

EFFICACY OF FACULTY PERFORMANCE APPRAISAL SYSTEM IN HIGHER EDUCATIONAL ORGANIZATION

***Aisha khanam**

***Research Scholar, SHIATS-DU, Allahbad-211007**

****Dr. Shabana Mazhar**

***Assistant Professor, SHIATS-DU, Allahbad-211007**

ABSTRACT

Faculties are the most valuable and dynamic assets of the educational organization. For the achievement of the strategic objective and sustained growth of the organization, there is the requirement of strong performance management system so that the competence of the employees can be access. Performance Appraisal has been considered as the most significant an indispensable tool for an organization, because it provides information which is highly useful in making decisions regarding various personnel aspects such as promotion and merit increases. But it is a challenge for the organization to accessing the existing competence in the organization. This can be converted into organization success only with performance alignment and competence management. I have studied the system and procedure of performance management system of faculties of higher educational organization. The goal of this research is to assessing the performance appraisal system of the higher educational organization to identify its effectiveness and employee's satisfaction with existing appraisal system for the support of each individual of faculty member for assurance of quality and integrity. This study will reveal the importance of a well-managed performance management system and the benefits which one will derive from it.

KEY WORDS: PAS (performance management system), performance management, higher educational organization

1. INTRODUCTION

The educational organizations play a very important role for maintenance of the knowledge societies which ultimately helps to development of faster economic growth and finally for the formation of a successful democratic civil society. The teaching faculties of higher educational organization provide a deep insight of specific subject knowledge to their students for the enhancement of their social norms of communication and interaction. The development of student's future is comes under the hands of teaching faculties so it is very important to maintain the effective standard of performance management system of teaching faculties. A sustainable and progressive performance mechanism for the teaching faculties of higher education ultimately benefits to the students in the terms of their educational improvement and enhancement of employment opportunities. A standardized performance management system for the teaching faculties are very important because of the quality of higher education cannot be achieved without the continuous assessment and improvement of teacher's performance. An appropriate appraisal system helps the faculties to enhance the teaching method so that they arouse the interest of the students in subject and also helps in correlating the relation of teaching method of one subject with other subjects.

1.1 Performance Management System defined

Performance Management System is defined as a process that consolidates goal setting, performance appraisal and development into single common system, the aim of which is to

ensure that employee's performance is supporting the company's strategic aim. Performance management includes the practices through which the manager defines the Employees goal and work, develop the employee's capabilities and evaluate and reward the personal effort all within the framework of how the employee's performance should be contributing to achieving company's goal.

Focus of Performance Management System is of development of mission and goal statement of the organization that includes development of organizational plan, communicating goals and objectives to employees, defining role responsibilities, defining and measuring individual performance, defining performance standards and comparing them to Individual performance, Competency analysis, Continuous monitoring and 360° feedback Conducting performance and development reviews, coaching and counseling and Rewarding and Performance problem solving areas its major components.

Performance management system is based on the modern principles of human resource management. These principles can enhance the accountability by demonstrating success in achieving policy aims efficiently and effectively. This Performance management system can also highlight the service aspects of employees where further inquiry and explanation are needed while making the responsibilities and achievements of staff explicit. There is difference between traditional Performance management system and modern assessment process as employed in Performance management system. The modern Performance management system is more rigors and a definite link with organizational objectives, incentives and individual development plan. It may also include self-appraisal. While in other side the traditional appraisal system sustain the hierarchy of authority by confirming the dependence of staff on those who manage them. This is not the emphasis in performance management, where these aspects are least important among all other reasons for appraisal- such as human resource consideration, training, promotion and planning.

1.2 Overview of Faculty Performance Management System

Faculty members are central and critical element for the success of institution, it is very important to develop a faculty performance management system for the evaluation of performance of faculties and also for the sustenance and success of the institution.

Every faculty members have different capabilities aspirations just as the requirements and expectation of the institution from each faculty member. Hence it is necessary to match the competence of each faculty with the institutional requirements in working out the performance plan for each faculty member for each year.

In performance management system there is assignments of minimum level of work load to each faculty for each year from various activities, which is permissible and feasible within the institutional framework. After that there must be a system of metrics to evaluate the relevance of each activity in the term of effort involved, responsibilities undertaken, intellectual content, and long term impact on the faculty as well as the institution.

In the perfect performance management system there is also need for the evaluation system of equivalence among the various activities.

2. PURPOSE OF THE STUDY

The purpose of this study was to examine the performance appraisal system in the higher educational organization in order to answer the following questions:

- What are the characteristics of the performance appraisal process used in the higher educational organization?
- What are the purposes of the performance appraisal systems in the higher educational organization?
- What are the problems produced by the performance appraisal systems in the higher educational organization?
- What are the different areas to be improved in the appraisal systems?

3. RESEARCH OBJECTIVE

Following objectives are determine for this research

- a. To analyze and understand the performance appraisal system executed in the organization.
- b. To study the relevance of “performance appraisal system” in higher educational institute.
- c. To determine whether the performance appraisal system used by the organization has impact on its effectiveness.
- d. Determine the satisfaction level of faculties with existing performance appraisal system.

4. LITERATURE REVIEW

4.1 Performance Management Systems

From the review of performance management literature, the basic assumptions and components of performance management are similar despite differences in vocabulary or even level of system implementation. “A common assumption across this literature is that management matters to performance and effectiveness, and that performance is the ultimate goal of public management systems and actions,” (Moynihan and Pandey, 2005, p. 422). Junejo, Umrani and Raza (2010) say that among all the tools of HRM, performance management is a system that ensures and maintains the proper flow of life blood in every section and unit of organization, which is human capital.

The performance appraisal systems can help the organizations and individuals to maintain the purpose and clarity around their mission, goals and objectives but also ensure that they have sustained the position while delivering their desired outcomes. Measurement systems served as feedback mechanisms that provide us that what best works and where the change or adjustment is needed. They provide valuable information on the impacts, intended and unintended, of our actions and initiatives and as such is an important part of all learning, living systems. Well-constructed measurement systems can ensure a consistent stream of direct and concise feedback system (Storrs, 2010).

Performance management has become the key instrument used by policy-makers to improve the education system, to raise levels of attainment and to increase the accountability of teachers (Ozga, 2003). Performance management is a way to check the work style of employees, work pace and also for knowing the activities of the organization. Performance management system helps the organization to achieve the best possible results so according to some researchers the performance management is not a system or technique, while it is the totality of the day-to-day activities of all employees (Fowler, 1990).

Performance appraisals are a critical aspect of the management of the engineering colleges. An effective performance appraisal system for faculty is vital in maximizing the contribution of individual teachers to institutional performance (Eric A.B, 2006).

The report of the National Accreditation and Assessment Council (NAAC, 2008), shows that only 30 percent of universities and 10 percent of the colleges are with ‘A’ grade or “Five star” institutions

and the rest are tolerable or poor. Maintaining and improving quality of higher education is a great challenge in India (Muzammil.M, 2010).

Performance linked development system having validity and reliability will be a key factor for quality assurance and quality sustainability in engineering colleges. The performance appraisal system plays a major role in retaining quality faculty in the institution (Pandit, R.K. 2008).

Stephen and Dorfman (1989) found say that the outcomes of effective performance appraisal are improvement in the accuracy of employee performance and establishing relationship between performance on tasks and a clear potential for reward. Performance management is a means of auditing and managing system wide activity. Organizations are encouraged to raise their levels of performance, and manage their staff and customers more tightly to achieve better outputs and outcomes (Ozga, 2003).

5. SELECTING AND EVALUATING A PERFORMANCE MANAGEMENT SYSTEM

The following aspects should be considered when we evaluate a new Performance Management System:

- Level of employee participation and involvement?
- Is it competency-based? (Competencies refer to the required knowledge, skills and behaviors that are required to achieve objectives)
- Is it form-driven or REAL Performance Management? Form-driven performance focuses on the completion of the forms and not on the daily feedback and monitoring
- Is it linked to rewards AND development?
- Does it focus on both the “what” and the “how” of result achievement?
- Does the process incorporate training (both process and soft skills)?
- Is it generic, and can it be customized to your organization’s needs and culture?

6. RESEARCH METHODOLOGY

This exploratory study was design to examine the performance management system of engineering and management colleges which are used by the institution for the appraisal of teaching staff.

6.1 Population and samples

The population for the study was the faculty members engineering and management colleges. These colleges are affiliated to U.P Technical University, lucknow. Colleges are randomly selected from Uttar Pradesh and 100 questionnaires are distributed among that 80 responses were received.

6.2 Instrument

A questionnaire was a close ended type. Questionnaire was developed on five likert scale for knowing the opinion of teaching staff about the effectiveness of performance management system and appraisal process. There were 5 options strongly agree, agree, neither agree or disagree, disagree and strongly disagree for most of the question and for other questions there was yes or no option. In the questionnaire the responded were asked about the effect of performance appraisal system on faculty, subject and organization question are also based on the effectiveness of performance appraisal system for organizational development and teaching improvement and their satisfaction level with this system.

6.3 Reliability of Instrument

Reliability- In research, the term reliability means "repeatability" or "consistency". A measure is considered reliable if it would give us the same result over and over again (assuming that what we are measuring isn't changing!).

The reliability of questionnaire was checked through Cronbach's alpha and it was found .877

6.4 Research design

The format chosen to conduct this study was a self-administered on-line questionnaire. The questionnaire was distributed randomly among the different private higher institution of Allahabad, some via e-mail and rest by personally contact with employees of institution.

6.5 Data collection

The questionnaire was distributed randomly among the faculties of different engineering and management colleges of U.P Technical University in Uttar Pradesh. Some questionnaires are also delivered among the faculty members of engineering college of Allahabad personally meeting with the teachers. Out of 100 samples 80 faculty members respond.

6.6 Data analysis and Interpretation

The finding of the analysis will be presented in the same order of the questionnaire. The data analyses tools are used in this study are frequency distribution, t-test and correlation.

Frequency distribution is done for the biographical variables; t- test is done for gender, how often PAS is used and what type of PAS is used by the organization and Pearson correlation is used for the variables PAS guide to décors the method of learning, PAS facilitate you for using innovative approaches of teaching, PAS leads to learn the innovative research in subject, PAS correlate the particular subject with other subjects, guides the teachers for arousing the interest of the students in the subject, PAS encourage the performance improvement, PAS determine the faculties training and development, PAS improve the overall organization performance, Negative feedback can de motivate the employees and periodically review and changed to insure its effectiveness.

a. Frequency distribution for Biographical information

Table 1 Gender

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	56	70.0	70.0	70.0
	female	23	28.7	28.7	98.8
	3.00	1	1.3	1.3	100.0
	Total	80	100.0	100.0	

It may be seen from Table 1 that the majority of respondents were males, namely 70.0% while female respondents represented 28.7%.

Table 2 Department

Department		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MBA	40	50.0	50.0	50.0
	B.Tech	40	50.0	50.0	100.0
	Total	80	100.0	100.0	

It may be seen from table 2 that department selected are in equal proportion means both are 50%.

Table 3 Designation

Designation		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lecturer	37	46.3	46.3	46.3
	asst. professor	41	51.2	51.2	97.5
	associate professor	2	2.5	2.5	100.0
	Total	80	100.0	100.0	

It may be seen from table 3 that the designation of faculties higher for Asst. Professor which is 51.2% along with designation of Lecturer which is 46.3% and Assoc. Professor which is very minimum 2.5%.

b. T-test analysis for gender

Table 4

S. No.	Variables	Mean for male (N=56)	Mean for female (N=23)	t (1,78)	significance
1.	PAS implemented in an organization create a participative environment	1.02	1.00	.638	.197
2.	Employees satisfied with the existing PAS	1.05	1.17	1.34	.006
3.	PAS is clearly defined in the organization	1.12	1.26	1.74	.001
4.	PAS guide to decorate the method of learning	1.39	1.83	1.69	.009
5.	PAS facilitate teachers for using innovative approaches of teaching	1.41	1.74	1.58	.158
6.	PAS leads to learn the innovative research in subject	1.59	1.65	.35	.495

7.	PAS correlate the particular subject with other subjects	1.66	2.09	2.27	.781
8.	PAS guides the teachers for arousing the interest of the students in the subject	1.70	1.78	.424	.282
9.	PAS encourage the performance improvement	1.57	1.65	.44	.910
10.	PAS determine the faculties training and development	2.13	1.83	1.33	.782
11.	PAS improve the overall organization performance	1.64	1.78	.682	.066
12.	Negative feedback can de motivate the employees	1.48	1.52	.288	.391
13.	PAS is periodically review and changed to insure its effectiveness	1.30	1.48	.984	.223
14.	Faculties satisfied with existing PAS	1.73	1.96	1.082	.199

T-test for gender has been seen from the above table 4. This t-test analysis shows that for question no. 2, 3 and 4 the t-test has significant value .006, .001 and .009 respectively while for rest of the question the t-values are not significant.

c. T-test for after how much duration PAS is used

Table 5

S. No.	Variables	Mean for 1month (N=60)	Mean for 6 month (N=20)	t (1,78)	significance
1.	PAS implemented in an organization create a participative environment	1.00	1.05	1.76	.00
2.	Employees satisfied with the existing PAS	1.02	1.30	3.20	.00
3.	PAS is clearly defined in the organization	1.10	1.30	2.21	.00
4.	PAS guide to decorate the method of learning	1.32	2.10	3.06	.00
5.	PAS facilitate teachers for using innovative approaches of teaching	1.43	1.70	1.23	.001
6.	PAS leads to learn the innovative research in subject	1.53	1.80	1.44	.11
7.	PAS correlate the particular subject with other subjects	1.68	2.05	1.85	.09

8.	PAS guides the teachers for arousing the interest of the students in the subject	1.65	1.90	1.19	.45
9.	PAS encourage the performance improvement	1.47	1.95	2.62	.26
10.	PAS determine the faculties training and development	1.97	2.25	1.21	.63
11.	PAS improve the overall organization performance	1.50	2.20	3.52	.03
12.	Negative feedback can de motivate the employees	1.45	1.65	1.41	.03
13.	PAS is periodically review and changed to insure its effectiveness	1.08	2.15	7.59	.00
14.	Faculties satisfied with existing PAS	1.65	2.25	2.92	.01

T-test for after how much duration PAS is used has been seen from the above table 5. This t-test analysis shows that for question no. 1, 2, 3, 4, 5, 11, 12, 13 and 14 the significant values are .001, .001, .001, .001, .001, .03, .03, .001 and .01 while for rest of the question the t-values are not significant.

d. Correlation Analysis

Table 6

Correlation matrix of variables

	Variables	1	2	3	4	5	6	7	8	9	10
1	PAS guide to décors the method of learning	1									
2	PAS facilitate you for using innovative approaches of teaching	.80**	1								
3	PAS leads to learn the innovative research in subject	.67**	.73**	1							
4	PAS correlate the particular subject with other subjects	.66**	.66**	.51**	1						
5	guides the teachers for	.65**	.64**	.71**	.58**	1					

	arousing the interest of the students in the subject										
6	PAS encourage the performance improvement	.58**	.56**	.61**	.54**	.49**	1				
7	PAS determine the faculties training and development	.01	.01	.11	.05	.12	.05	1			
8	PAS improve the overall organization performance	.67**	.62**	.52**	.57**	.43**	.59**	.00	1		
9	Negative feedback can de motivate the employees	.01	.01	.12	.07	.07	.02	.04	.08	1	
10	periodically review and changed to insure its effectiveness	.56**	.57**	.42**	.42**	.42**	.52**	.69**	.69**	.10	1

** $p < .01$

With respect to the relationship between different variables which is shown in table 6 is the zero order correlation. According to this, PAS facilitate for using innovative approaches of teaching were significantly and positively correlated with PAS guide to décors the method of learning (.80, $p < .01$), PAS leads to learn the innovative research in subject were significantly and positively correlated with PAS facilitate for using innovative approaches of teaching (.73, $p < .01$), PAS correlate the particular subject with other subjects were significantly and positively correlated with PAS leads to learn the innovative research in subject (.51, $p < .01$), guides the teachers for arousing the interest of the students in the subject were significantly and positively correlated with PAS correlate the particular subject with other subjects (.58, $p < .01$), PAS encourage the performance improvement were significantly and positively correlated with guides the teachers for arousing the interest of the students in the subject (.49, $p < .01$), PAS improve the overall organization performance were significantly and positively correlated with PAS encourage the performance improvement (.59, $p < .01$) and periodically review and changed to insure its effectiveness were significantly and positively correlated with PAS improve the overall organization performance (.69, $p < .01$) while two variables PAS determine the faculties training and development and negative feedback can de motivate the employees were insignificant variable that's why they were not correlated with other variables.

7. CONCLUSION

The principle purpose of performance management system should be to improve the performance level of employees so that the teaching method in higher educational sector will enhance. The system must be based on the standard of teaching methods by continuous appraisal of faculties and providing necessary training & development programs and innovative research seminars. The system should first of all contribute the satisfaction of all the employees.

The finding of research conducted in the engineering and management colleges of Allahabad and most of the colleges seems to suggest that the organizations interested in the improving their performance appraisal systems should seeks to enhance the method of teaching and employees satisfaction toward this appraisal system.

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