% of Total	9.2	16.8	20.2	43.7	10.1	100

Majority 49% and 62.1% of employees of UoB and SBKWU respectively agree that they get sufficient amount of guidance and counseling from their respective Dean/HOD, while 30.5% and 18.4% disagree, and 20.5% and 19.5% are indifferent respectively.

Of the total respondents of both universities, the majority (53.8%) agrees, while (26.1%) disagree and (20.0%) are indifferent.

4.6 Teachers' perception about their ratings and rating decisions

It is customary, among some educational organizations appraising their raters on the basis of ratings assigned to them by their raters leaving them in a fix of understanding the decisions to be taken in this scenario. To check if such situation is being manifested and to know its level in both the institutes, the table below is presented bearing the informants response in percentile for the purpose of comparison between the two organizations.

4.6.1 Information generated through Performance ratings confidentiality from all

Table28: Respondents' responses for level of performance ratings confidentiality

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	6.0	21.9	18.5	38.4	15.2	100
% within SBKWU	1.1	21.8	9.2	57.5	10.3	100
% of Total	4.2	21.8	15.1	45.4	13.4	100

From the above table the majority 53.6% and 67.8% of employees of UoB and SBKWU respectively agree, while 27.8% and 23.0% disagree, and 18.5% and 9.2% are indifferent respectively that their performance ratings are kept confidential from all including them. The ratings are not shared with the ratees in both the universities.

Of the total respondents of both universities, the majority (58.8%) agrees, while (26.1%) disagree and (15.1%) are indifferent.

4.6.2 Raters help understanding the process used to evaluate performance

Table29: Respondents' responses for Raters help understanding the process

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	10.6	33.1	25.2	24.5	6.6	100
% within SBKWU	10.3	16.1	18.4	49.4	5.7	100
% of Total	10.5	26.9	22.7	33.6	6.3	100

The results from the table indicated that majority 43.7% of respondents of UoB disagreed, while 31.1% agreed and 25.2% were indifferent. . Conversely, the majority (55.2%) of the respondents of SBKWU agreed, whereas 26.4% disagreed and 18.4% were indifferent about the statement.

Of the total respondents of both universities, the majority (39.9%) agrees, while (37.4%) disagree and (22.7%) are indifferent.

4.6.3 Performance is rated on the basis of different type of evaluation data

Table30: Performance rated on the basis of different evaluation data

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	11.9	19.2	23.8	37.1	7.9	100
% within SBKWU	5.7	10.3	24.1	54.1	5.7	100
% of Total	9.7	16.0	23.9	43.3	7.1	100

The majority 45.0% and 59.8% of employees of UoB and SBKWU respectively agree, while 23.8% and 24.1% indifferent, and 31.1% and 16.1% disagree respectively that their performance is rated on the basis of different type of evaluation data which makes it to be more authentic and objective.

Of the total respondents of both universities, the majority (50.4%) agrees, while (23.9%) are indifferent and (25.6%) disagree.

4.6.4 Performance ratings are often discussed

Table31: Respondents' responses for Performance Ratings are discussed

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	19.9	27.2	21.2	26.5	5.3	100
% within SBKWU	9.2	26.4	21.8	40.2	2.3	100
% of Total	16.0	26.9	21.4	31.5	4.2	100

The results from the table indicated that majority 47.0% of respondents of UoB disagreed, while 31.8% agreed and 21.2% were indifferent. Conversely, the majority 42.5% of the respondents of SBKWU agreed, whereas 35.6% disagreed and 21.8% were indifferent that performance ratings are often discussed with them in their respective organizations.

Of the total respondents of both universities the majority (42.9%) disagrees, while 35.7% agree and 21.4% are indifferent. This shows that, though the majorities agree, but yet a significant percent of respondents agree and are indifferent about this practice.

4.6.5 Rater explains performance related decisions

Table32: Rater explains decisions related to performance

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	13.2	29.8	23.8	27.8	5.3	100
% within SBKWU	8.0	27.6	17.2	41.4	5.7	100
% of Total	11.3	29.0	21.4	32.8	5.5	100

The results from the table indicated that majority 43.0% of respondents of UoB disagreed, while 33.1% agreed and 23.8% were indifferent. Conversely, the majority 47.1% of the respondents of SBKWU agreed, whereas 35.6% disagreed and 17.2% were indifferent that their rater explains decisions related to their performance.

Of the total respondents of both universities the majority (40.3%) disagrees, while 38.2% agree and 21.4% are indifferent.

4.6.6 Expressing feelings of disagreement about performance ratings

Table33: Expressing feelings of disagreement about performance ratings

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	13.9	32.5	26.5	19.2	7.9	100
% within SBKWU	9.2	31.0	20.7	34.5	4.6	100
% of Total	12.2	31.9	24.4	24.8	6.7	100

The majority 46.4% and 40.2% of employees of UoB and SBKWU respectively disagree, while 26.5% and 20.7% are indifferent, and 26.1% and 39.1% agree respectively that they can express feelings of disagreement about their performance ratings.

Of the total respondents of both universities, the majority (44.1%) disagrees, while (24.4%) are indifferent and (31.5%) agree.

4.7 Teachers perception of the existing PA Effectiveness

4.7.1 Existing performance appraisal has a positive effect on performance

Table34: Existing performance appraisal has a positive effect on performance

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	15.9	23.2	32.5	19.9	8.6	100
% within SBKWU	5.7	13.8	17.2	58.6	4.6	100
% of Total	12.2	19.7	26.9	34.0	7.1	100

The results from the table indicated that majority 39.1% of respondents of UoB disagreed, while 28.5% agreed and 32.5% were indifferent. Conversely, the majority 63.2% of the respondents of SBKWU agreed, whereas 19.5% disagreed and 17.2% were indifferent that the existing performance appraisal of their respective institution has a positive effect on their performance.

Of the total respondents of both universities the majority (41.1%) agrees, while 31.9% disagree and 26.9% are indifferent.

4.7.2 Existing appraisal system enhances professional growth

Table35: Existing appraisal system enhances professional growth

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	14.6	22.5	30.5	23.2	9.3	100
% within SBKWU	4.6	16.1	14.9	52.9	11.5	100
% of Total	10.9	20.2	24.8	34.0	10.1	100

The results from the table indicated that majority 37.1% of respondents of UoB disagreed, while 32.5% agreed and 30.5% were indifferent. Conversely, the majority 64.4% of the respondents of SBKWU agreed, whereas 20.7% disagreed and 14.9% were indifferent that the existing performance appraisal of their respective institution enhances their professional growth.

Of the total respondents of both universities the majority (44.1%) agrees, while 31.1% disagree and 24.8% are indifferent.

4.7.3 Performance appraisal helps improving work abilities

Table36: Performance appraisal helps improving work abilities

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	13.2	47.7	15.2	17.2	6.6	100
% within SBKWU	5.7	14.9	12.6	56.3	10.3	100
% of Total	10.5	35.7	14.3	31.5	8.0	100

The results from the table indicated that majority 60.9% of respondents of UoB disagreed, while 23.8% agreed and 15.2% were indifferent. Conversely, the majority 66.7% of the respondents of SBKWU agreed, whereas 20.7% disagreed and 12.6% were indifferent that the performance appraisal of their respective institution helps them improve their working abilities.

Of the total respondents of both universities the majority (46.2%) disagrees, while 39.5% agree and 14.3% are indifferent.

4.7.4 Getting regularly training opportunity on the basis of performance appraisal

Table37: Getting regular training opportunity on the basis of performance appraisal

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	18.5	23.2	23.8	29.1	5.3	100
% within SBKWU	13.8	36.8	18.4	26.4	4.6	100
% of Total	16.8	28.2	21.8	28.2	5.0	100

The majority 41.7% and 50.6% of employees of UoB and SBKWU respectively disagree that they get regular training opportunity about teaching and instructional methods on the basis of their performance, while 23.8% and 18.4% of respondents are indifferent, and 34.4% and 31.0% agree respectively.

Of the total respondents of both universities, the majority (45.0%) disagrees, while (21.8%) are indifferent and (33.2%) agree.

4.7.5 Existing system provides opportunity to communicate the support needs to perform well

Table38: Existing system provides opportunity to communicate the support needs

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	11.9	27.8	26.5	28.5	5.3	100
% within SBKWU	12.6	24.1	24.1	36.8	2.3	100
% of Total	12.2	26.5	25.6	31.5	4.2	100

The results from the table indicated that majority 39.7% of respondents of UoB disagreed, while 33.8% agreed and 26.5% were indifferent. Conversely, the majority 39.1% of the respondents of SBKWU agreed, where as 36.8% disagreed and 24.1% were indifferent that existing system provides them an opportunity to communicate the support needs to perform well.

Of the total respondents of both universities the majority (38.7%) disagree, while 35.7% agree and 25.6% are indifferent.

4.7.6 Performance appraisal helps overcome research problems

Table39: Performance appraisal helps overcome research problems

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	13.2	33.8	21.9	22.5	8.6	100
% within SBKWU	10.3	19.5	21.8	40.2	8.0	100
% of Total	12.2	28.6	21.8	29.0	8.4	100

The results from the table indicated that majority 47% of respondents of UoB disagreed, while 31.1% agreed and 21.9% were indifferent. Conversely, the majority 48.2% of the respondents of SBKWU agreed, whereas 29.8% disagreed and 21.8% were indifferent that their performance appraisal helps them overcome research problems.

Of the total respondents of both universities the majority (40.8%) disagrees, while 37.4% agree and 21.8% are indifferent.

4.7.7 PA provides opportunity for self review and self reflection

Table40: PA provides opportunity for self review and self reflection

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	9.9	23.8	39.7	16.6	9.9	100
% within SBKWU	5.7	10.3	12.6	62.1	9.2	100
% of Total	8.4	18.9	29.8	33.2	9.7	100

From the table majority 39.7% of respondents of UoB were indifferent about the provision of an opportunity for self review and self reflection, while 33.7% disagreed and 26.5% agreed. Conversely, the majority 71.3% of the respondents of SBKWU agreed, whereas 16.1% disagreed and 12.6% were indifferent about the statement.

Of the total respondents of both universities the majority (42.9%) agrees, while 27.3% disagree and 29.8% are indifferent.

4.7.8 Performance appraisal system gives constructive criticism related to job performance

Table41: Performance appraisal system gives constructive criticism related to job performance

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	11.9	27.2	21.2	31.8	7.9	100
% within SBKWU	4.6	10.3	28.7	51.7	4.6	100
% of Total	9.2	21.0	23.9	39.1	6.7	100

From the above table almost equal majority 39.7% and 39.1% of employees of UoB agree as well as disagree respectively that performance appraisal system of their respective institution gives constructive criticism related to job performance, while 21.2 are indifferent. On the other hand, the majority (56.3%) of respondents of SBKWU agrees, while 14.9% disagree, and 28.7% are indifferent respectively.

Of the total respondents of both universities, the majority (45.8%) agrees, while (30.3%) disagree and (23.9%) are indifferent.

4.7.9 Current appraisal system focuses the institutional needs only

Table42: Current appraisal system focuses the institutional needs only

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	7.9	21.9	25.8	34.4	9.9	100
% within SBKWU	3.4	10.3	27.6	54.0	4.6	100
% of Total	6.3	17.6	26.5	41.6	8.0	100

The majority 44.4% and 58.6% of employees of UoB and SBKWU respectively agree that the current appraisal system focuses the institutional needs only, while 25.8 % and 27.6% of respondents are indifferent, and 29.8% and 13.8% disagree respectively.

Of the total respondents of both universities, the majority (49.6%) agrees, while (26.5%) are indifferent and (23.9%) disagree.

4.8 Teachers' participation in PA process

4.8.1 Performance appraisal is a continuous job for the seniors only

Table43: Performance appraisal is a continuous job for the seniors only

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	6.0	17.2	26.5	40.4	9.9	100
% within SBKWU	1.1	14.9	37.9	39.1	6.9	100
% of Total	4.2	16.4	30.7	39.9	8.8	100

The majority 50.3% and 46% of employees of UoB and SBKWU respectively agree that PA in their respective institution is a continuous job for the seniors only, while 26.5% and 37.9% of respondents are indifferent, and 23.2% and 16.1% disagree respectively.

Of the total respondents of both universities, the majority (48.7%) agrees, while (30.7%) are indifferent and (20.6%) disagree.

4.8.2 PA is one sided affair

Table44: PA is one sided affair without participation of employees

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	8.6	13.9	26.5	38.4	12.6	100
% within SBKWU	4.6	23.0	21.8	42.5	8.0	100
% of Total	7.1	17.2	24.8	39.9	10.9	100

The majority 51.0% and 50.6% of employees of UoB and SBKWU respectively agree that PA in their institution is one sided affair without the participation of employees, while 26.5% and 21.8% are indifferent, and 22.5% and 27.6% disagree respectively.

Of the total respondents of both universities, the majority (50.8%) agrees, while (24.8%) are indifferent and (24.4%) disagree.

4.8.3 All teachers participate in setting standards

Table45: All teachers allowed to participate in setting standards

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	14.6	37.7	20.5	15.9	11.3	100
% within SBKWU	16.1	36.8	19.5	25.3	2.3	100
% of Total	15.1	37.4	20.2	19.3	8.0	100

The majority 52.3% and 52.9% of employees of UoB and SBKWU respectively disagree that all teachers are allowed to participate in setting standards for measuring their performance, while 20.5% and 19.5% are indifferent, and 27.2% and 27.6% agree respectively.

Of the total respondents of both universities, the majority (52.5%) agrees, while (20.2%) are indifferent and (27.3%) disagree.

4.8.4 Consideration of teaching faculty opinion in performance appraisal

Table46: The opinion of teaching faculty is considered in performance appraisal

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	15.2	36.4	18.5	21.9	7.9	100
% within SBKWU	13.8	34.5	16.1	32.2	3.4	100
% of Total	14.7	35.7	17.6	25.6	6.3	100

The majority 51.7% and 48.3% of employees of UoB and SBKWU respectively disagree that the opinion of the teaching faculty is considered in performance appraisal, while 18.5% and 16.1% are indifferent, and 29.8% and 35.6% agree respectively.

Of the total respondents of both universities, the majority (50.4%) disagrees, while (17.6%) are indifferent and (31.9%) agree.

4.9 Factors distorting efficiency and effectiveness of Appraisal

4.9.1 Ratings are the reflection of rater's personal likes or dislikes

Table47: Ratings are the reflection of rater's personal likes or dislikes

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	10.6	31.1	32.5	16.6	9.3	100
% within SBKWU	9.2	34.5	16.1	27.6	12.6	100
% of Total	10.1	32.4	26.5	20.6	10.5	100

The results from the table indicated that the majority (41.7%) of respondents of UoB agreed that performance ratings are the reflection of raters personal likes and dislikes, while 25.8% disagreed and 32.5% were indifferent. Conversely, the majority (43.7%) of the respondents of SBKWU disagreed, whereas 40.2% agreed and 16.1% were indifferent about the statement.

Of the total respondents of both universities the majority (41.2%) agrees, while 32.4% disagree and 26.5% are indifferent.

4.9.2 Timely feedback is provided as a result of performance appraisal

Table48: Timely feedback is provided as a result of performance appraisal

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	11.9	38.4	12.6	29.1	7.9	100
% within SBKWU	6.9	23.0	20.7	43.7	5.7	100
% of Total	10.1	32.8	15.5	34.5	7.1	100

The results from the table indicated that the majority (50.3%) of respondents of UoB disagreed that timely feedback is provided as a result of performance appraisal, while 37.0% agreed and 12.6% were indifferent. Conversely, the majority (49.4%) of the respondents of SBKWU agreed, whereas 29.9% agreed and 20.7% were indifferent about the statement.

Of the total respondents of both universities, the majority (42.9%) disagrees, while (15.5%) are indifferent and (41.6%) agree.

4.9.3 Confidence about the accuracy of the performance judgment given by Dean/HOD

Table49: Confidence about the accuracy of the performance judgment

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	10.6	23.8	17.2	42.4	6.0	100
% within SBKWU	6.9	19.5	25.3	42.5	5.7	100
% of Total	9.2	22.3	20.2	42.4	5.9	100

The majority 48.3% and 48.3% of employees of UoB and SBKWU respectively agree, while 17.2% and 25.3% of respondents are indifferent, and 34.4 % and 26.4% disagree respectively that they are confident about the accuracy of the performance judgment given by their respective Dean/HOD.

Of the total respondents of both universities, the majority (48.3%) agrees, while (20.2%) are indifferent and (31.5%) disagree.

4.9.4 Dean/HOD expertise to use the tool for performance appraisal system

Table50: Dean/HOD expertise to use the appraisal tool

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	10.6	17.9	22.5	38.4	10.6	100
% within SBKWU	4.6	19.5	34.5	34.5	6.9	100
% of Total	8.4	18.5	26.9	37.0	9.2	100

The majority 44.4% and 58.6% of employees of UoB and SBKWU respectively agree and that Current appraisal system focuses the institutional needs only, while 25.8 % and 27.6% of respondents are indifferent, and 29.8% and 13.8% disagree respectively.

Of the total respondents of both universities, the majority (49.6%) agrees, while (26.5%) are indifferent and (23.9%) disagree.

4.9.5 The main focus of appraisal system of institution is 'need based analysis'

Table51: Focus of appraisal system on 'need based analysis'

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	10.6	14.6	24.5	41.7	8.6	100
% within SBKWU	8.0	12.6	35.6	35.6	8.0	100
% of Total	9.7	13.9	28.6	39.5	8.4	100

The majority 44.4% and 58.6% of employees of UoB and SBKWU respectively agree and that Current appraisal system focuses the institutional needs only, while 25.8 % and 27.6% of respondents are indifferent, and 29.8% and 13.8% disagree respectively that they are confident about the accuracy of the performance judgment given by their respective Dean/HOD.

Of the total respondents of both universities, the majority (47.9%) agrees, while (28.6%) are indifferent and (23.5%) disagree.

4.10 Feedback Mechanism

It is evident from the literature that appraisal feedback is a developmental tool used for merited evaluations (Carroll and Scheiner, 1982), directs substantial improvements in employee performance (Guzzo et al., 1985; Kopelman, 1986), aids in taking corrective actions (Armstrong, 1994) and is given on both success and failure of employee performance for the purpose of their behavior reinforcement (Rafferty et al, 2005; Adams, 2005). Moreover, the technique of 360 degree appraisal helps managing system transparency as well. To know the feedback mechanism followed in the universities understudy. A set of statements in the following table is presented along with the respondents responses in percentiles to know the situation.

4.10.1 Getting feedback on work performance once a year

Table52: feedback on work performance once a year

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	8.6	22.5	17.2	39.7	11.9	100
% within SBKWU	5.7	17.2	11.5	59.8	5.7	100
% of Total	7.6	20.6	15.1	47.1	9.7	100

According to informants, majority 51.7% and 65.5% of respondents of UoB and SBKWU respectively approve that performance feedback is provided once a year in their respective institutions, while 17.2% and 11.5% were indifferent, and 31.1% and 23.0% disagreed.

From the total respondent employees of both universities majorities (56.7%) agree, while 28.2% disagree and 15.1% were indifferent about the frequency of performance feedback provision which is a big shortcoming in the PA system of both universities.

4.10.2 Multiple Rater feedback mechanism is followed to inform about work practices

Table53: Multiple Rater feedback mechanism is followed to inform about work practices

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	9.9	25.8	29.1	29.1	6.0	100
% within SBKWU	3.4	23.0	36.8	32.2	4.6	100
% of Total	7.6	24.8	31.9	30.3	5.5	100

According to informants, majority 35.8% and 36.8% of respondents of UoB and SBKWU respectively agreed that the multiple rater feedback mechanism is followed to inform about work practices in their respective institutions, while 29.1% and 36.8% were indifferent, and 35.1% and 26.4% disagreed. From the total respondent employees of both universities majorities (35.7%) agree, while 32.4% disagree and 31.9% are indifferent.

4.10.3 Dean/HOD often gives feedback to work on weak areas of performance

Table54: Dean/HOD often gives feedback to work on weak areas of performance

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	9.9	33.1	18.5	31.1	7.3	100
% within SBKWU	10.3	13.8	19.5	48.3	8.0	100
% of Total	10.1	26.1	18.9	37.4	7.6	100

The results from the table indicated that majority 43.0% of respondents of UoB disagreed that their respective Dean/HOD often gives them feedback to work on weak areas of their

performance, while 38.4% agreed and 18.5% were indifferent. . Conversely, the majority (56.3%) of the respondents of SBKWU agreed, whereas 24.1% disagreed and 19.5% were indifferent about the statement. Of the total respondents of both universities the majority (45.0%) agrees, while 36.1% agree and 18.9% are indifferent.

4.10.4 The current feedback mechanism enhances my working capabilities

Table55: The current feedback mechanism enhances working capabilities

Institution	Level of Agreement					Total
	SDA	DA	UD	A	SA	
% within UoB	12.6	41.7	17.2	23.8	4.6	100
% within SBKWU	4.6	12.6	19.5	56.3	6.9	100
% of Total	9.7	31.1	18.1	35.7	5.5	100

According to table description, majority 54.3% of respondents of UoB disagreed that the current feedback mechanism of their respective institutions enhances their working capabilities, while 28.4% agreed and 17.2% were indifferent. This clearly indicates that teachers of UoB are not very optimistic about feedback mechanism followed in their institutions. Conversely, the majority (63.2%) of the respondents of SBKWU agreed, whereas 17.2% disagreed and 19.5% were indifferent about the statement.

Of the total respondents of both universities the majority (41.2%) agrees, while 40.8% disagree and 18.1% are indifferent.

4.11 Hypothesis Testing

H₀₁: - There is no significant difference in the performance evaluation system of UoB & SBKWU.

Table56: Comparison of performance evaluation system of UoB & SBKWU

PEAP	Variables	N	Mean	Standard Deviation	t-value	Significance(2-tailed)
	UoB	151	.37	.727	-3.484	.001
	SBKWU	87	.66	.524		

Note: PEAP= Practices of existing Appraisal process

Table indicates that that statistically significant difference exists in PEAP of both universities ($t = -3.484$, $p = .001 < \alpha = 0.05$). Hence it is concluded that the null hypothesis “There is no significant difference in performance evaluation system of UoB & SBKWU” is rejected. Mean scores revealed that PA ($M = .66$, $S.D. = .524$) of SBKWU is better than PA ($M = .37$, $S.D. = .727$) of UoB.

Table57: Comparison of performance evaluation system of UoB & SBKWU in terms of Evaluation Approaches used

PAA	Variables	N	Mean	Standard Deviation	t-value	Significance(2-tailed)
	UoB	151	.32	.744	-4.464	.000
	SBKWU	87	.69	.513		

Note: PAA= Performance Appraisal Approaches

Table indicates that statistically significant difference exists in PAA of both universities ($t = -4.464$, $p = .000 < \alpha = 0.05$). Mean scores revealed that PA ($M = .69$, $S.D. = .513$) of SBKWU is better than PA ($M = .32$, $S.D. = .744$) of UoB.

Table58: Comparison of performance evaluation system of UoB & SBKWU in terms of Interpersonal dynamics

IPD	Variables	N	Mean	Standard Deviation	t-value	Significance(2-tailed)
	UoB	151	.54	.728	-1.789	.075
	SBKWU	87	.69	.577		

Note: IPD= Interpersonal Dynamics

Table indicates that no statistically significant difference exists in IPD of both universities ($t = -1.789$, $p = .075 > \alpha = 0.05$). Mean scores ($M = .69$, $S.D. = .577$) of SBKWU revealed that IPD among the teachers and their supervisors is strong than the interpersonal dynamics among that ($M = .54$, $S.D. = .728$) of UoB.

Table59: Comparison of performance evaluation system of UoB & SBKWU in terms of rating decisions of teachers' performance

RDTP	Variables	N	Mean	Standard Deviation	t-value	Significance(2-tailed)
	UoB	151	.27	.692	-2.804	.006
	SBKWU	87	.52	.626		

Note: RDTP= rating decisions of teachers' performance

Table indicates that statistically significant difference exists in RDTP of both universities ($t = -2.804$, $p = .006 < \alpha = 0.05$). Mean scores ($M = .52$, $S.D. = .626$) revealed that RDTP of SBKWU are better than that ($M = .27$, $S.D. = .692$) of UoB.

Table 60: Comparison of performance evaluation system of UoB & SBKWU in terms of effectiveness of appraisal system

EAS	Variables	N	Mean	Standard Deviation	t-value	Significance(2-tailed)
	UoB	151	.25	.702	-4.177	.000
	SBKWU	87	.60	.580		

Note: EAS= effectiveness of appraisal system

Table indicates that statistically significant difference exists in EAS of both universities ($t = -4.177$, $p = .000 < \alpha = 0.05$). Mean scores ($M = .60$, $S.D. = .580$) revealed that PA of SBKWU is more effective than that ($M = .25$, $S.D. = .702$) of UoB.

Table 61: Comparison of performance evaluation system of UoB & SBKWU in terms of participation of faculty in performance appraisal

FPAS	Variables	N	Mean	Standard Deviation	t-value	Significance(2-tailed)
	UoB	151	.29	.628	0.301	.764
	SBKWU	87	.26	.690		

Note: FPAS= participation of faculty in performance appraisal

Table indicates that statistically no significant difference exists in FPAS of both universities ($t = 0.301$, $p = .764 > \alpha=0.05$). Mean scores ($M = .26$, $S.D. = .690$) of SBKWU and ($M = .25$, $S.D. = .702$) of UoB also give almost the same results.

Table 62: Comparison of performance evaluation system of UoB & SBKWU in terms of factors affecting efficiency and effectiveness of Appraisal

EAEA	Variables	N	Mean	Standard Deviation	t-value	Significance(2-tailed)
	UoB	151	.36	.697	-0.697	.487
	SBKWU	87	.43	.622		

Note: EAEA= factors affecting efficiency and effectiveness of Appraisal

Table indicates that statistically no significant difference exists in EAEA of both universities ($t = -0.697$, $p = .487 > \alpha=0.05$). Mean scores ($M = .36$, $S.D. = .697$) of SBKWU and ($M = .43$, $S.D. = .622$) of UoB almost show the same results.

H₀₃:- There is no significant difference in the feedback mechanism used in UoB & SBKWU

Table 63: Comparison of Performance Feedback Mechanism of UoB & SBKWU

EFM	Variables	N	Mean	Standard Deviation	t-value	Significance(2-tailed)
	UoB	151	.23	.778	-4.189	.000
	SBKWU	87	.61	.598		

Note: EFM = Existing feedback mechanism.

Table indicates that statistically significant difference exists in EFM of both universities ($t = -4.189$, $p = .000 < \alpha=0.05$). Hence it is concluded that the null hypothesis "There is no

significant difference in the feedback mechanism used in UoB & SBKWU” is rejected. Mean scores revealed that feedback mechanism ($M = .61$, $S.D. = .598$) of SBKWU is better than feedback mechanism ($M = .23$, $S.D. = .778$) of UoB.

PART II Interview Analysis

4.12 Performance Appraisal Process in UoB and SBKWU

Information received by interviewing the heads and Deans of concerned universities, it is revealed that existing appraisal system of UoB and SBKWU is an annual appraisal system that basically incorporates each individual's performance ratings assigned by their seniors. Therefore, it could also be designated as seniors' rate system. The overall performance rating is assigned to the annual appraisal.

Interview comments of both university Deans/HoDs show that two types of performas are used basically to appraise faculty performance. One is ACR (Annual Confidential Report) performa and the second one is Student Evaluation performa used by QEC (Quality Enhancement Cell) to appraise their instructional performance. The ACR performa is basically comprised of four parts, of which first part is filled by concerned teacher and submits it to the immediate supervisor (chairman of the department). Chairman being reporting officer fills the second part of the ACR performa and submits it to the Dean of faculty who is the countersigning authority. Dean further fills the 3rd part of this performa and then forwards it to the Vice Chancellor (second countersigning authority) of the university who is the final competent authority to conduct teachers' performance appraisal. All the three parts are reviewed and a final decision is taken by VC.

In the said institutions, Rating scale is used to evaluate employee performance utilizing a variety of performance factors i.e. Personal competency: intelligence and mental alertness, judgment and sense of proportion, initiative and drive, communication skills, on job ability: ability to plan, organize and supervise work, dependability: quality and output of work, perseverance and devotion to duties, capacity to guide and train subordinates, cooperation and

tact, integrity (moral and intellectual), sense of responsibility etc. A checklist is used for some appraisal criteria. Each criterion has two statements against it to be marked to describe specific behavior (e.g. Interest in social welfare, behavior with public, living standard, observance of security measures and punctuality). Raters rate ratees performance on the basis of these qualifications and they also write their comment on this form. On the basis of these ratings ratees performance is judged and then feedback is provided considering some of these qualifications but not for each and every qualification.

4.13 Objectives of PA in UoB and SBKWU

Appraisal feedback provision is crucial for the staff support and recognition purpose. In the view of Armstrong (2009), performance management is a vital source of feedback provision, recognition and identifying future growth opportunities, yet the focus of the appraisal is centered on development that is the most crucial part of it.

According to the interview held with heads of departments and Deans of both UoB and SBKWU, responding the question asking the main purpose of the PA in their institution, the majority 93% of Uob and 63% of SBKWU respondent employees acknowledged that it serves the promotion purpose at large. According to 100% of SBKWU respondents student evaluation performa is used for feedback purpose whereas ACR performa is basically used for promotion purpose arguing that no other purpose is served. There is also found a contrasting opinion about its purpose, when one of the chairmen conversely noted that:

“It is just a formal official activity and a traditional practice that is totally purposeless. No reporting is done to teachers. It is used just for the sake of scaring and terrifying.”

Considering the interview comments researcher has concluded that it will not be wrong to refer the ACR a promotional tool rather than an appraisal tool that is mostly used for the purpose of service up gradation of employee but serving no developmental purpose. Employee behavior is determined one under the fear of ACR negative remarks showing reluctance to perform with willingness. ACR in other words, is the tool to keep track of employee performance forcefully rather than willingly.

4.14 Knowledge about Existence of PA

Familiarity with an organization's existing performance appraisal is fundamentally important for employees and organizations equally. It possibly helps employees know about the expectations kept from them.

Considering the information given on the question asking the respondents about the PA familiarization to the faculty members by chairs and deans of both universities, it can be inferred that basically there is no formal system for making the teachers familiar with this process. As the majority (86% of UoB and 75% of SBKWU) respondents respectively admitted that no formal system is in place to make them familiar with the system. As one of the department chairpersons from UoB said that:

“It is not conveyed formally or informally. I myself was unaware of it till I was not the part of this process practically.”

Another interviewee from the UoB claimed that:

“Everyone is familiar with this process. As everyone has internet access, but the teachers pretend that they do not know about this process”.

Regarding the familiarity with the process one of the interviewees from SBKWU said that:

“They are never familiarized with this process. ACR is basically confidential, so they know just that ACR will be written and rest they know nothing about it.”

In addition to that, another interviewee from SBKWU notified that:

“They are never familiarized with this process and are never told, how and on what basis their performance will be measured and judged. They are completely unaware. They know that ACR is written, but on what basis, is completely a novice thing for them to know.”

One of the deans from SBKWU conversely said that:

“Teachers when inducted in university, are given an orientation program about the rules and regulations as well as its programs to make them aware of the process.”

Considering the information provided by the respondents from SBKWU it reflects that the condition prevailing in this university is not actually very different from that of existing in the UoB. As the majority of the interviewees of both institutions reported about the absence of any kind of system to make them aware of the process except to provide them a part of self evaluation from ACR format to fill which make them conscious of being appraised.

It can be concluded in the light of the above information that there is no such system placed to make teachers aware of the appraisal process in particular. Teachers mostly come to know about this from their peers or most of the time with the passage of time they get knowledge of it on a self basis. It can also be said that they possibly become fully aware of it only when they become the part of it practically.

4.15 Appraisal Communication and Support

Communicating performance assessment in its actual terms is part of appraisal systems that should be in written form but its verbal communication is the prior condition as well. The element of communication makes appraisal effective for sure. Additionally the direct communication of employees with their bosses is vital to have their performance continuously negotiated to them as well as identify their concerns and get support in this regard to give their best performance.

Having a discussion related to this point with the Deans and heads of departments during the interview, majority (71% of UoB and 63% of SBKWU) of the respondents from both universities admitted that there exists no formal system of communication in their institutions. . One of the deans from UoB expressed that:

“We never have a formal meeting with staff. We meet them informally, but mostly when needed. General meetings are held just to do a brain wash”.

A chairperson from UoB said that:

“Never, there is no such trend to meet staff formally on a frequent basis. We are never asked to do so; perhaps they have no time and secondly who cares. I think there lies no significance in these assessment meetings”.

Answering the question related to communicating the PA to stakeholders, the majority ((100% of UoB and SBKWU)) of respondents of both universities admitted that ACR is a confidential report so it is never communicated to them; however they are told in a hidden way in general discussion about their performance. In case of sensitive issue they are sent written

notice. They also answered in the response to a question that there is no need to maintain a rapport to disclose performance results as it is a confidential activity.

4.16 Problems faced by Deans/HODS during Appraisal

4.16.1 Problems faced in PA conduction

A question posed to the respondents during interview asked them to mention the problems faced by them in conducting performance appraisal. Certain different problems were raised by the respondents of both universities without any specific order:

- Lack of cooperation of ratee
- Political backing and hindrance
- Workload and busy schedules
- Fear of being accountable
- Ambiguity of ACR statements

The above mentioned problems, according to respondents are the main reasons due to which they feel difficulty in conducting appraisals and cannot run the process smoothly. The researcher agrees that the above mentioned problems may create a hard situation to follow the process in a systematic way. Especially the major problem facing the raters is the lack of understanding of performance appraisal statements that are quite ambiguous. As one of the head mentioned that, 'ACR performa is not that clear to me. The statements are so vague that I don't understand what its objective is in fact. I think, everyone understands and interprets it according to his own mental approach and thinking'. This shows the system ineffectiveness that causes the raters' rate the performance in a wrong direction and in an unexpected way which makes the system faulty and turns the ratees rebellious of the appraisal judgments.

4.16.2 Problems Deans/HODs facing in Feedback provision

After the problems of PA conduction had been highlighted, a query was put to respondents to cite the problems if any in case of providing feedback to the subordinates. In the response to this question majority (79% of UoB and 88% of SBKWU) of the employee respondents respectively admitted that no problem is faced at all in case of ACRs. As it is a confidential activity and no feedback mechanism exists to inform employees about it except in severe case. While in case of student evaluation ratings that are negotiated to them, the opinions were quite different. The main issues raised by most raters were:

- Employees resistance to accept weaknesses
- Counter reactionary attitude
- Feeling of personal likes and dislikes
- Lack of cooperation

Along with the identification of these problems, respondents on the other hand also pointed out that ratee are not in the position to go against their judgmental remarks. As one of the heads from UoB mentioned that, 'no hindrance in this regard is faced because there is no option left to them. Due to the fear of negative remarks on ACR they obey and follow as instructed'. One other head from SBKWU commented that, 'there exists no such feedback mechanism. No professional feedback is to be provided to them so not any kind of problem is faced in this regard'. Also one of the heads added that, 'it is the headache of seniors, we have nothing to do with it'.

Analyzing the problems raised and considering their comments the researcher concluded that basically there is a plethora of issues that make the appraisal system weak in the said

universities. The appraisal in these institutions is seen as a rod to be used against employees to keep the track of performance which is totally a raw concept to be followed by the seniors. Secondly, there seems to be a big communication gap between raters and ratee that makes the process more difficult on the part of raters as well as ratees to be followed. The raters' non professional behavior makes the ratees rebellious of the appraisal process which in turn cause decline in the acceptability ratio toward performance assessment activities.

4.17 Training and Skills Development

According to Fitzgerald (2004), in order to develop the skills and enhance the confidence of appraisal participants, there is a need for ongoing training beyond the scope of appraisal activities, which in view of Piggot-Irvine (2003) should encompass the components of appraisal constituents, e.g. Core values and ideals, skills to monitor, data collection skills, taking interviews and report writing.

In the response to an interview question heading the same vein all the respondents from both universities(100% of UoB and SBKWU) respectively reported that they have never received any appraisal training. As one of the interviewees from SBKWU stated that, "no training is conducted, not even in my whole career". Another interviewee from UoB stated, "no such training is given. Experience is the only but major instrument that we are applying to evaluate performance skillfully".

Moreover, responding to the sub question asked about the kind of skills needed to enhance their professional expertise as an appraiser, respondents highlighted certain dimensions (e.g. Human resource management skills, communication skills, observation skills, the skills of writing ACRs accurately and monitoring skills). According to them these are the main

dimensions that need to be worked on. The researcher also agrees with the respondents' opinion of improving the highlighted skills to gain maximum professional expertise that is crucial to perform up to the mark to satisfy the working criteria requisites.

4.18 Evaluation criteria Improvement

No system set remains effective for all times neither it retains its usability for each and every criterion meant to be reached. It needs to be reviewed to keep it applicable according to the time needs. In the review discussion the participation of every individual is sought to be crucial to make it valid, reliable and acceptable.

Interview comments of both universities heads and Deans revealed that both the universities lack the element of taking the views of all personnel involved in the process of carrying out assessment. In the response to a question asked majority (86 % of UoB and 88% of SBKWU) respondents respectively admitted that there is no system at all to build in the feedback of appraisers and appraisee to improve the evaluation criteria. As one of the interviewees from UoB reported that, "A preset format is provided to us that is used to rate employees' performance". One other interviewee from SBKWU mentioned that, "no feedback is ever considered. It is wholly a one sided bureaucratic system".

4.19 Suggested ways of appraisal effectiveness

The most common responses from both universities respondents to the question about suggesting the ways to improve appraisal system for its effectiveness include, fixed criteria of assessment, sharing of ACR comments, reviewing appraisal, increasing frequency of appraisals, training and involvement of external bodies to improve the effectiveness of appraisal. In the words of one head from UoB, "properly fixed criteria of evaluation should be mentioned about

how to assess people”. One other head asserted that, “in ACR each criteria should be given proper weightage and each category of percentage should be clear and the categorical remarks should be well known to all”. Most of the heads were of the opinion that appraisal should be conducted on frequent basis rather than practicing it as an occasional activity. One head stated that, “there should be a reliable, proficient and critical analysis system of evaluation and also a review system should be in hand to bring positive changes from time to time to make this system more efficient and valid”.

4.20 General Perception about Current Appraisal System

Analyzing the interviewees comments it is revealed that the situation in both universities is almost the same regarding appraisal system. Both university employees are unsatisfied of the current appraisal system of their respective institutions. As one head of UoB mentioned that, “the existing system of evaluation is out dated and passive in nature. There is a dire need to change it”. One other head added that, “It is highly politicized. There is no check and balance and is a highly traditional system in which monotony is observed”. Another head from SBKWU said that, “system is good, but its implication is nowhere”. One of the heads from SBKWU also commented that, “this system is useless. It is totally failed and faulty”.

This is inferred from the above information that the current appraisal system is a kind of preset system imposed on the employees without having their participation in developing it. This one sided affair is unacceptable one that has caused frustration among the employees about their performance and they are less confident about their performance proficiency leaving them demotivated.

PART III Document Analysis

For the reliable results production purpose document analysis was applied to this study to ensure multiple collection of data. The documents analyzed included Annual Confidential Report (ACR) and student evaluation performa of both universities understudy. These documents were analyzed to check if they were formulated and developed according to any standard criteria fixed by HEC.

The following components are mentioned in the performa devised by HEC.

Performance indicators given by HEC	PIs of UoB	PIs of SBKWU
1. Intelligence and mental alertness.	✓	✓
2. Judgment and sense of proportion	✓	✓
3. Initiative and drive	✓	✓
4. Power of expression a). Writing b). Speech	✓	✓
5. Ability to plan organize and supervise work	✓	✓
6. Quality and output of work	✓	✓
7. Perseverance and devotion to duty.	✓	✓
8. Capacity to guide and train subordinates	✓	✓
9. Co-operation and tact	✓	✓
10. Integrity a). Intellectual	✓	✓

b). Moral		
11. Sense of responsibility	✓	✓
a). General		
b). In financial matter		
12. Personality	✓	✓
13. Interest in Social welfare	✓	✓
14. Behavior with public	✓	✓
15. Standard of living	✓	✓
16. Observance of security measures	✓	✓
17. Punctuality	✓	✓

After having analyzed the ACR performa and student evaluation performa of both universities it is clear that both the universities have adopted a similar ACR performa that is being devised by HEC. Similarly, analyzing the student evaluation performa used by UoB and SBKWU and comparing them with that of the HEC devised performa it is evident that both the universities are following the same criteria given by HEC to measure teachers' instructional performance as well. This clearly indicates that both universities are using the instruments for evaluation that meet the national standard criteria fixed by HEC.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSION, DISCUSSION AND RECOMMENDATIONS

5.1 SUMMARY

This was an exploratory study in nature that dealt with the comparison of performance evaluation system of faculty members in University of Balochistan and Sardar Bahadur Khan Women's University. The main objectives of the study was to analyze the performance evaluation systems executed by the University of Balochistan and Sardar Bahadur Khan Women's University and to compare their practices and feedback mechanism.

The sample of the study consisted 354 of respondents with the ratio of 7 Deans of faculty, 40 Chairpersons/HODs and 210 teaching faculty members of University of Balochistan and 3 Deans of faculty, 24 Chairpersons/HODs and 70 teaching faculty members of Sardar Bahadur Khan Women's University. A questionnaire was developed by the researcher to collect data from teachers and chairpersons, and data were analyzed by using SPSS version 20. The interview was conducted with Deans and chairpersons to get a thorough insight of the study. Documentary analysis was adopted to see the criteria followed in the said universities.

5.2 FINDINGS

Findings emerged on the basis of analysis and interpretation of the survey questionnaire

1. The majority (33.8%) of UoB respondents thinks, provision of regular and timely feedback and promotion are the prime purposes served in their institution. While SBKWU signifies regular and timely feedback to be the prime purpose served.
2. The majority (51.7% and 47.4%) of UoB and SBKWU respectively acknowledged the multiple source of evaluation as the most important factor of an effective performance appraisal.
3. The majority (79.5%) of UoB and (47.1%) of SBKWU respondents respectively, confirmed that performance appraisal is conducted annually. Conversely, SBKWU respondents' majority (47.1%) also reported it a semester activity happening twice a year.
4. The majority (38.4%) of UoB respondents indicated that they never get any performance feedback. While the majority (33.3%) of the respondents of SBKWU claimed that they often get regular feedback on their performance.
5. The majority (58.9% and 63.2%) of the respondents of UoB and SBKWU respectively approved that through discussion their performance is tried to be improved.
6. Majority 23.8% of respondents of UoB are of the view that there is no single type of appraisal followed rather it is practiced in multi dimensions and perspectives, i.e. It is judgmental, competence based, result based as well as behavior based. While the majority (29.9%) of SBKWU respondents notified it result oriented appraisal in their institution.
7. Finding indicated that there is a statistically significant difference in practices of existing appraisal process of UoB and SBKWU. The t-value (-3.484) and p value (.001) showed

that there is a significant difference between the performance practices of both UoB and SBKWU. Mean value (0.66) of SBKWU respondents and mean value (0.37) of UoB exhibited that performance appraisal of SBKWU is better than that of UoB. (Table 56)

8. The majority (48.3%) of respondents of UoB showed that the appraisal process of their institution is not well publicized and majority 41.1% of respondents of UoB showed that the appraisal process of their institution is not highly transparent. While the majority (78.2%) of employees of SBKWU agreed that the central aim of appraisal process is improvement, 57.5% favored the high level of confidentiality, 55.2% asserted that PA serves staff to identify the future areas of development and 67.8% favored that opportunity for feedback is provided by current PA. (Table 4.3.1 to Table 4.3.6)
9. Finding indicated that there is a statistically significant difference in Performance appraisal approaches of UoB and SBKWU ($t\text{-value} = -4.464$ and the $p\text{-value} = .000$). Mean value (0.69) of SBKWU respondents and mean value (0.32) of UoB scores revealed that Performance appraisal of SBKWU is better than that of UoB in terms of performance appraisal approaches. (Table 57)
10. The majority (55%) of respondents of UoB agreed performance is appraised on the basis of the annual confidential report only, majority 49.7% of respondents claimed not knowing the factors, on the basis of which their performance is measured, also majority 49% of them have no idea of whether multiple source evaluation is used in their institution or not and majority 46.4% of them acknowledged their dissatisfaction with their institution's current appraisal system. While the majority (80.5%) of employees of SBKWU reported of having knowledge about the student evaluation performance, 55.2%

avored the use of students' exam results to assess the teachers' teaching expertise and content knowledge. (Table 4.4.1 to Table 4.4.6)

11. Finding indicated that there is no significant difference in interpersonal dynamics of UoB and SBKWU. The t-value (-1.789) and p value (.075) showed that there is a non significant difference between the interpersonal dynamics of both UoB and SBKWU. Mean value (0.69) of SBKWU respondents and mean value (0.54) of UoB exhibited that there is more strong interpersonal relationship among teachers and their seniors in SBKWU than that in UoB. (Table 58)
12. Majority (62.3% and 67.8) of respondents of UoB and SBKWU respectively, showed that they trust, sharing their work problems with their supervisors, majority 71.5% and 74.7%, respectively, reported about expressing their opinions regarding work practice honestly with their Dean/HOD, majority 60.3% and 71.3%, respectively notified that they feel comfortable disclosing job related problems and issues to their respective Dean/HOD, and also majority (53.6% and 67.8%) claimed the involvement of teachers in their performance discussion. While the majority (54.3% and 59.8%) respectively favored Dean/HOD's welcome performance improving queries and also majority (49% and 62.1%) respectively asserted receiving sufficient amount of guidance and counseling from their Dean/HOD. (Table 4.5.1 to Table 4.5.6)
13. Finding indicated that there is a statistically significant difference between rating decisions of teachers performance of UoB and SBKWU (t-value = -2.804, $p = .006 < \alpha = 0.05$). Mean value (0.52) of SBKWU respondents and mean value (0.27) of UoB revealed that rating decisions of teachers performance in SBKWU are better than that in UoB. (Table 59)

14. The majority (48.3%) of respondents of UoB disagreed that Raters help understanding the process used to evaluate performance, majority 47.0% also disagreed that performance ratings are often discussed and the majority (43%) reported that performance related decisions are not explained. While the majority (67.8%) of employees of SBKWU reported the performance ratings confidentiality, 59.8% acknowledged the performance ratings on the basis of multi sourced data, and also majority 40.2% asserted that teachers cannot express feelings of disagreement about their performance ratings. (Table 4.6.1 to Table 4.6.6)
15. Finding indicated that there is a statistically significant difference in effectiveness of appraisal system of UoB and SBKWU (t-value = -4.177, p-value = .000 < $\alpha=0.05$). Mean value (0.60) of SBKWU respondents and mean value (0.25) of UoB revealed that performance appraisal of SBKWU is more effective than that of UoB. (Table 60)
16. Majority 39.1% of the respondents of UoB noted that existing performance appraisal of their institution has no positive effect on their performance. Also majority 37.1 % asserted that it does not enhance their professional growth, 60.9% reported that it does not help improving their working abilities, 39.7% added that it does not provide opportunities to communicate support needs. While the majority (50.6%) of SBKWU respondents notified that no training is given to improve instructional performance. (Table 4.7.1 to 4.7.5)
17. Majority 39.1% of the respondents of UoB noted that existing performance appraisal of their institution does not help to overcome research problems, majority 39.7 showed that no self reflection and self review is done and majority 39.1 % asserted that no constructive criticism is given. While the majority (58.6%) of SBKWU respondents

acknowledged that the current appraisal system focuses the institutional needs only. (Table 4.7.6 to 4.7.9)

18. Finding indicated that there is no significant difference in faculty participation in appraisal process of UoB and SBKWU. The t-value (0.301) and p value (. 764) showed that there is a non significant difference between the faculty participatory culture and the level of faculty participation in both UoB and SBKWU. Mean value (0.26) of SBKWU respondents and mean value (0.29) of UoB also exhibited almost the same result. (Table 61)
19. The majority (50.3% and 46%) of the respondents of UoB and SBKWU respectively claimed that existing performance appraisal of their institution is seniors' job only, majority (51.0% and 50.6%) respectively signified it a one sided affair without the participation of employees, also majority (52.3% and 52.9%) disagreed that all teachers are allowed to participate in setting standards for measuring their performance. Majorities (51.7% and 48.3%) respectively added that opinion of teachers is not considered in performance appraisal. (Table 4.8.1 to 4.8.4)
20. Finding indicated that there is no significant difference between factors affecting efficiency and effectiveness of Appraisal in UoB and SBKWU. The t-value (-0.697) p value (.487) showed that there is non significant difference between the factors affecting the efficiency and effectiveness of appraisal of both UoB and SBKWU. Mean value (0.43) of SBKWU respondents and mean value (0.36) of UoB exhibited almost the same result also. (Table 62)
21. Majority 50.3% of the respondents of UoB claimed that no timely feedback is provided, 48.3% showed confidence in the accuracy of performance judgment and 49%

acknowledged the Dean/HODs' expertise of using the performance assessment tool. While the majority (40.2%) of SBKWU respondents disagreed that performance ratings are the reflection of raters' personal likes or dislikes. 43.7% considered 'need based analysis' the main focus of the appraisal. (Table 4.9.1 to 4.9.5)

22. Finding indicated that there is a statistically significant difference between the existing feedback mechanism of UoB and SBKWU ($t = -4.189$, $p = .000 < \alpha = 0.05$). Mean value (0.61) of SBKWU respondents and mean value (0.23) of UoB revealed that feedback mechanism of SBKWU is better than feedback mechanism of UoB. (Table 63)
23. Majority 51.7% of the respondents of UoB claimed that work performance feedback is provided on an annual basis, 35.1% showed that no multiple rater feedback mechanism is followed in their institution and 43% disagreed that Dean/HODs' often give feedback on weak areas. While the majority (63.2%) of SBKWU respondents asserted that current feedback mechanism enhances their work capabilities. (Table 4.10.1 to 4.10.4)

5.2.2 Findings emerged on the basis of interview analysis

24. All of respondents of UoB and SBKWU confirmed the appraisal system as an annual appraisal system that basically incorporates each individual performance ratings assigned by their seniors.
25. The majority 93% and 63% of the respondents of UoB and SBKWU respectively acknowledged that ACR serves promotion purpose at large while student evaluation performed is used for feedback purpose.

26. The majority (86% and 75%) of the respondents from UoB and SBKWU respectively admitted that no formal system is in place to make teachers familiar with the system. Teachers mostly come to know about this from their peers or most of the time with the passage of time they get knowledge of it, as they become the part of it practically.
27. The majority (71% of Uob and 63% of SBKWU) respondents respectively admitted that there exists no formal system of communication regarding performance appraisal system in their institutions. The majority of respondents of both universities admitted that ACR is a confidential report so it is never communicated to them; however, they are told in a hidden way in general discussion about their performance.
28. The majority of respondents of both universities raised the following problems faced by raters in conducting performance appraisal:
- a) Lack of cooperation of ratee
 - b) Political backing and hindrance
 - c) Workload and busy schedules
 - d) Ratees' fear of being accountable
 - e) Ambiguity of ACR statements
29. The majority of the employee respondents (79% and 88%) of UoB and SBKWU respectively admitted that no problem is faced at all in case of ACRs. As it is a confidential activity and no feedback mechanism exists to inform employees about it except in severe case. While in case of student evaluation ratings, issues raised by most teachers were:
- Employees resistance to accept weaknesses
 - Counter reactionary attitude

- Feeling of personal likes and dislikes
- Lack of cooperation

30. The majority (100% of UoB and SBKWU) respondents respectively reported that they have never received any appraisal training. The appraisal training is totally absent in these institutions. There exists no such culture in these institutions.
31. Majority (86% of UoB and 88% of SBKWU) heads and Deans respectively revealed that both the universities lack the element of taking the views of all personnel involved in the process of performance appraisal and also there is no system at all to build in the feedback of appraiser and appraisee to improve the evaluation criteria.
32. UoB and SBKWU respondents respectively suggested following ways, i.e. Fixed criteria of assessment, sharing of ACR comments, reviewing appraisal, increasing frequency of appraisals, training and involvement of external bodies to improve the effectiveness of appraisal.
33. The majority of UoB respondents perceives their appraisal system static one that is highly politicized. While majority of SBKWU respondents considers it as a useless traditional system that is failing and faulty.

5.2.3 Findings emerged from Documentary Analysis

34. There is no significant difference between the performance evaluation criteria of UoB and SBKWU. Both the universities are following the same standardized criteria fixed and suggested by HEC.

5.3 DISCUSSION

The results of the study are discussed in this section in accordance with the analysis of faculty evaluation system and faculty respondents' given information. University teacher evaluation systems were analyzed and compared in terms of evaluation practices; evaluation approaches used; Interpersonal dynamics; performance rating decisions practice; university appraisal effectiveness; faculty participation of in the performance appraisal process; factors affecting efficiency and effectiveness of Appraisal; university feedback mechanism and the criteria used for evaluating teachers' performance.

Results showed significant difference between evaluation systems of UoB and SBKWU regarding evaluation practices. In SBKWU evaluation practices are comparatively better than that of the practices in UoB. The reason for the difference may be that SBKWU teachers know more about their evaluation system, have a high level of confidentiality and transparency. It aims at performance improvement and identifies the future areas of development and also provides a feedback opportunity.

The results reflected significant difference between the performance appraisals approaches used in both universities. Teachers of SBKWU know about factor used for performance measure, they have knowledge about multiple source evaluation used for performance appraisal yet the satisfaction level among teachers about a performance evaluation system is low in SBKWU.

Results showed insignificant difference between performance appraisal in terms of the interpersonal dynamics of UoB and SBKWU. As both university teachers trust and honestly share their work problems with their supervisors; feel comfortable disclosing job related

problems; assure their involvement in performance discussions and receive sufficient guidance from their heads and deans.

A significant difference was found between performance appraisal in terms of rating decisions practice of UoB and SBKWU. The reason is that ACR comments are kept confidential in both institutions, so no they are not discussed with teachers. The results of the study are closely are in line with Sarwar, Awan and Nazeer (2014) who found that performance appraisal remains confidential so it is not discussed with teachers. In SBKWU students' ratings are discussed and rating decisions are explained, yet they have no right to express feelings of disagreement about these ratings.

Responses revealed a significant difference between the appraisal systems of two universities in terms of appraisal effectiveness. The reason of this significance may be:

The SBKWU appraisal system has somehow a positive effect on it teachers' performance. It enhances teachers' professional growth and improves their work abilities, provides opportunity to communicate the support needs to perform well, helps them overcome research problems and gives constructive criticism about job related performance. However, there is no training culture in two universities. Both universities are lacking this aspect in their appraisal system and also it focuses the institutional needs only.

Diriba, C. (2012) recommends that employees should participate in preparation of performance appraisal. this enhances transparency and promotes trust among the subordinate and supervisor. Results showed no significance difference between the appraisal systems of two universities in terms of teachers' participation in PA process. It is revealed that in both UoB and SBKWU Performance appraisal is seniors' job only, which is a one sided affair without participation of employees. All teachers are not allowed to participate in setting performance standards. The

result of study aligns with Anjum, Yasmeen and Khan (2011) who found that teachers are not allowed to participate in the planning process of appraisal system neither their opinion is considered in performance appraisals. It is revealed from results that the main stakeholder teachers are not given any representation in the university appraisal system formulation process. Their feedback is never given any weightage in the system improvement.

Results showed that there is an insignificant difference between the factors affecting the efficiency and effectiveness of appraisal of both UoB and SBKWU. Both universities (UoB and SBKWU) teachers have confidence in the accuracy of performance judgment and acknowledged the Dean/HODs' expertise of using the performance assessment tool. They assert that their institution's appraisal system focuses the 'need based analysis'. While UoB teachers think that performance ratings are the reflection of raters biasness and also no timely feedback is provided to them. Supriya Mahajan (2013) suggested that proper feedback should provided to the employees soon after performance is being rated.

Results reflected a significant difference in feedback mechanisms of UoB and SBKWU. According to the respondents view, the feedback mechanism of SBKWU is comparatively better than that of UoB where no such mechanism exists. Though feedback is provided on an annual basis, yet it enhances work capabilities of SBKWU teachers. They are often given feedback on weak areas as compared to teachers of UoB who are not given feedback on their performance except in severe cases.

5.4 CONCLUSION

1. From the finding, it was concluded that in both universities performance appraisal is performed on an annual basis. However, in SBKWU, students' evaluation is conducted twice a year. Both UoB and SBKWU use their ACR comments for promotional purpose.

However, SBKWU uses the result of the students' evaluation for teachers' feedback. Both universities performance evaluation performs include statements measuring traits, competence, judgment based as well as results oriented.

2. The SBKWU performance evaluation system is better than that of UoB in respect of evaluation practices, evaluation approaches, performance rating decisions and appraisal effectiveness. The reasons for this difference are that SBKWU:

- i. Evaluation system is comparatively known to teachers.
- ii. Have maintained its confidentiality and transparency.
- iii. Aims at improving and identifies areas of future development.
- iv. Teachers have knowledge of the performance factors to be measured.
- v. Uses multiple source evaluation data.
- vi. Discuss Performance ratings and rating decisions are explained.
- vii. Performance appraisal has a positive effect on employees' performance.
- viii. PA enhances teachers' professional growth and improves their work abilities.
- ix. Provides opportunity to communicate support needs.
- x. Provides feedback on weak areas often.
- xi. Feedback mechanism enhances teachers work capability.

3. In both universities (UoB and SBKWU) some practices are exercised that has uniformity in the execution. There is found no difference in these dimensions of evaluation practice.

In both UoB and SBKWU

- i. Teachers have strong interpersonal relationships with their Heads/Deans.
- ii. Teachers are not equally involved in setting appraisal standards.
- iii. The appraisal is seniors' activity only.

- iv. Each teacher's pinion is not given weightage.
 - v. No formal system of making stakeholders familiar to the appraisal process.
 - vi. ACR comments are never communicated to teachers.
 - vii. No timely feedback is provided.
 - viii. Teachers are unsatisfied with performance evaluation system practices.
 - ix. No evaluation training is given.
4. Both universities (UoB and SBKWU) follow the national standard criteria fixed by HEC
5. Being rater, teachers of both universities (UoB and SBKWU) face almost the following same problems in conducting performance appraisal:
- i. Lack of cooperation of ratee
 - ii. Political backing and hindrance
 - iii. Workload and busy schedules
 - iv. Ratees' fear of being accountable
 - v. Ambiguity of ACR statements
6. The following issues are being faced by both university teachers while giving feedback
- i. Employees resistance to accept weaknesses
 - ii. Counter reactionary attitude
 - iii. Feeling of personal likes and dislikes
 - iv. Lack of cooperation

5.5 RECOMMENDATIONS

1. As annual appraisal are conducted in universities, so universities may conduct appraisals quarterly to give feedback to teachers on frequent basis soon after being observed in order to take corrective actions on time regarding their work performance.
2. ACR is commonly perceived a promotional tool by teachers. Performance appraisal data and the ACR comments may be used for developmental purpose rather than attaining it a mere promotional tool.
3. Assessment data may accompany multi raters' (Internal and external both) judgment and feedback on the performance to make it more transparent and more acceptable to the employees.
4. ACR is confidential performa to be rated by raters. University may give performance evaluation related documents on its website for the faculty to access and view them easily.
5. There is no formal system to familiarize employees to the appraisal system. Each Department Head/Chair may call a teachers' meeting at the beginning of the academic year and give a brief orientation about their performance evaluation system on a priority basis to make them familiar with the process well and make system more public.
6. ACR statements are ambiguous. Each standard or qualification in ACR may contain many statements to make judgment possibly more precise and valid in identifying a specific behavior.
7. There is no trend of taking view of employees in appraisal. In ACR performa a part of the concerned teachers/ ratees comments may also be added, so that they may read and

reflect their agreement or disagreement on the performance comments along with the evidence to supplement their remarks.

8. No system of communication exists among raters and ratee. A strong system of communication between raters and ratees may be employed to let them remain in close contact for any kind of assistance seeking.
9. No training culture prevails in universities regarding performance appraisal. In the light of performance feedback discussion department heads may send the nominated teachers' list to QEC asking to refer them to FTDC (Faculty Training and Development Centre) for specific training they need to develop their professional skills.
10. QEC may generate a detailed report of each faculty performance evaluation based on multi raters' provided data, including external agency's issued assessment reports and disseminate it to their concerned departments.
11. Teachers training as a rater and ratee both may be mandatory to make them understand the essence of appraisal and contribute to the system skillfully.
12. No teachers participation is allowed in appraisal formulation process. Appraisal system may be reviewed on an annual basis and all the teachers may enjoy their share of participation in the performance appraisal formulation process to bring them at one point of mutual agreement for the sake of its successful implication.
13. Universities may arrange workshops, seminars, training programs among different public and private universities of the locality to get benefit from each other's valuable systems and experiences.

REFERENCES

- Adams, S. M. (2005). Positive affect and feedback-giving behavior. *Journal of Managerial Psychology*, 20(1), 24-42.
- Afolabi, S.O. (2005). *Statistical tools and models for educational planners*. Ilorin: Integrity Publications.
- Aguinis, H. (2009). *Performance management*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Aguinis, H. (2007). *Performance Management*. London: Printice Hall.
- Alexander, F. K. (2000). The changing face of accountability: Monitoring and assessing institutional performance in higher education. *Journal of Higher Education*, 411-431.
- Amna Malik, M. (2009) Personal interview with Director General Learning Innovation HEC, Islamabad, Pakistan, 21 June.
- Anjum, A., Yasmeen, K., & Khan, B. (2011). Performance Appraisal Systems In Public Sector Universities Of Pakistan. *International Journal of Human Resource Studies*, 1(1), 41-51.
At www.macrothink.org/ijhrs .
- Antonioni, D. (2000). 360-degree feedback for a competitive edge. *Industrial Management*, 42(3), 6-11.
- Armstrong, M. (2009). *A handbook of personnel management practice*. (11th ed.). London: Kogan Page.
- Armstrong, M., & Baron, A. (2005). *Managing performance: performance management in action*. CIPD Publishing.

- Armstrong, M. (1994). *Performance Management*. London: Kogan Page Limited.
- Aslam, HD. (2011). Performance evaluation of teachers in universities: contemporary issues and challenges in Pakistan. Proceedings of the 2011 International Conference on Teaching, Learning and Change. (c) International Association for Teaching and Learning (IATEL): 339-362.
- Atiomo, A. C. (2000). *Human Resources Management*. Malthouse Management Science Books, Lagos.
- Bendaraviciene, R. (2010). Benchmarking good practices of performance appraisal for lithuanian universities: united kingdom case analysis. *Human Resources Management & Ergonomics*, 4, 1-9.
- Bethell, R. (2005). School evaluation, teacher appraisal and feedback and the impact on schools and teachers: Creating effective teaching and learning environments. First results from TALIS–ISBN 978-92-64-05605-3.[Online] Available: www.oecd-ilibrary.org
- Behery, M. H., & Paton, R. A. (2008). Performance appraisal-cultural fit: organizational outcomes within the UAE. *Education, Business and Society: Contemporary Middle Eastern Issues*, 1(1), 34-49.
- Brown, M., & Benson, J. (2003). Rated to exhaustion? Reactions to performance appraisal processes. *Industrial Relations Journal*, 34(1), 67-81.
- Brown, M., & Heywood, J. S. (2005). Performance appraisal systems: determinants and change. *British Journal of Industrial Relations*, 43(4), 659-679.

- Burke, J. C., & Minassians, H. (2001). Linking State Resources to Campus Results: From Fad to Trend--The Fifth Annual Survey.
- Cardno, C. (2005). Leadership and professional development: the quiet revolution. *International journal of educational management*, 19(4), 292-306.
- Cardno, C. (2003). *Action Research: A Developmental Approach*. New Zealand Council for Educational Research, PO Box 3237, Wellington, New Zealand.
- Carin, B., & Good, D. A. (2004). Evaluating Efficiency and Effectiveness in Public Sector Delivery. In *Proceedings Kaliningrad Workshop, July , 24-25*.
- Cavanagh, R. R. (1996). Formative and summative evaluation in the faculty peer review of teaching. *Innovative Higher Education*, 20(4), 235-240.
- Chism, N. V. (1999). Peer review of teaching. *Bolton, MA: Anker Publications*.
- Cokins, G. (2004). *Performance management: Finding the missing pieces and closing the intelligence gap*. Australia: John Wiley and Sons.
- Craig, W. (2011). Better teacher appraisal and feedback: Improving performance. *Grattan Institute, Australia*. [Online] Available: <http://www.grattan.edu.au>.
- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Educational Policy Analysis Archives*, 8, 1-48.
- Dalton, M. (1996). Multirater Feedback and Conditions for Change. *Consulting Psychology Journal*, 48 (1), 12-16.
- Danielson, C. and McGreal, T.L. (2000). *Teacher Evaluation to Enhance Professional*

Practice. (ASCD) Publishers.

Davis, R. (1995). Choosing Performance Management: A Holistic Approach. *CUPA Journal*, 46(2), 13-18.

Donaldson, G. (2011) Teaching Scotland's future: Report of review of teacher education in Scotland, December 2010. Produced for the Scottish Government by APS Group Scotland. Published by the Scottish Government, January 2011

Doyle, W. R. (2006). State accountability policies and Boyer's domains of scholarship: conflict or collaboration?. *New Directions for Institutional Research*, 2006(129), 97-113.

Diamond, R. M. (2002). Defining Scholarship for the Twenty-First Century. *New Directions for Teaching and Learning*, 90, 73-79.

Diamond, R. M., and Adam, B. E. (eds.). *The Disciplines Speak II: More Statements on Rewarding the Scholarly, Professional, and Creative Work of Faculty*. Washington, D.C.: American Association for Higher Education, 2000.

Diriba, C. (2012). A Comparative Study of Employees Performance Appraisal Practices and Problems in Ethiopian Higher Education Institutions: The Case of Addis Ababa University and St. Mary University College (Doctoral dissertation, Addis Ababa University Addis Ababa, Ethiopia).

DeNisi, A. S., & Pritchard, R. D. (2006). Performance appraisal, performance management and improving individual performance: A motivational framework. *Management and Organization Review*, 2(2), 253-277.

- Dessler, Gary. (2011). *Human Resource Management* (12th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Edmonstone, J. (1996). Appraising the state of performance appraisal. *Health Manpower Management*, 22(6), 9-13.
- Erdogan, B. (2002). Antecedents and consequences of justice perceptions in performance appraisals. *Human Resource Management Review*, 12(4), 555-578.
- Fitzgerald, T. (2004). A focus on the real issues: Senior managers' perception of performance appraisal in New Zealand schools. *Perspectives on Educational Leadership*, 14(3).
- Fitzgerald, T., Youngs, H., & Grootenboer, P. (2003). Bureaucratic control or professional autonomy?: Performance management in New Zealand schools. *School Leadership & Management*, 23(1), 91-105.
- Fleenor, J. W., & Prince, J. M. (1997). *Using 360-degree feedback in organizations*. Center for Creative Leadership, Greensboro, North Carolina.
- Fontana, A., & Frey, J. (2000). *Handbook of Qualitative Research*. Thousand Oaks: Sage Publications.
- Greer, C. R. (2001). *Strategic human resource management*. Pearson College Div.
- Gomez-Mejia, L. R., Balkin, D. B., Cardy, R. L., Dimick, D. E., & Templer, A. J. (2001). *Managing Human Resources*, (Canadian 3rd ed.), (2004).

- Guthrie, J., & Neumann, R. (2006). Performance Indicators in Universities: The Case of the Australian University System. *Submission for Public Management Review Final February.*
- Gaither, G., Nedwek, B. P., and Neal, J. E. (1994). *Measuring Up: The Promise and Pitfalls of Performance Indicators in Higher Education.* Washington: Association for the Study of Higher Education.
- Heck, R. H., Johnsrud, L. K., & Rosser, V. J. (2000). Administrative effectiveness in higher education: Improving assessment procedures. *Research in higher education*, 41(6), 663-684.
- Heneman Herbert G. Personnel (1996). *Personnel Human Resources Management.* (4th ed.). New Delhi: Universal Book Stall.
- Hayford, L. (2003). Reaching Underserved Populations with Basic Education in Deprived Areas of Ghana: Emerging Good Practices. *Ghana: CARE International.*
- Hurley, S. (1998). Application of team-based 360 feedback systems. *Team Performance Management*, 4(5), 202-210.
- Ingvarson, L., Kleinhenz, E., Beavis, A., Barwick, H., Carthy, I., & Wilkinson, J. (2005). Secondary teacher workload study: report. *Teacher Workforce and Careers*, 2.
- Ilgen, D. R., Fisher, C. D., & Taylor, M. S. (1979). Consequences of individual feedback on behavior in organizations. *Journal of applied psychology*, 64(4), 349.

- Ishaq, Muhammad, H., Iqbal, Zahid.,M., Zaheer, & Arshad. (2009). Effectiveness of Performance Appraisal: Its Outcomes and Detriments in Pakistani Organizations. *European Journal of Social Sciences*, 10(3) ,479-485.
- Jooste, K. (1993). Communication in Dimensions of nursing management,edited by SW Booyens. Kenwyn: Juta: 261 -280.
- Karami, A., Rowley, J., & Analoui, F. (2006). Research and knowledge building in management studies: An analysis of methodological preferences. *International. Journal of Management*, 23(1), 43.
- Kemper, J. (2005). Performance Management Systems: A Glance at the Past Paves the Way for Today. *CUPA-HR Journal*, 56(1), 21-29.
- Koontz, H., & Weihrich, H. (2005) *Essentials of Management; An International Perspectives*, (6th edi.), McGraw-Hill; New York.
- Kumrow, D., & Dahlen, B. (2002). Is peer review an effective approach for evaluating teachers?. *The Clearing House*, 75(5), 238-241.
- Kurz, N. M. (2006) The relationship between teachers' sense of academic optimism and commitment to the profession. Dissertation, Presented in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in the Graduate School of The Ohio State University.
- Lansbury, R. (1988). Performance management: A process approach. *Asia Pacific Journal of Human Resources*, 26(2), 46-54.

- Larsen, M. A. (2005). A critical analysis of teacher evaluation policy trends. *Australian Journal of Education*, 49(3), 292-305.
- Lepsinger, R., & Lucia, A. D. (1998). Creating champions for 360 degree feedback. *Training and Development-Alexandria-American Society for Training and Development*, 52, 49-53.
- Mahajan, S. (2013). Employees Perception of Performance Appraisal System: A Study on Higher Educationinstitutes in Jalandhar. *International Journal of Research in Commerce & Management*, 4(11), 144-150.
- Mani, B. G. (2002). Performance appraisal systems, productivity, and motivation: A case study. *Public Personnel Management*, 31(2), 141-159.
- Martinez, J. (2003). *Assessing quality outcome and performance management in Towards a global health workforce strategy*, M. Antwerpen: ITG Press: 205-238.
- Matthew, J., & Barber, LK.,(2009), Are you focusing both employees and organizational outcomes. *Organizational Health Initiative at Saint Louis University,(ohi. slu@ edu)*, 1-5.
- Michlitsch, J. F. (2000). High-performing, loyal employees: the real way to implement strategy. *Strategy & Leadership*, 28(6), 28-33.
- Middlewood, D. (2001). Managing teacher appraisal and performance in the United Kingdom: pendulum swings. In D. Middlewood & C. Cardno (eds.). *Managing teacher appraisal and performance: A comparative approach*. (125-140). London: Routledge Falmer.

- Middlewood, D., & Cardno, C. (2001). The significance of teacher performance and its appraisal. In D. Middlewood & C. Cardno (eds.). *Managing teacher appraisal and performance: A comparative approach*, (1-16). London: Routledge Falmer.
- Murphy, K. R., & Cleveland, J. (1995). *Understanding performance appraisal: Social, organizational, and goal-based perspectives*. Sage.
- Newstrom, J.W., & Davis, K. (1993). *Organisational behaviour: human behaviour at work: (9th ed.)*. New York: McGraw-Hill.
- Ozga, J. (2003). *Measuring & Managing Performance in Education*. Centre for Educational Sociology, University of Edinburgh.
- Peril, & Promise. (2000). *Higher Education In Developing Countries*. Washington, DC: World Bank.
- Piggot-Irvine, E., & Cardno, C. E. (2005). *Appraising performance productively: Integrating accountability and development*. Eversleigh Publishing.
- Piggot-Irvine, E. (2003). Key features of appraisal effectiveness. *International journal of educational management*, 17(4), 170-178.
- Piggot-Irvine, E. (2000). Appraisal–The impact of increased control on the “state of play” in New Zealand schools. *Journal of Educational Administration*, 38(4), 331-351.
- Price, A. (2000). *Principles of human resource management: an active learning approach*. Blackwell Publishing.
- Punch, K. F. (2013). *Introduction to social research: Quantitative and qualitative approaches*. Sage.

- Rafferty, A. M., Maben, J., West, E., & Robinson, D. (2005). *What Makes a Good Employer?* International Council of Nurses, Geneva.
- Rahman, S. A. (2006). Attitudes of Malaysian Teachers Toward a Performance-Appraisal System. *Journal of Applied Social Psychology*, 36(12), 3031-3042.
- Randell, G. (1994). *Employee appraisal. Personnel Management*, Oxford: Blackwell.
- Reddy, Y.K. (2006) *University Administration*, (1st ed.), Omega Publications, New Dehli.
- Roberts, G. (2003). Employee Performance Appraisal System Participation. A Technique that Works. *Pub. Pers. Manag*, 32 (1), 89-98.
- Roder, A. (2007). *Management by Objectives*. Lead with goals. Norderstedt, Germany: GRIN Verlag.
- Roolaht, T., & Türk, K. (2007). Appraisal And Compensation Of The Academic Staff In Estonian Public And Private Universities: A Comparative Analysis. *TRAMES*, (2), 206-222.
- Rothstein, H. R. (1990). Interrater reliability of job performance ratings: Growth to asymptote level with increasing opportunity to observe. *Journal of Applied Psychology*, 75(3), 322-327.
- Rowe, A. K., de Savigny, D., Lanata, C. F., & Victora, C. G. (2005). How can we achieve and maintain high-quality performance of health workers in low-resource settings?. *The Lancet*, 366(9490), 1026-1035.

- Rudman, R., (2002). *Human Resources Management in New Zealand*, (4th ed.). Auckland: Prentice Hall.
- Sarwar, S., Awan, U., & Nazeer, M. (2014). Performance Evaluation in Private Schools: a Case Study of the Educators School. *Journal of Public Administration and Governance*, 3(4),82.
- Scandura, T. A., & Williams, E. A. (2000). Research methodology in management: Current practices, trends, and implications for future research. *Academy of Management journal*, 43(6), 1248-1264.
- Seldin, P. (1980). Successful faculty evaluation programs. *A Practical guide to Improve Faculty Performance and Promotion/Tenure Decisions*, Conventry press, Curgers.
- Shrestha, S., & Chalidabhongse, J. (2007). Improving employee performance appraisal method through web-based appraisal support system: system development from the study on Thai companies. *IEICE transactions on information and systems*, 90(10), 1621-1629.
- Simmons, J., & Iles, P. (2001). Performance appraisals in knowledge-based organisations: Implications for management education. *The international journal of management education*, 2(1), 3-18.
- Skelton, A. (2005). *Understanding teaching excellence in higher education: Towards a critical approach*. Routledge, London.
- Skerritt, O.Z. (1992) *Professional Development in Higher Education: A Theoretical Framework for Action Research*, Kogan Page, London.

- Somerick, N. M. (1993). Strategies for improving employee relations by using performance appraisals more effectively. *Public Relations Quarterly*, 38, 37-37.
- Stafyarakis, M., & Eldridge, D. (2002). HRD and Performance Management. *MSc in Human Resource Development Reading*, 5.
- Stronge, J. H., & Tucker, P. D. (2003). *Handbook on teacher evaluation: Assessing and improving performance*. Larchmont, NY. Eye On Education Publications.
- Thomson, R. (1993). *Managing people*. London: Betterworth-Heinemann.
- Timperley, H. S., & Robinson, V. H. J. (1996). Appraisal and accountability: Views of secondary school principals. *New Zealand Journal of Educational Administration*, 11, 21-4.
- Vallance, S. (1999). Performance appraisal in Singapore, Thailand and the Philippines: A cultural perspective. *Australian Journal of Public Administration*, 58(4), 78-95.
- Vanci-Osam, U. & Aksit, T., (2000). Do intentions and perceptions always meet? A case study regarding the use of a teacher appraisal scheme in an English language teaching environment. *Teaching and Teacher Education*, 16, 1-15.
- Walters, M. (1995). *The performance management handbook*. London: Institute of Personnel and Development.
- Wen Chong, P (2010). Comparative Analysis of Special Education Teacher Training in France and Norway: How effective, areas taught and recommendation for improvement (Master Thesis Abstract), *Journal for Educators, Teachers and Trainers JETT*, 1, 87-95.

Wilson, J. P. (2005). *Human Resource Development (2nd ed.)*. Kogan Page, London.

Winston Jr, R. B., & Creamer, D. G. (1997). *Improving Staffing Practices in Student Affairs. The Jossey-Bass Higher and Adult Education Series*. Jossey-Bass Inc., Publishers, 350 Sansome St., San Francisco, CA 94104.

Yong, F. (1996). Inflation of subordinates' performance ratings: Main and interactive effects of Rater Negative Affectivity, Documentation of Work Behavior, and Appraisal visibility. *Journal of organizational Behavior*, 20(4),431-444.

Youngs, H., & Grootenboer, P. J. (2003). Primary and secondary teachers' perceptions of appraisal: implications for school leaders. *New Zealand Journal of Educational Leadership*, 18, 77-90.

APPENDIX A

Performance Evaluation System of Faculty Members in University of Balochistan and

Sardar Bahadur Khan Women's University: A comparative Study

Questionnaire for university teachers

PART-A: Demographic Information

- I. Name of teacher (optional) : _____
- II. Name of University: _____
- III. Present position: _____

Qualification:

	Academic qualification	
I.	Masters	
II.	MS/M.phil/ Equivalent	
III.	Ph.D	
IV.	Post Doctorate	

Teaching experience:

- a) 5 years or less
- b) 6 – 10
- c) 11 – 15
- d) 16 – 20
- e) Above 20 years

Q. what is the prime purpose of performance appraisal in your institution?

- a) Regular and timely feedback
- b) Training needs
- c) Promotion
- d) Review discussion

Q. What is the most important factor for effective performance appraisal?

- a) Feedback
- b) Review discussion
- c) Rater-ratee participation
- a) Multiple sources for evaluation

Q. How frequently performance appraisal takes place in your institution?

- a) Once a year

- b) On monthly basis
- c) Per semester
- d) Quarterly

Q. Does your Dean/HOD give you regular feedback on your performance?

- a) Always
- b) Often
- c) Off and On
- d) Never

Q. How does your Dean/HOD help you to improve your performance? (Multiple responses allowed)

- a) Discussion
- b) Mentoring
- c) Written notice

Q. What kind of performance appraisal is followed in your institution? (multiple responses allowed)

- a) Competence based
- b) Behavior based
- c) Results based
- d) Judgmental based

Each question is phrased as a statement. Please read the statement carefully and select the most appropriate option of your choice.

Strongly Disagree (SDA)	Disagree (DA)	Undecided (UD)	Agree (A)	Strongly Agree (SA)
----------------------------	------------------	-------------------	--------------	------------------------

Items	SDA	DA	UD	A	SA
Questions about purpose of existing appraisal practice					
1. The appraisal process of my institution is well publicized.					
2. The central aim of the appraisal process is "improvement".					
3. High level of confidentiality is observed in the appraisal process in my institution.					
4. The appraisal process in my institution is highly transparent.					
5. The existing appraisal process of my institution serves staff to identify future areas of development.					
6. The current appraisal process provides opportunity for feedback to the staff.					
Question about the performance evaluation Approaches					
1. My work performance is appraised on the basis of information given in Annual confidential report only.					
2. I know all the factors, on the basis of which my performance is measured.					
3. My teaching performance is also appraised using students evaluation performas.					

4. Existing appraisal system prefers evaluating performance using multiple source of evaluation i.e. ACR, student evaluation, peer evaluation, examination results.					
5. My teaching expertise and content knowledge is assessed through examining student's exam results.					
6. I am satisfied with the existing appraisal system of my institution.					
Questions related to the Opinion about Interpersonal dynamics					
1. I trust my Dean/HOD in sharing my work problem.					
2. I express my opinions regarding my work practice honestly with my Dean/HOD.					
3. I feel comfortable disclosing job related problems and issues to my Dean/HOD.					
4. My Dean/HOD involves teachers in discussion about their performance.					
5. My Dean/HOD welcome queries about how to improve my performance.					
6. I get sufficient amount of guidance and counseling from my Dean/HOD.					
Questions related to the rating decisions of teachers performance					
1. My performance ratings are kept confidential from all including me.					
2. My rater helps me understand the process used to evaluate my performance.					
3. My performance is rated on the basis of different type of evaluation data.					
4. My performance ratings are often discussed with me.					
5. My rater explains decisions related to my performance.					
6. I can express my feelings of disagreement about my performance ratings.					
Questions related to the effectiveness of appraisal system					
1. The existing performance appraisal of my institution has positive effect on my performance.					
2. Existing appraisal system enhances my professional growth.					
3. My performance appraisal helps me improve my working abilities.					
4. I get regularly training opportunity about teaching and instructional methods on the basis of my performance appraisal.					
5. Existing system provides me an opportunity to communicate the support needs to perform well.					
6. My performance appraisal helps me overcome research problems.					
7. It provides me an opportunity for self review and self reflection.					
8. I believe our performance appraisal system gives constructive criticism related to job performance.					
9. Current appraisal system focuses the institutional needs only.					
Questions related to the participation of faculty in performance appraisal process					
1. Performance appraisal is a continuous job for the seniors only.					
2. PA in our institution is a one sided affair without participation of					

employees.					
3. All teachers are allowed to participate in setting standards for measuring their performance.					
4. The opinion of teaching faculty is considered in performance appraisal.					
Questions related to the factors affecting efficiency and effectiveness of Appraisal					
1. My rater gives me ratings that are the reflection of his/her personal likes or dislikes.					
2. Timely feedback is provided as a result of performance appraisal.					
3. I am confident about the accuracy of the performance judgment given by my Dean/HOD.					
4. My Dean/HOD has an expertise to use the tool for performance appraisal system.					
5. the main focus of appraisal system of my institution is 'need based analysis.'					
Questions related to the existing feedback mechanism					
1. I get feedback on my work performance once a year.					
2. Multiple Rater feedback mechanism is followed to inform about work practices.					
3. My Dean/HOD often gives me feedback to work on weak areas of my performance.					
4. The current feedback mechanism enhances my working capabilities.					

APPENDIX B

Interview questions

- Q1. What kind of appraisal system is observed in your institution?**
- Q2. What is the main purpose of performance appraisal process in your institution?**
- Q3. How is the appraisal process of your institution familiarized to the faculty members?**
- Q4. How do you communicate the stakeholders about the process of evaluation?**
- Q5. How often do you meet with your appraisee to discuss progress in relation to your developmental objectives?**
- Q6. How do you inform appraisee about the weak areas of evaluation?**
- Q7. To what extent appraisees accept the evaluation judgment about their performance with open heart?**
- Q8. How do you maintain the proper rapport to disclose their performance results?**
- Q9. What kind of problems do you face in conducting performance appraisal?**
- Q10. What kind of issues do you face in providing feedback about the results of teachers performance?**
- Q11. Have you ever received any formal appraisal training as an appraiser in the last three years?**
- Q12. What kinds of skills are needed to enhance your professional expertise as an appraiser?**

Q13. How do you build in the feedback of appraisers and appraisees in improving the criteria of evaluation?

Q14. In what ways performance appraisal system is improved for its effectiveness? (Suggest three areas of importance)

Q15. What are your overall comments on this system?