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A STUDY ON TEACHERS' PERCEPTION TOWARDS THE PERFORMANCE APPRAISAL SYSTEMS IN COLLEGES, TRICHY



C. R. Surekha

Assistant Professor, Shivani School of Business Management, Trichy .



Co - Author Details :

D. Sugumar

Associate Professor and Head, CARE School of Business Management, Trichy .



ABSTRACT

Self-assessment is fundamental to reflective practice that informs on-going professional growth. The Teacher Performance Appraisal includes performance rubrics designed to guide self-assessment and reflection based on professional practice. There are three parameters has been taken into account for this study. The primary method of data college was deploy and out of the 400 total sample there were 369 fill and complete questionnaire were used for analysis. The results of the present study emphasis that female respondents highly satisfied towards the learning

and development dimension and co curricular dimension and male respondents were satisfied only with research dimension of the performance appraisal systems used in the higher education. Senior teachers have high level of satisfaction towards the all dimensions of performance appraisal where as the beginners teachers show less satisfaction towards al the dimensions. The strategic attention need to give all the dimensions and revised the system which meets all the age group in the systems.

KEYWORDS :Co-curricular , Performance appraisal, Research and Teaching and Learning .

1.INTRODUCTION:

Effective performance management of professionals in academic institutions has particular Significance; it determines the institution's success or failure. Davis (1995) says Performance management is a joint process that involves both the supervisor and the employee, who identify

common goals, which associate to the higher objectives of the institution.”

Talking about the nature of the performance appraisal Wilson (2005) says it is neither a Technique nor a single step, it can be considered a continues process that includes employee motivation to perform well, knowledge of employees about what their managers expect of them and evaluation of their performance aimed at identifying areas where the improvements are needed.”

Longenecker (1999) argued that there are several reasons, why an organization needs a comprehensive performance appraisal system; it is needed to take accurate decisions regarding promotions, demotions, pay packages and transfers.” Mullins (1996) adds that comprehensive appraisal is employed to decide Pay, allocation of duties, responsibilities, promotions and training needs of employees. Performance appraisal system not only helps employees to identify his or her strengths and weaknesses but it also helps directors in timely predictions and taking actions promptly to uncertain changes.”

Many research studies have shown that the quality of instruction is the single most important factor in student achievement (Clotfelter, Ladd, & Vigor, 2007; Ferguson & Ladd, 1996; Hattie, 2002; Haycock, 1998; Nye, Konstantopoulos, & Hedges, 2004; Rice, 2003; Rivkin, Hanushek, & Kain, 2005; Whitehurst, 2002; Sanders & Rivers, 1996). The evidence also indicates that having above average teachers for a sustained period of time can overcome the achievement gap between students from higher income and lower income families (Bracey, 2004; Rivkin, Hanushek, & Kain, 2001).

All of this indicates that if we are to close the achievement gap we must ensure that all students, but especially our neediest, have the most effective teachers possible. Every day that children are subjected to an ineffective or mediocre teacher allows the achievement gap to widen and we know that good teaching has the potential to close it. It should thus be clear what the principal's most important job is (or should be): to ensure high quality teaching in every classroom (Marshall, 2009).”

This paper is an attempt to study the college teachers' perception towards the performance appraisal techniques of the colleges in Trichy.

PROBLEM FOCUSED

Armstrong (2001) accuracy and fairness in the use of appraisal system is one of the key issues. Various practices e.g. annual confident report (ACR), Management by objectives (MBO) etc has been used to evaluate the employees. In 1970s performance appraised system (PA) was introduced. A new variant of performance appraisal is 360 degree performance appraisal. According to the studies another important factor in determining effectiveness of Performance appraisal system is the acceptance of its users. Roberts (2003) emphasized that employees must have trust on the accuracy and fairness of performance appraisal system, otherwise they are tremendous waste of time and money spend on implementation and development. According to Roberts (2003) Employee participation in all aspects of appraisal process is a key element of intrinsic motivational strategies that facilitate workers' development & growth. Employee participation gives opportunity to interject their voice. Moreover, it generates an atmosphere of co-operation & trust which reduces defensive

behavior and rater-rate conflict. This study has focussed more on teachers' perception towards the performance appraisal system practices across the colleges in Trichy.

OBJECTIVES OF THE STUDY

To examine teachers perception towards the performance appraisal system in colleges Trichy To analyse teachers perception on performance appraisal towards the teaching and learning aspects To find the teachers perception on performance appraisal towards research and publication Methodology

In a view to precede the research in a systematic way the following research methodology has been used. By means of obtaining detailed opinion of the customers, this research falls under the category of descriptive research. This study was conducted as a survey that examined teachers' perception towards the performance appraisal systems in colleges, Trichy, Tamilnadu.

The current study is based fully on primary data. The sample for data collection is related to Faculty working in Arts and Science colleges affiliated to Bharathidasn University . The instrument used for the collection of data is a well-designed and well-defined questionnaire carrying the statements measuring various aspects performance appraisal system of the colleges in addition to having statements measuring demographic characteristics of the sample respondents. The 5-point Likert type scale items are included in the questionnaire for obtaining respondents views of performance appraisal system. The questionnaire was distributed to selected colleges in the study region and filled in questionnaire were collected in person by the researcher. With 400 distributed, only 369 filled in questionnaire were received by the researcher with response rate of 92.25 percent. While scrutinizing collected questionnaire, some were found with lack of required information. And after dropping the questionnaire with insufficient information, 331 questionnaires (82.75% of the total sample) with complete information were finally retained for the study.

ANALYSIS AND INTERPRETATION

Demographical background of the respondents

The highest 58% of the respondents are male and 42% of the respondents are female, the highest 30% of the respondents were in the age range between 36years to 40 years followed by 27% of the respondents were in the age range of 46 years and above, 26% of the respondents were in the age range between 41 years to 45 years. And least 17% of the respondents were in the age range up to 35 years. With respect to educational qualification concerns the highest 52% of the respondents having Ph.D as the highest degree and 33% of the respondents having NET/SLET or SET as their highest qualification and 15% of the respondents with PG with M.Phil as the highest qualifications.

The highest 39% of the respondents are working under Aided stream and 33% of the respondents were in the self financing stream and 28% of the respondents were working under government colleges. With regards to experience concerns the highest 33% of the respondents having experience range between 13 years to 18Years and 25% of the respondents having experience range between 7 years to 12 years. 24% of the respondents have experience of 19 years and above. The least 18% of the respondents were having up to 7 years of experience. As far as income concerns 31% of the respondents were in the income rage of up to Rs.30,000 and 27% of the respondents were in the income range between Rs.40001 to Rs.50,000, followed by 24% of the respondents were in the income range between Rs.30001 to Rs.40,000 and 17% of the respondents were in the income range of Rs.50001 and above

Table 1
Gender wise distribution of respondent's opinion towards various dimension of performance appraisal

Gender	N	Teaching Learning		Co curricular		Research	
		Mean	STD	Mean	STD	Mean	STD
Male	215	1.35	.479	1.58	.493	1.47	.500
Female	154	1.54	.499	1.616	.487	1.36	.482
Total	369	1.433	.496	1.59	.490	1.42	.495

Sources: Primary data

The above table describes the gender wise distribution of the respondent's opinion towards various dimension of the performance appraisal. It shows that male respondents highly satisfied towards the co curricular dimension of the performance appraisal based on the mean score (Mean score 1.58, Standard deviation \pm .493), followed by research activity (Mean score of 1.47, Standard deviation \pm .500), With respects to female respondents, the highly satisfied towards the co curricular activity followed by the teaching and learning.

Table 2
Age wise distribution of the respondent's opinion towards the various dimension of performance appraisal

Age	N	Teaching & Learning		Co-Curricular		Research	
		Mean	STD	Mean	STD	Mean	STD
Up to 35 years	64	1.000	.0000	1.484	.5037	1.000	.0000
36 Years to 40 Years	111	1.234	.4254	1.576	.4963	1.612	.4893
41 Years to 45 Years	94	1.478	.5022	1.489	.5025	1.276	.4497
46 Years and above	100	1.890	.3144	1.800	.4020	1.6400	.4824
Total	369	1.433	.4962	1.598	.4907	1.4282	.4954

Sources: Primary Data

The above table describes that, the age wise distribution of the respondents and their view on various dimension of performance analysis. The respondents who are in the age range between 46 years and above has high satisfaction towards teaching and learning variable with the mean score of 1.89, \pm .3144 deviation. The same group were highly satisfied towards the research and co-curricular activity parameters.

Table 3
Educational Qualification wise distribution of the respondent's opinion towards the various dimension of performance appraisal

Educational Qualification	N	Teaching & Learning		Co-Curricular		Research	
		Mean	STD	Mean	STD	Mean	STD
Ph.D	193	1.2798	.45006	1.5803	.49479	1.2798	.45006
NET/SLET	120	1.4167	.49507	1.5083	.50203	1.6333	.48391
PG.,M.Phil	56	2.0000	.00000	1.8571	.35309	1.5000	.50452
Total	369	1.4336	.49624	1.5989	.49078	1.4282	.49549

Source: Primary data

The above table representing the qualification wise distribution of the respondents opinion towards the various dimension of performance appraisal, it shows that person with PG and Master of Philosophy has satisfaction towards metrics of teaching and learning in the performance appraisal of the teaching faculty. The person with NET and SLET has satisfaction with mean score of 1.46, ±.495 standard deviation. Faculty who are having net and SELT has less satisfaction towards the co curricular activity with the mean score of 1.5, ±.50 standard deviation

CONCLUSION

Performance Appraisal is the systematic evaluation of the performance of employees and to understand the abilities of a person for further growth and development. Performance appraisal is generally done in systematic ways. It is closely associated with the satisfaction and performance of the employees. The results of the present study emphasis that female respondents highly satisfied towards the learning and development dimension and co curricular dimension and male respondents were satisfied only with research dimension of the performance appraisal systems used in the higher education. Senior teachers have high level of satisfaction towards the all dimensions of performance appraisal where as the beginners teachers show less satisfaction towards al the dimensions. The strategic attention need to give all the dimensions and revised the system which meets all the age group in the systems.

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