

Evaluation of Performance Appraisal System in Public Sector Universities: A Critical Case of a Public Sector Institution (PSI)

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Abstract

The utmost aim of this research is to examine the current performance evaluation system undertaken by a public sector university and to uncover the perceptions of teachers about the existing system and to present some recommendations to perk up the system. This research is an exploratory study where primary data has been collected from a well-recognized public sector university through questionnaires. 344 questionnaires were distributed out of which 300 were returned. Findings of the study depict that the current evaluation system does not provide feedback to the teachers. The results of the appraisal reports are kept confidential which becomes a hurdle in teachers' developmental process. In addition to it, results have showed that performance appraisal system have impact on teachers' commitment and their skills. This study can play a crucial role in coercing the higher authorities to contemplate their performance evaluation system. This study suggests that by setting mutual performance objectives, emphasizing on performance planning, and providing feedback to the teachers' can help in learning and development purposes of teachers in universities.

Key words: *Performance appraisal (PA), evaluation, teacher, feedback, Performance management, performance planning, Public Sector Institution (PSI)*

1. Introduction

Every organization has some objectives and is dependent on its employees for the achievement of these objectives. The attainment of these goals and objectives is contingent on the performance of personnel of an organization. So, it is imperative to analyze the performance of employees and evaluate their role in the success of an organization. For this purpose, organizations engage themselves in performance evaluation of their employees. They appraise employees' performance through different means. Performance appraisal is a central part of HRM.

According to Renganayaki (2013) performance appraisals were first used during the World War II back into the twentieth century. Performance appraisal is a formal assessment tool that helps to measure employees' performance against some pre-determined performance standards. It helps to evaluate the quality of employees' work. Performance appraisal is a part of performance management system. Organizations use performance appraisals for the number of purposes. Firstly, on the basis of appraisal, employees are being allocated with rewards such as salary raise, increments, promotions etc. Secondly, performance appraisals help to highlight the areas of strengths and weaknesses. It helps employees to develop by identifying the deficiencies in their performance. Thirdly, it differentiates between average and above average performers. It helps management to take administrative decisions.

Like other organizations, Higher Educational Institutions (HEIs) also employ themselves in appraisal process. Educational institutions are dependent upon teachers' skills and knowledge. HEI's particularly universities appraise the performance of teachers for the purpose of learning and development. In Pakistan, High Education Commission (HEC) is responsible for development of teachers'. For this purpose, HEC provides various scholarship and training programs and other initiatives. HEIs emphasize on the quality of education and for providing quality education teachers' efforts and performance are being assessed through performance appraisals as they are the nucleus of the universities. This study is executed within an aim of examining the performance appraisal system of a public sector university. A Public Sector Institute has been taken as a case study for this research. This PSI is the top ranked university in the southern Punjab. It was established in 1925. Since then, this institution has been providing quality education to thousands of students. In 1975, this PSI was chartered as a general university. Today more than 2000 employees are working in it and more than 15000 students are studying here.

1.1 Research Objectives

The utmost objectives of this study are as follows

- To understand the significance of performance appraisal process for the purpose of employee development and advancement.
- To analyze the current technique being adapted by PSI for evaluating employees'.
- To investigate the connotation of feedback in appraising teachers' performance in PSI.
- To highlight the problems which are often being by teachers while executing the process of performance appraisal.
- To suggest some recommendations for the current system of appraisal.

2. Literature Review

Performance appraisals of employees are indispensable and obligatory to comprehend every employee's abilities, knowledge, strengths, competencies, work behavior and relative value and worth for the particular organization. Performance appraisals act as cornerstone for achieving individual as well as organization wide objectives. Performance appraisals aim at rating the employees' in terms of their

performance and Feedback provides information about the effectiveness of employee's performance and let them know about their strengths and loopholes of their work. Performance appraisal is an effectual contrivance for an organization to prospect and move towards its goals and progress. It is an opportunity in a way that it enhances two-sided/way communication and develops a harmonious relationship between supervisor and subordinate. Hence, employees are inspired and motivated to make advancements in their performance when they are being rewarded both financially and non-financially for their performance (Stone, 2008). As organizations are becoming diverse and going through a period of rapid change, they are in quest of effectual management techniques and one of these techniques is performance appraisal (De-Waal, 2007). Aguinis (2007) concluded his views by defining performance appraisal as an unremitting and incessant procedure of categorizing, computing and enhancing the performance of the personnel and achieving organization wide objectives. Various practices escort this process such as human resource development, career development opportunities, feedback on regular basis and differentiating employees' attainments and accomplishments.

Dessler and Varkkey (2007), are of the view that performance appraisal is the comparison between actual and the desired performance of the employees. Associating actual results with the standards of the organization is a very crucial process. DeCenzo and Robbins (2006) revealed that performance management systems are formed for the purpose of feedback, documentation and the most imperative is development. But if poorly executed, performance appraisals can de-motivate the employees and can lower the productivity. Performance management is a two way communication between an employee and an employer of a firm. It ensures that individuals are working towards organizational goals. It also assists an organization to create alignment between individual and organization's objectives. Stronge and Tucker (1999) described that employees' evaluation can be a great source of learning and development and organizations should assess their employees on formal and informal basis. Atiomo (2000) stressed the significance of performance appraisals by concluding that appraisals not only highlight the recital of employees but they also draw attention to those organizational issues which need attention regarding to the performance of the incumbents. For that purpose, managers should clarify the roles and responsibilities of their subordinates so that they know what is expected of them and how they should achieve it. Rather than evaluating performance on personal characteristics of job incumbents', performance is appraised on the job behaviors and results and outcomes. There is a scenario of open communication during the evaluation and review of appraisal as managers tell their subordinates about their performance and ways to continually improve it.

Organizations should focus on improving individual performance through all legitimate and ethical ways. He further stressed that one of the cornerstone approaches to improve performance is to provide feedback to the employees about their work so they can develop themselves. Traditional organizations related appraisals with pay only but contemporary organizations are of the view that performance appraisals prove to be a helpful tool in determining training needs, improving communication skills of the employees, spotting their current performance and taking corrective actions. According to Dulewicz (1989), performance evaluation is the ability of the job holder to make

judgments about the performance of colleagues and oneself too. So, organizations should form a general phenomena with the help of which they can evaluate performance of all their workers. Similarly, Beer (1981) pointed out that performance appraisal system are a basis of providing knowledge to the employees about themselves, that how they are performing and also what level of performance is expected of them by the manager.

Armstrong (2006) is of the view that performance management is a two way and a systematic process and it aims at refining organizational performance by mounting the recital and performance of individuals and teams The overall endeavor of performance management is to ascertain a high performance culture where all the organizational members take personal responsibility for the unremitting perfection and enhancement of business processes and for their own skills and abilities. Performance appraisal is the continuous course of acquiring, examining and collecting evidence about all the related knowledge of employee's work. The foremost rationale of evaluating performance of workforce is to determine and improve the authentic performance of the employee to let them know their loopholes so that they can overcome them in order to progress. Performance appraisal and evaluation helps individuals by providing them necessary feedback and provide opportunities for career development (Gomez-Mejia, 2007). Obisi (2011) revealed that one of the major determinants of boosting organizational performance is evaluating its employees on regular basis. Those organizations that have adapted error free appraisal system have a competitive advantage while organizations having weak and inconsistent appraisal system fail to execute their businesses and do not develop. It opens paths for training and development. It also creates configuration between individual growth and organizational growth.

Cokin (2004) is of the view that performance appraisal is central to organizations as it entirely focuses on the development of employees' capabilities and help them to advance their career ladder. Performance appraisal serves different objectives. From manager's perspective, employees' performance is assessed to provide efficient workers with rewards and incentives and to promote them to the next rank whereas punishing the non-productive workers. While from an employee's perspective it provides a sense of satisfaction and motivation to them and helps them to know about their annual performance against the standards. Thus a strong mutual relation between supervisor and subordinate is important for evaluating performance of the employees (MacKenzie, 1995). For organizations, performance appraisal is a very productive and beneficial activity if conducted properly. Employees should be appraised on the basis of their job knowledge and performance rather than on the basis of their personal characteristics and liking and disliking. Performance evaluations increase job motivation of employees (Leila et al., 2011). Likewise, Teratanavat et al. (2006) emphasized the significance of performance appraisal process. According to their view, the results of performance appraisal include reduction in employees' anxiety and assessing employees' current performance and providing them feedback to make it better. This feedback helps them to work with more determination and help them to advance in their career. The traces of performance appraisal and evaluation can be found during the epoch of F.W. Taylor in the start of 20th century. His principles of scientific management brought revolution in the discipline of management. But performance appraisal got popularity after 2nd world war.

During 1950's the organizations of America started evaluating their employees performance through different means and since then almost every organization evaluates its employees' efforts now (Khan, 2013). Contemporary organizations are shifting their trend to pay according to the performance. Managers are focusing more on performance management systems and rewarding their employees according to their contribution. So, performance evaluations can bring a drastic revolution in the organizations if conducted properly. Performance appraisals have a sound impact on employees' motivation (Jabeen, 2011).

Khan et al. (2011) elaborated that along with attractive rewards and salaries employees also get motivated if their performance is evaluated and is linked with rewards. Organizations which focus on improving individual performance of their employees can flourish organizational performance too. According to Aslam and Sarwar (2010), those firms that review employees performance, execute performance planning, provide training and development needs can help develop their employees'. Likewise, Malik et al. (2011) explained that performance appraisal is concerned with the enhancement of performance of an employee. Supplementary to performance appraisal, there are many other factors like opportunities for training and development provided by the organization, employee motivation and job satisfaction which are crucial for boosting performance. So, top management of an organization can work on these factors to develop their personnel. Qureshi et al. (2010) have asserted their views that performance appraisals are indispensable for the success of organizations. It has been found that fair evaluation of employees' help them to motivate and achieve higher outputs. But often organizations face some challenges while evaluating employees' work. It is because organizations often neglect different aspects of appraisals which can distort the whole phenomena.

Renganayaki (2013) has also viewed the outcomes of performance appraisals. He concluded that performance appraisal is a source of job advancement and promotion, helps to determine training and development needs and design programs for improving skills of employees' and provide feedback to the workers. But this process of appraising employees should be carried out carefully and efficiently. Showing leniency and carelessness in appraisals can have adverse effects on employees'. Organizations engage themselves in a number of different techniques for assessing employees' independent and group performance. These techniques include Essay method appraisal, straight ranking method, paired comparison, critical incidents method, checklist method, assessment centers, MBO, BARS, forced choice method and 360 degree performance appraisal (Sharma et al. 2012). Essay Method of appraisal is of the traditional approach for assessing employee's performance. It involves detailed description of appraise performance by his/her immediate supervisor. This method often includes examples to support the description of employee's performance. Straight ranking method is one of the uncomplicated methods of appraisal. It involves simply ranking employees from top performers to the low performers' on the basis of their annual performance. It is useful when we compare employee's performance independent of others (DeCenzo and Robbins, 2006).

In paired comparison, an individual is compared to the group of workers one by one. After all the comparison, final rankings are being given. While in critical incidents method, managers keep all the record of subordinate's positive and negative work related behavior. They maintain a log of all critical situations and employee's behavior during that particular situation. With the passage of time, managers discuss those incidents with the job incumbent so they can improve themselves if necessary. Checklist method of appraisal is also a simple technique involving a list of statements regarding the behavior of employees on job. The appraiser rates that statement which best describes the worker's behavior. Assessment centers are an expensive source of evaluating an employee's abilities. It involves different activities and often involves a job simulation where employees' perform same kind of work which they would perform in the future if they get promoted. Employees' are being observed and rated by senior managers and often psychologists. One of the modern approaches that organizations adapt to assess their employees' work is Behaviorally Anchored Rating Scales (BARS). This technique is a combination of two approaches i.e. graphic rating scale and critical incidents approach. It comprises some pre-established significant areas of job performance or behavioral statements that explain some significant qualities for performing job as good or bad. These qualities may include relationships with your colleagues, subordinates and seniors, flexibility towards a job and organization and having job related knowledge. These statements are made with the help of critical incidents. Organizations that adapt BARS require more expertise and knowledge (Sharma et al. 2012).

In forced choice method, employees have to select the most appropriate or most suitable answer from the number of options given in the form. While Management by Objectives method involves goal setting and continually reviewing employees' performance to verify the attainment of those goals. Managers and employees set mutual goals. As a result, employees' will exhibit better performance than before as they are involved in goal setting. If employees attain their organizational goals successfully, they are being rewarded and often promoted. 360-Degree feedback is one of the most powerful and widely used techniques of employee appraisal. This method involves collecting information from different sources. These sources may include peers, subordinates, customers, suppliers. This technique is considered as one of the most reliable and valid method as it involves numerous sources. Most of the organizations use a combination of these methods to reduce the errors of each method and to increase the reliability and validity of the appraisal process (Robbins and Courtler, 2005). Rasheed et al. (2010) found in their study that along with financial rewards there are some non-financial rewards that act as a great source of motivation for teachers in academic field. These non-financial or intrinsic rewards involve decision making power and authority given to the employees, working environment, job element and design, and feedback given to the teachers in higher education institutions. This information in the shape of feedback assists teachers in knowing. Likewise, Rasheed et al. (2011) asserted their views about the implication of performance appraisals in universities. They are of the view that teachers' performance should be appraised continuously as they are a foremost starting place for students' learning and development. There are a number of obstacles in appraising teachers' performance. These impediments include untrained appraisers, lack

of constructive feedback from students, lack of motivation and superseded appraisal system. Ishaq et al. (2009) stressed that employees' of Pakistani organizations are well aware of the outcomes associated with performance appraisal. But they are unaware of those factors that can detriment the process of appraisal. These factors may include policies within an organization, appraisers' insufficient knowledge and many else. Vaillant (2008) stressed the significance of teachers' appraisal. According to her view, there are many different ways for appraising teachers in academic institutions and there exists some hurdles that can hinder the appraisal process. These obstacles may be operational or political. According to Flores (2010), while evaluating teachers there can be some decisive issues. These issues include present rules and regulations, untrained appraisers and the concept of quota system.

3. Research Methodology

3.1 Research Design

As the study was executed with the intention of gaining insights and clearly explaining the problem so I opted for exploratory research. As Zikmund (2003), stressed that exploratory studies are conducted when researchers have little or no initial information about the particular problem. This type of research assists researchers to explore and clearly define the nature of problem. According to Sekaran and Bougie (2010), exploratory study is conducted when we lack sufficient information. So, for obtaining rigorous results the researcher has conducted exploratory research. The survey research design methodology was used in this study to get an idea about the phenomenon or to explain the nature of the study.

3.2 Research Strategy

The ultimate strategy behind conducting this research is to analyze the current system being implemented in PSI for evaluating teachers' performance and suggesting them a better system with some broader perspective that can be advantageous to the management as well as can enhance the performance of teachers. The target population for this research was employees of the public sector institution. As the population is huge, so a sample of the population was chosen. Sample consisted of 344 employees. 344 questionnaires were distributed among employees out of whom 300 were returned. The profile of the respondents included lecturers, assistant professors, associate professors and professors. The total population of the PSI is 2343. Non-teaching staff is 1933 and the teaching staff is 510.

3.3 Research Tools

In this research, the researcher has adopted quantitative approach. Questionnaires were distributed among the respondents. And the questionnaire has been adopted from another research conducted in Nass Construction Company of Bahrain and its title is "PERFORMANCE APPRAISAL SYSTEM: It's Implication to Employee Performance" (Lisa Estino Daoanis, 2012). The questionnaire has been divided into two parts. The first part comprises of demographics portion and the second part includes item that measure performance appraisal and management practices being implemented in PSI. Below is the questionnaire being used in this research.

4. Data Analysis

4.1. Reliability and Validity of the Performance Appraisal System

The questionnaire consists of 6 variables and 38 items. Different items measure different variables. The first variable is Reliability and validity. The first question to measure this variable was “the results of the evaluation are openly explained and discussed to the employee concern. The results show that more than 40% of the employees disagreed with this statement. The reason is that being a public sector university, the management evaluates performance of its employees through Annual Confidential Reports (ACR) which are also referred as Performance Appraisal Reports (PARs). The basic rationale behind these reports is that the results are not being shared with the employee. These PARs do not tell employees their strengths and loop wholes. Their annual performance and evaluation is kept confidential. There is no concept of sharing. In response to the statement of the questionnaire “the performance appraisal system is aligned with the vision and mission of the institution” was evident that 60% of the employees agreed that the performance evaluation system is supporting the organization’s purpose and its longtime objectives. The response to the questionnaire statement “The appraisal system is accurate in terms of content and purpose” depicted that more than 40% agreed with the statement and 22% of teachers disagreed with the statement. It depicts that the majority of the teachers agree that the purpose of the evaluation is accurate. Teachers’ response to the questionnaire statement “Conducts of evaluation are honestly and fairly done” showed that 60 % of the teachers agree that evaluations are done on fairly basis while 20% disagreed with this statement. 55% of the teachers agreed with the questionnaire statement “the performance appraisal system is relevant and reliable”. It shows that the majority of the teachers are of the view that the evaluation system is related as well as consistent too. By conducting in-depth analysis of the secondary documents of PSI, it was concluded that ACR consists of 4 parts. The concerned teacher fills the first part. The second part is being filled by the chairman of that particular department, who is the reporting officer as well. The third person who fills the ACR is the Dean of that particular faculty. Finally, it goes to the vice chancellor of the university, who typically analyzes the first three sections of the form.

4.2. Quality of Performance Appraisal System

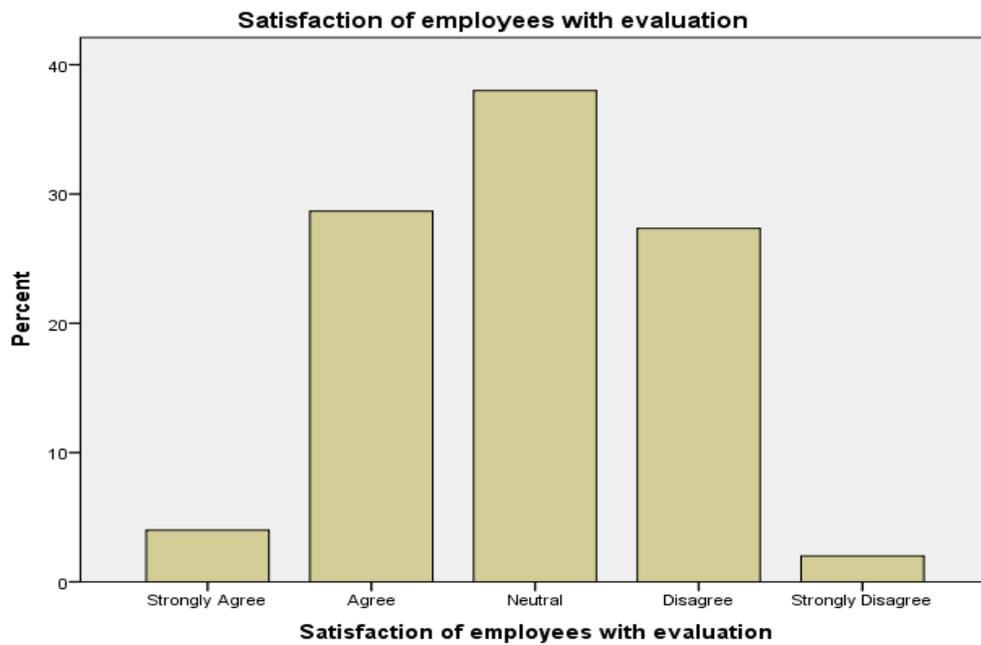
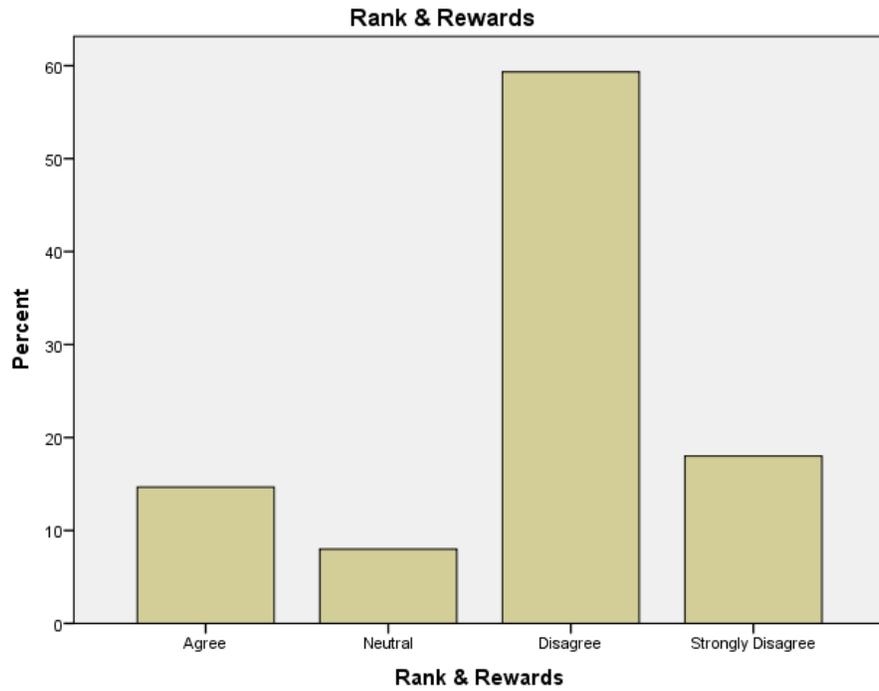
To assess the quality of the performance evaluation system of PSI, four questions were asked from the respondents. The first statement was “The objective of the appraisal tool is appropriate to the needs of the staffs and faculty”. More than 30 % of the teachers agree with this statement. They are of the view that appraisal system fulfills the needs of all the teachers. While more than 20% disagreed with this statement. According to them, the appraisal does not serve the requisite purposes. According to them, they are not given increment and promotions on the basis of ACRs whereas the utmost purpose behind assessing employees’ performance is to give them salary rise, promotions and incentives. In response to the questionnaire statement “the performance appraisal system is designed to motivate employees” 45% employee agreed while 15% disagree with it. Majority of the teachers are of the view that the basic drawback of this obsolete evaluation system used in PSI is that the results of this evaluation is not shared with the concerned employees. These reports are kept in secrecy and confidential and the feedback is not

provided to the employee. In response to the questionnaire statement “the performance appraisal of the organization is fair and objective” 38 % of the teachers agreed while 25% of the teachers disagreed with it. Majority of the teachers think that they are being evaluated on some fair criteria and without any biasness. Teachers are evaluated on their performance but these evaluations are kept confidential. Good and bad performers are not distinguished. In response to the statement “the performance appraisal system recognizes employee achievement and performance objectively” 60% of the teachers agreed while 15% of the teachers disagreed. For many of the teachers, PA system identifies their achievements.

4.3. Effectiveness of Performance Evaluation System

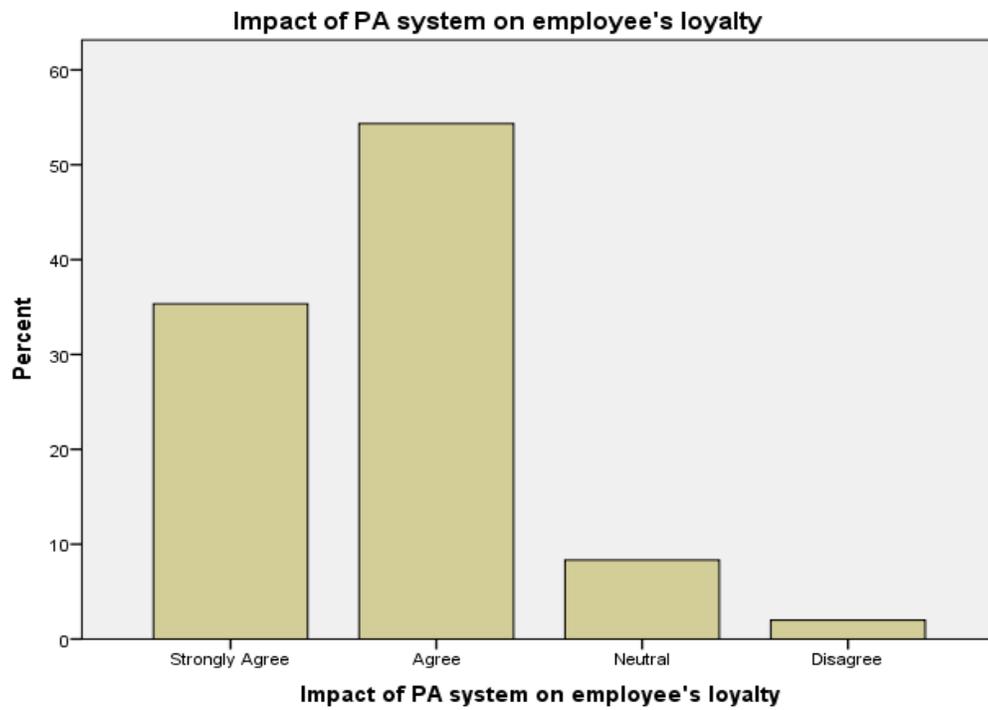
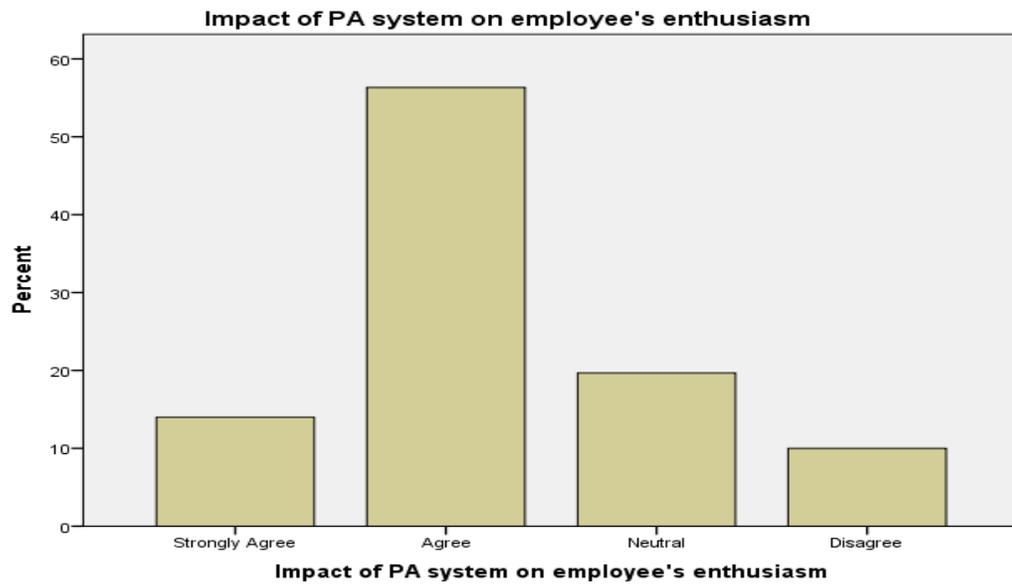
Teachers’ response to the questionnaire statement “Those who got the highest rank are given appropriate rewards” was negative. 58% of the teachers disagreed with this statement as one of the Assistant professor said that “we are not given rewards and increments on the basis on ACRs. Rather it is simple evaluation of our annual performance and the biggest drawback of this evaluation system is that the results are not being shared with the teachers. ACRs do not serve the purpose of learning and development.” 40% of the teachers agreed while 30% disagreed with the statement “the appraisal system of the organization is motivating to the employees”. For the majority of the teachers, appraisal motivates them to work hard while for others it does not. Teachers’ response to the statement “the employees are satisfied with the way they are being evaluated and ranked” was neutral. Majority of the teachers showed neutral response while 28% agreed with it and 23% disagreed with the statement. Satisfaction level of all the teachers varies. Some have positive verdicts about this evaluation system while others have negative.

In response to the questionnaire statement “the appraisal system is effective in encouraging employees to work hard” 35% of the employees showed positive responses while 40% showed neutral responses. One of the lecturer said that “fair evaluations encourage us to work better and enhance our performance while biased evaluations demotivate us and are a source of poor performance”. In response to the research questionnaire statement “employees take part in the formulation of the performance appraisal system” 38% agreed while 30% disagreed while 12% of the teachers strongly disagreed with this statement. Majority of the teachers’ response showed that they are not involved in setting the performance standards for the university. This is only the top management who executes the performance planning process. According to many teachers’ one of the utmost reason that becomes obstacle in achieving higher performance is lack of communication and lessen performance planning among HOD’s and teachers. They said that the lack of involvement of teachers in setting standards of performance, making significant decisions and performance planning is a drawback of the current evaluation system. Contemporary organizations are adapting 360 degree appraisal method. As this method involves feedback from multi sources, so this system is most valid and reliable and has many advantages. These organizations are also moving towards mutual goal setting, performance reviews, and performance development and evaluate performance for the purpose of learning and development. So, public sector universities should also adapt this system to enhance their performance.



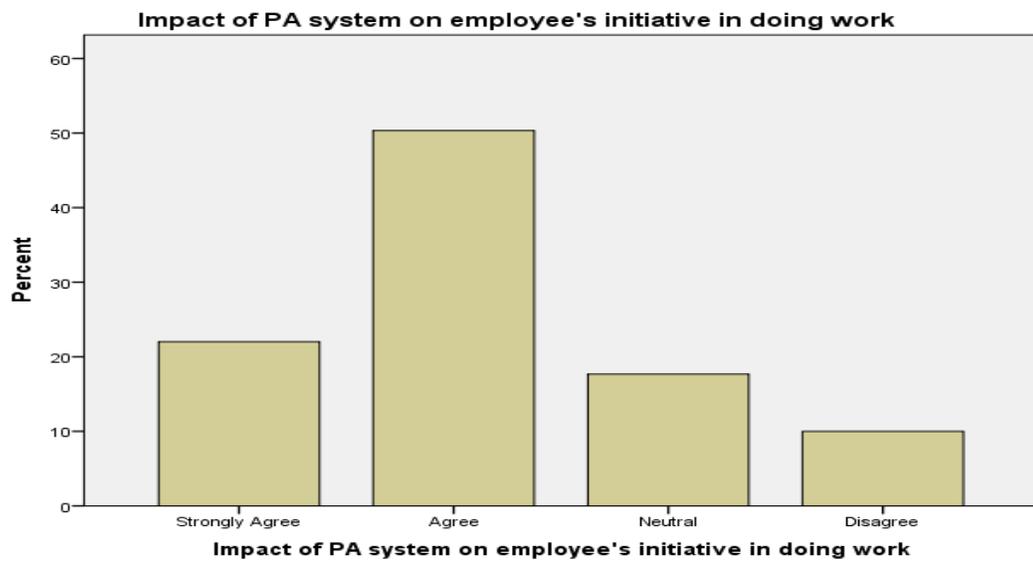
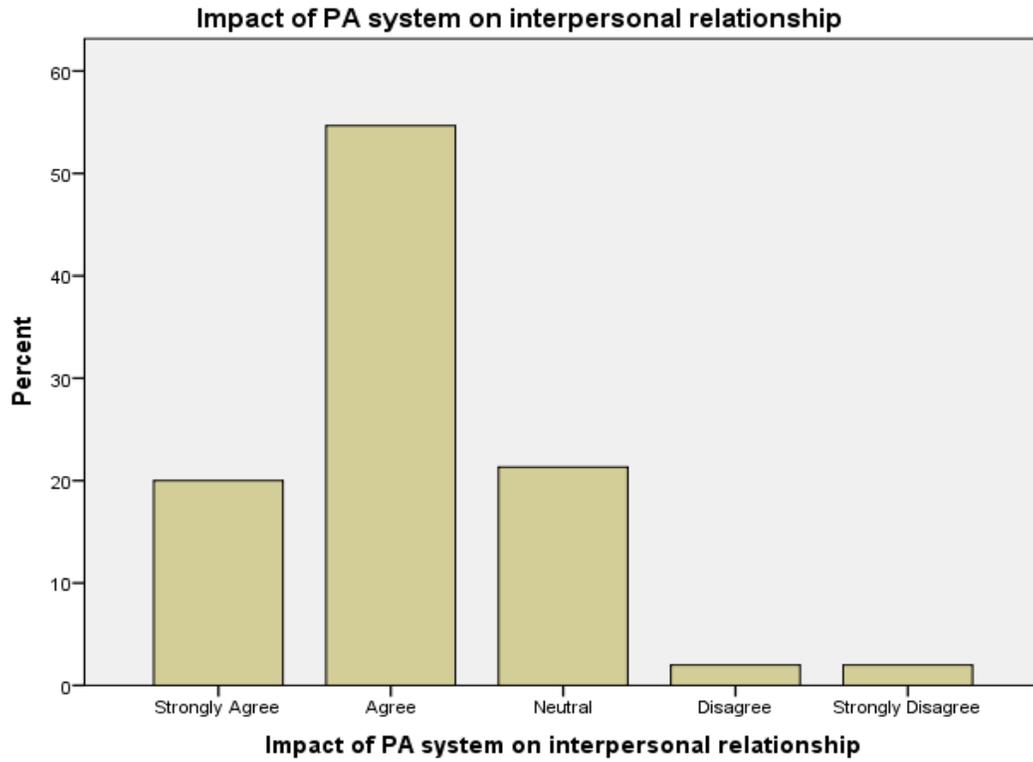
4.4. Impact of the Performance Appraisal on Commitment as perceived by Teachers

The fourth part of the questionnaire analyzes the impact of performance appraisal on teachers' commitment and skills as perceived by teachers themselves. The analysis explored that almost 60% of the teachers agreed with the questionnaire statement "my enthusiasm in performing my job" while 15% strongly agreed. According to the employees', fair and unbiased appraisals have a positive impact on performance of individuals' and it encourages teachers' to exert more efforts. 58% of the respondents agreed with the statement "my efficiency and effectiveness". It depicts that appraisal have a sound impact on the effectiveness and efficiency of teachers' performance. In response to the questionnaire statement "my initiative in doing my work" 50 % of the teachers' agreed while 20 % strongly agreed. It shows that performance appraisal helps to encourage employees' to take initiative steps and enhance their learning. Data analysis of the respondents showed that more than 50% of the teachers agreed to the statement "my attitude towards assigned task". Research showed that more than 50% employees agreed with the statement that impact of performance appraisal on "my attitude towards assigned task". 58% of employees agreed while 22% strongly agreed with the statement that PA influences "my punctuality and attendance". Effective Performance appraisal systems have a profound effect on organizational members and their performance. Analysis showed that 60% of the employees' agreed that "my attitude towards doing my work beyond my time" is influenced by the performance appraisal. Response to the questionnaire statement "my loyalty to the organization" showed that 53% agreed with this statement while 33% of the teachers' strongly agreed. They said that clear performance objectives help in creating loyalty towards organization. Coherent and cogent goals related to individual and organizational performance help in attaining success throughout the organization. 30% of the employees agreed while 35% strongly agreed with the statement impact of PA on "my motivation in doing work". Efficient PA system is also a source of employee motivation. Employees' competencies are enhanced when they are evaluated fairly.



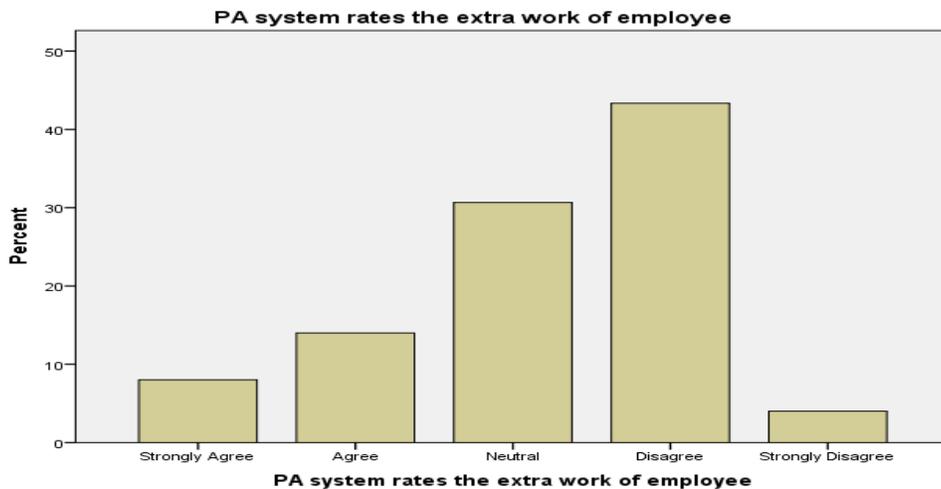
4.5. Impact of Performance Appraisal on Skills as perceived by Teachers

Transparent evaluation systems set clear performance goals for the organizational members and help to enhance the skills and knowledge of employee. Evaluations based on some predetermined criteria help employees' to learn and develop their skills with the passage of time. According to the analysis of the data collected from teachers' of PSI, 54% of the teachers agreed while 20% strongly agreed with the statement "my interpersonal relationships." Teachers stressed that open communication and performance reviews are a source of harmonizing the relationship among faculty members and the Chairman of the particular department. Feedback from the HOD helps to strengthen the interpersonal relationship but the evaluation system of PSI lacks feedback and the performance appraisal reports are kept confidential. 60% of employees agreed to the statement "my productivity and output". Those employees' that get good appraisals enhance their productivity and are motivated to perform better. According to the research, 48% of the employee agreed while 24% strongly agreed to the statement that PA has an impact on "my knowledge and understanding of my task". 51% of the employees agreed while 22% strongly agreed with the questionnaire statement "my expertise". Performance appraisals highlight areas of strengths and weaknesses of employees. In this way, employees try to now their weaknesses and try to improve them through upgrading their knowledge and through trainings. Similarly 62% of the employees agreed with the statement "my work skills". Analysis showed that 47% agreed while 32% strongly agreed that performance appraisal has an impact on "my initiative in pursuing higher education". Those teachers whose performance is above standard are encouraged to get higher education by their seniors and chairman. 48% of the teachers agreed while 12% strongly agreed that PA has an impact on "my leadership skills". 40% of the respondents agreed that PA has an impact on "my technical skills" while 22% disagreed.

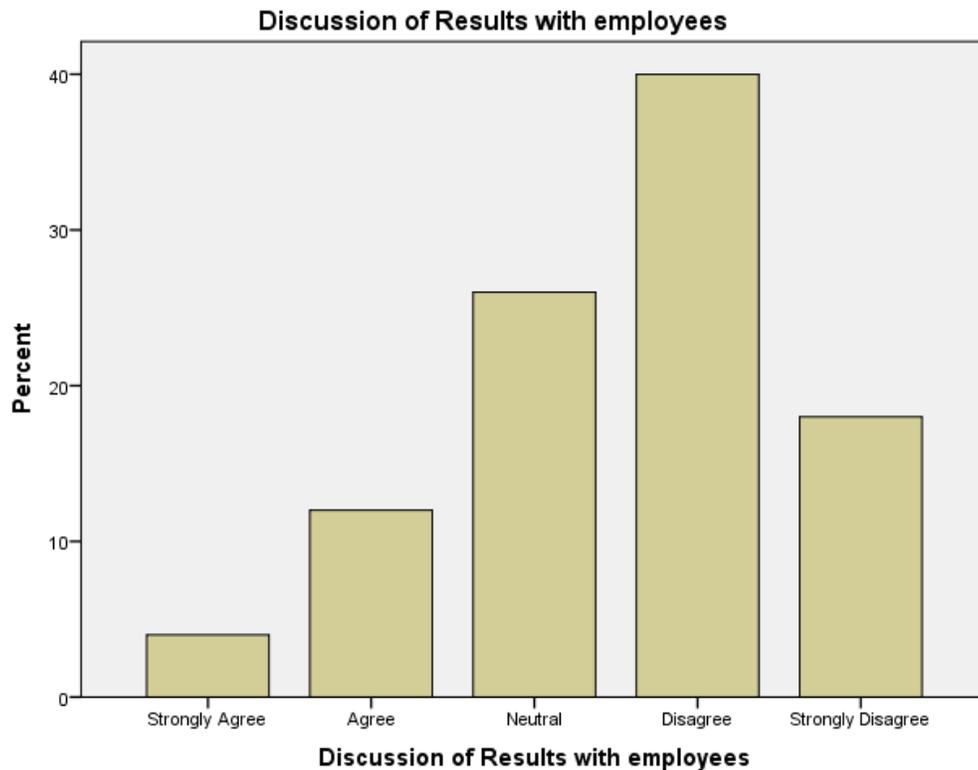


4.6. Problems in the implementation of performance appraisal system as perceived by the Respondents

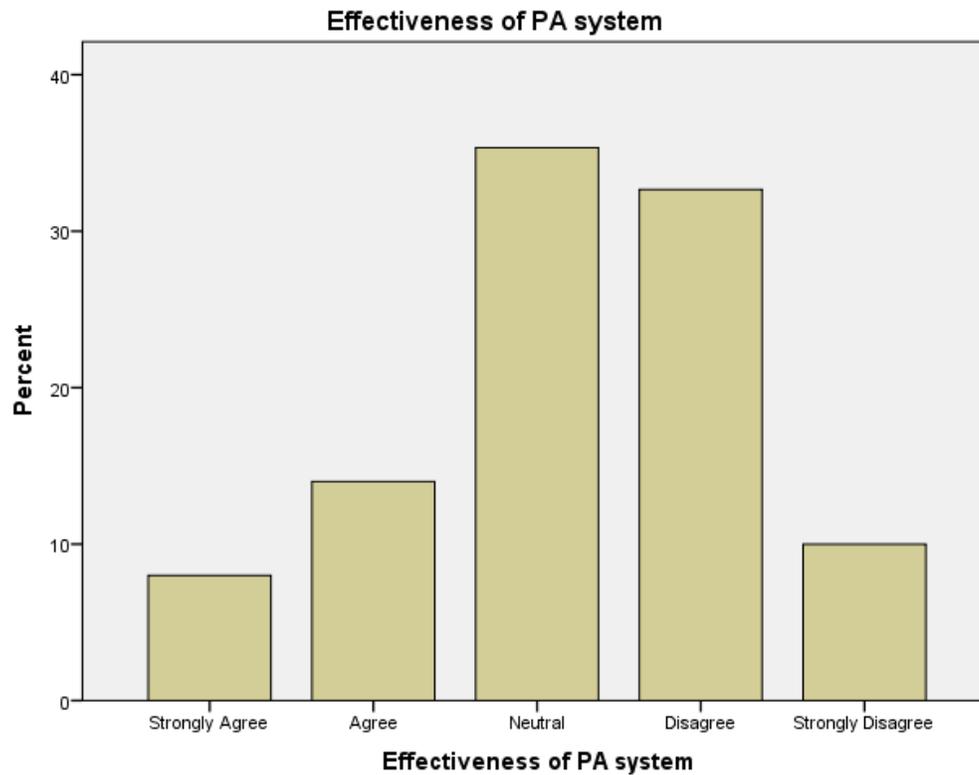
Every system has some strong points and some loopholes in it. Similarly, performance appraisal systems also have some weak points. After collecting data from the teachers of PSI, it was assessed that it also lacks some important constituents of a transparent and effective Performance appraisal system. According to the respondents’ response, 42% of the teachers disagreed while 12% agreed to the statement “the current appraisal system does rates the extra work of employee”. Teachers stressed that often they work beyond time and perform some clerical wor too but they are not evaluated and rewarded for that,



Analysis showed that 33% of the teachers showed neutral responses whilst 28% disagreed and 20% agreed to the questionnaire statement “the result of the evaluation is reliable and valid”. Some teachers think that the current appraisal is consistent and accurate while others think that there is no consistency in the system and ratings are not accurate. Research analysis showed 42% of the teachers disagreed and 18% strongly disagreed with the questionnaire statement “results of the evaluation are discussed and explained to the employee concern”. The biggest drawback of the current PSI’s PA system is that the results are not explained with the teachers. Chairmen do not discuss the evaluation results with the concerned teachers. This communication gap is the source of teachers’ de-motivation and discouragement and it often becomes an obstacle in achieving organizational objectives.



42% of the teachers' agreed while 12% agreed that "employees are involved in the formulation of tool evaluation". Performance standards and tools for evaluation are decided by the chairmen, deans and vice chancellor of the university while faculty members are sometimes involved and most of the times they are informed about it. Analysis showed that 49% of the teacher agreed whilst 10% teachers disagreed with the questionnaire statement "the appraisal system of the organization is relevant". Research analysis showed that 36% of the teacher agreed whilst 22% teachers disagreed with the questionnaire statement "the criteria of the appraisal system are accurate". Majority of the teachers had a view that current system of the PSI has accurate criteria for measuring teachers' performance. In response to the questionnaire statement "employees are rated according to the nature of their job and responsibilities" 33% of the teachers disagreed while 18% agreed. Teachers' job elements are quite challenging and require hard work to complete the job but they are not rated according to their duties and responsibilities which they perform at the workplace. In response to the last questionnaire statement "the performance appraisal system is effective" 35% of the teachers showed neutral responses, 32% disagreed while 13% agreed. This system lacks effectiveness because teachers' are not given promotions and increment on the basis of the current appraisal system. It also lacks feedback. HODs' do not share the results of the reports with the concerned employees which is the biggest drawback of this system. Due to lack of feedback, teachers cannot develop their skills and knowledge.



5.1. Conclusion

This research was executed with the prime goal of analyzing the current performance evaluation system of employees particularly of teachers in PSI. After the data collection and analysis, findings suggest quite a few conducts that the top management including Chairmen, Deans and VC should acclimatize in order to enhance the quality of education and in order to develop the skills and knowledge of teachers. As universities are knowledge based organizations, so the effective evaluation of teacher's performance is of utmost importance and teachers are the building blocks of universities. The university is dependent on the expertise, knowledge, commitment and innovation of the teachers. The development of students' skills is dependent upon teachers' skills and abilities. It is important to inform teachers about their strengths and weaknesses.

The current evaluation system of the PSI does not provide feedback to the teachers about their performance. This lack of feedback and employee recognition is a major source of de-motivation among teachers. Chairmen should focus on performance planning and should involve teachers in setting goals and objectives. They should conduct appraisal interviews and performance review meetings frequently with the faculty members.

Along with the task performance of teachers, contextual performance should also be emphasized. It is might possible that an employee is dexterous in task performance but he is underperformer regarding the contextual performance. The management of the

university should implement a Performance management system that is open, flexible, and inclusive and that differentiates efficient and inefficient teachers. Results have shown that appraisers play an integral role in appraising performance of the teachers so chairmen, who are the reporting officers, should be trained enough to evaluate their faculty members. They should be well aware of the job description of the teachers and should know the mission and strategic goals of the department and university as well. Findings have revealed that traditional sort of evaluation system does not work in knowledge based organizations. Similarly, ACR in PSI is less appropriate. In order to compete effectively, this PSI needs to maximize the learning and development of teachers who are the ultimate source of bringing innovation and enhancing quality of education. PA system should be acceptable to the whole staff. Contemporary organizations are adapting evaluation systems that are inclusive and evaluate employees on the basis of multiple sources. The management of the PSI should focus on feedback for the purpose of continuous improvement and should link performance with rewards. Performance of the teachers should be measured on the basis of their declarative knowledge, procedural knowledge and their motivation to perform the job rather than evaluating them on the basis of few aspects.

5.2. Recommendations

Keeping in mind the findings of the research, following recommendations have been made that must be considered by the management of the university in order to enhance the performance of the teachers and to implement modern evaluation system.

1. The most important step which should be taken by the university management is to execute performance planning before performance period. Chairmen and the faculty members should set mutual goals and objectives. They should decide that what to do and how to do. Teachers should do their self-evaluation and should know their strengths and weaknesses. They should know that what are their competencies and how they can increase their knowledge and what are their key performance areas (KPA's). Not only is this, for the continuous improvement of performance, there is a need of conducting appraisal interviews throughout the year. In spite of evaluating an employee annually, Chairmen should inform them formally as well as informally about the performance standards and key accountabilities. In short, discussion of developmental plan and performance standards with teachers is crucial.
2. The current performance evaluation system of PSI does not provide feedback to the teachers regarding their performance. Performance management system is a source of information for the organizational members. The basic purpose behind evaluating performance in a knowledge based organization like PSI should be to communicate all the information to the teachers regarding their performance. The management should implement a Performance management system that provides information regarding who are the effective and ineffective teachers, which teachers should be rewarded, what type of skills are lacking at the departmental level or at university level and who should be trained and in which areas.

3. Role of appraisers is crucial in evaluating performance of employees. Chairmen and Deans should be provided training regarding evaluation of teachers. They should have the required skills necessary to observe job related behaviors of their faculty members and should be able to systematically evaluate their performance. They should act as counselors. They should communicate performance data with the teachers and should review performance throughout the performance period.
4. Performance evaluation has a direct impact on employees' motivation and skills. The management needs to recognize teachers work and efforts. Their achievements should be rewarded as the development of educational institutions is dependent upon teachers. Teachers are of the view that performance appraisal directly influences their performance. To enhance their performance, performance management system should be designed in a way that highlights their areas of strengths and weaknesses and is congruent with university's mission and vision.
5. PA system of PSI should constitute procedural justice. There should be fairness in evaluating teachers' performance. Performance appraisal should be free of bias so that alignment can be created between individual and organizational goals. In addition to that, rewards must be linked with the performance of the teachers. It is the utmost duty of chairmen to recognize accomplishments of teachers and offer rewards including financial as well as non-financial. Non-financial rewards can be in the form of best teacher of the year, best researcher of the year, excellence awards etc. Recognition of the achievements is a great source of teachers' motivation and a way to success.
6. Chairmen should evaluate not only the task performance but also the contextual performance of the teachers. Along with the skills and abilities of the teachers, their enthusiasm in helping others, exerting extra efforts, willingness to follow rules and regulation and endorsing and defending organizational objectives should also be considered. Ideal performance management systems take into account both dimension of performance.

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The Status of the Performance Appraisal System of PSI.

Name: _____ (optional) Age: _____ Gender: _____

Education: _____ Income: _____ Designation: _____

1. **RELIABILITY And VALIDITY** 1= Strongly Agree 2= Agree 3= Neutral 4= Disagree 5= Strongly Disagree

| | | | | | | |
|-----|---|---|---|---|---|---|
| 1.1 | The result of the evaluation are openly explained and discussed to the employee concerned. | 1 | 2 | 3 | 4 | 5 |
| 1.2 | The performance appraisal system is aligned with the vision and mission of the institution. | 1 | 2 | 3 | 4 | 5 |
| 1.3 | The appraisal system is accurate in terms of content and purpose. | 1 | 2 | 3 | 4 | 5 |
| 1.4 | Conducts of evaluation are honestly and fairly done. | 1 | 2 | 3 | 4 | 5 |
| 1.5 | The performance appraisal system relevant and reliable | 1 | 2 | 3 | 4 | 5 |

2. **On QUALITY** 1=Strongly Agree 2= Agree 3= Neutral 4= Disagree 5= Strongly Disagree

| | | | | | | |
|-----|---|---|---|---|---|---|
| 2.1 | The objective of the appraisal tool is appropriate to the needs of the staffs and faculty. | 1 | 2 | 3 | 4 | 5 |
| 2.2 | .The performance appraisal system is designed to motivate employees. | 1 | 2 | 3 | 4 | 5 |
| 2.3 | The performance appraisal of the organization is fair and objective. | 1 | 2 | 3 | 4 | 5 |
| 2.4 | The performance appraisal system recognizes employee achievement and performance objectively. | 1 | 2 | 3 | 4 | 5 |

3. **On EFFECTIVENESS** 1= Strongly Agree 2= Agree 3= Neutral 4= Disagree 5= Strongly Disagree

| | | | | | | |
|-----|--|---|---|---|---|---|
| 3.1 | Those who got the highest rank are given appropriate rewards. | 1 | 2 | 3 | 4 | 5 |
| 3.2 | The appraisal system of the organization is motivating to the employees | 1 | 2 | 3 | 4 | 5 |
| 3.3 | The employees are satisfied with the way they are being evaluated and ranked | 1 | 2 | 3 | 4 | 5 |
| 3.4 | The appraisal system is effective in encouraging employees to work hard. | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|-----|---|---|---|---|---|---|
| 3.5 | Employees take part in the formulation of the performance appraisal system. | 1 | 2 | 3 | 4 | 5 |
|-----|---|---|---|---|---|---|

| 2. Impact of the Performance appraisal as perceived by the Respondents | | | | | | |
|--|---|---|---|---|---|---|
| 1. On COMMITMENT 1= Strongly Agree 2= Agree 3= Neutral 4= Disagree 5= Strongly Disagree | | | | | | |
| 1.1 | My enthusiasm in performing my job. | 1 | 2 | 3 | 4 | 5 |
| 1.2 | My efficiency and effectiveness. | 1 | 2 | 3 | 4 | 5 |
| 1.3 | My initiative in doing my work. | 1 | 2 | 3 | 4 | 5 |
| 1.4 | My attitude towards assigned task. | 1 | 2 | 3 | 4 | 5 |
| 1.5 | My punctuality and attendance. | 1 | 2 | 3 | 4 | 5 |
| 1.6 | My attitude towards doing my work beyond my time. | 1 | 2 | 3 | 4 | 5 |
| 1.7 | My loyalty to the organization. | 1 | 2 | 3 | 4 | 5 |
| 1.8 | My motivation in doing my work. | 1 | 2 | 3 | 4 | 5 |
| 2. SKILLS 1= Strongly Agree 2= Agree 3= Neutral 4= Disagree 5= Strongly Disagree | | | | | | |
| 2.1 | My interpersonal relationship. | 1 | 2 | 3 | 4 | 5 |
| 2.2 | My productivity and output. | 1 | 2 | 3 | 4 | 5 |
| 2.3 | My knowledge and understanding of my task. | 1 | 2 | 3 | 4 | 5 |
| 2.4 | My expertise. | 1 | 2 | 3 | 4 | 5 |
| 2.5 | My work skills. | 1 | 2 | 3 | 4 | 5 |
| 2.6 | My initiative in pursuing higher education | 1 | 2 | 3 | 4 | 5 |
| 2.7 | .My leadership skills. | 1 | 2 | 3 | 4 | 5 |
| 2.8 | My technical skills. | 1 | 2 | 3 | 4 | 5 |
| 3. Problems in the implementation of performance appraisal system as perceived by the Respondents | | | | | | |
| 3.1 | The current appraisal does rate the extra work of the employee. | 1 | 2 | 3 | 4 | 5 |
| 3.2 | The result of the evaluation is reliable and valid. | 1 | 2 | 3 | 4 | 5 |
| 3.3 | Result of the evaluation are discussed and explained to the employee concern. | 1 | 2 | 3 | 4 | 5 |
| 3.4 | Employees are involved in the formulation of tool evaluation. | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|-----|--|---|---|---|---|---|
| 3.5 | The appraisal system of the organization is relevant. | 1 | 2 | 3 | 4 | 5 |
| 3.6 | The criteria of the appraisal system are accurate. | 1 | 2 | 3 | 4 | 5 |
| 3.7 | Employees are rated according to the nature of their job and responsibilities. | 1 | 2 | 3 | 4 | 5 |
| 3.8 | The performance appraisal system is effective. | 1 | 2 | 3 | 4 | 5 |