

Role of Performance Appraisal System in Enhancing Teaching Effectiveness: A Study of School Teachers

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Abstract

Human resource management has emerged as an important function to achieve competitive advantage in current scenario where workforce and its key performance indicators are linked with organizational success and attainment of individual goals both at personal and professional level. Performance appraisal can be developed as a strategic tool to identify measure and assess employ performance for effective utilization of workforce. Workforce career development is essential to keep them motivated and productive. The various factors which are considered for career development in the following study are structured with the help of review of literature done. A descriptive research design is adopted and sample of 100 respondents were selected who were school teachers of different age groups and having at least 2 years of academic experience. Primary data was collected through online questionnaire and data was analysed with the help of SPSS. The study was aimed at to find out the impact of academic experience on factors affecting career development of school teachers as well as association between performance appraisal and teaching effectiveness. The study revealed that there is a strong association between the dependent variable effectiveness and independent variable performance appraisal system. Academic experience is considered to be the most important independent variable which have a highly significant relationship with all the factors leading to career development.

Keywords: Performance Appraisal System, Teaching Effectiveness, School Teachers

Introduction

The human resource of any institute is the skilled manpower with creative abilities and work talents for involvement in decision making and achievement of organizational goals. With the increasing role of HR, the need to ensure work force, ability and performance match with organizational goals. Thus, performance appraisal system has a great importance in today's scenario where employees are required to have inherent abilities and skills to perform in effective manner for self-development as well as organizational success. Preference of different PAS system by managers are operated dynamically according to the organizational strategy. It involves integration of other HR functions and is linked directly to assess performance of employees to appraise it

for evaluation and identify the gaps between the actual and expected results. The service sector is more focused on productivity of human resource as it is evident in organizational development. Teachers have the responsibilities to provide the effective teaching learning environment for attainment of institutional goals like academic performance of students, quality education, etc. the education sector at school level practices different types of appraisal systems like 360-degree, self-appraisal, behavioral, to measure the productivity and competitive advantage. The extent of such systems and effective implementation can contribute to overall achievement of teachers and learner's performance. Performance appraisal systems motivates employees to have productive outcomes and a competitive spirit to aggregate the inherent abilities and acquire knowledge for skill development. The strategies at school level should be implemented in such a manner to provide an unintended impetus for competition and evaluation of prevailing practices for development of an integrated system which is having a system approach to consider the peculiarities of individual organization as well as individual talent to eradicate the pitfalls and adopt an error free appraisal system customized to the needs of each institute according to its size location, number of workforce, no. of students, etc. so that it fills the performance gap and assures development and career planning of human resource to increase their effectiveness.

Review of Literature

Alshikhi (2018) in the research study "The Role of Performance Management System for Teachers in Saudi Ministry Education" constructed a theoretical framework by reviewing existing literature on performance management system to identify the gaps and focus the research on bridging the past and current research on teacher's performance. The study was focused to explore the effectiveness of PMS and with effective analysis for decision outcomes to frame innovative HR policies in order to improve the methods of teaching and quality of teaching learning duo. The study successfully proposed a system for evaluation of effectiveness of PMS and the gaps were identified in its implementation which hampers the improvement in teachers performance.

Kagama & Irungu (2018) in the research paper "An Analysis of Teacher Performance Appraisals and their Influence on Teacher Performance in Secondary Schools in Kenya" proves that human resource are the key achievers of any institute and their performance can be increased by various means to achieve the goals of the institution. The success of the learning institutes depends upon the quality of teaching and the performance of the teachers. Therefore, effective performance appraisal system should be

employed for increasing effectiveness and developing teachers to have better relationship with stakeholders. The research revealed that appraisal of teachers enhances their performance and performance of teachers influence the performance of learners. Thus, effective performance appraisal systems with a systematic evaluation criterion should be implied with validity and reliability to minimize gaps. The study should be undertaken to find the effectiveness of teachers and their development with various parameters like teaching experience, academic performance and other factors of career development.

Research Gap

The various parameters of career development identified can be tested for significant relationships between the demographic variables of school teachers that influence their career and teaching. The research gap was identified where academic experience was not considered to be an important independent variable which may have significant impact on development of teachers. Thus, the following study was conducted with these objectives.

Objectives

- To study the impact of academic experience on development of teachers
- To study the association between Performance appraisal system and teaching effectiveness

Hypothesis

- H01: Academic Experience have no significant impact on career development of teachers
- HA1: Academic Experience have no significant impact on career development of teachers
- H02: There is no significant association between performance appraisal system and teaching effectiveness
- HA2: There is a significant association between performance appraisal system and teaching effectiveness

Sample

A total of 100 school teachers from private schools of selected cities of Rajasthan were selected through simple random sampling.

Sampling Technique

Descriptive Sampling Technique

Sample Profile

Demographic Variable	Scale	No. of Respondents
Gender		
	Male	45
	Female	55
Age Group		
	Less than 25 Years	5
	25-30 Years	5
	30-35 Years	40
	35-40 Years	20
	40-45 Years	15
	45-50 Years	10
	50-55 Years	0
	55-60 Years	5
Academic Experience		
	Less than 5 Years	10
	5-10 Years	30
	10-15 Years	25
	15-20 Years	10
	20-25 Years	20
	25-30 Years	5
Enhancing Teaching Effectiveness		
	Yes	76
	No	24

Interpretation: The sample constitutes of 100 respondents who are teachers in various schools of Bhilwara and Udaipur who were surveyed through online mode for collection of primary data. The sample constitutes of 45 males and 53 female teachers distributed among different age groups ranging from less than 25 years upto 60 years. Maximum 40 respondents fall in the category of 30-35 years of age. The teachers academic experience was recorded and it was found that maximum 30 respondents have 5-10 years of academic experience, 25 in 10-15 years of category and so on. Performance appraisal are helpful in enhancing teaching effectiveness was agreed by 76

respondents and 24 denied the statement.

Research Methodology

An online survey was conducted by the researcher to collect data from various private school teachers. The data was collected, coded and tabulated for analysis and testing of hypothesis.

Data Analysis

H01: Academic Experience have no significant impact on career development of teachers

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
TNA	Between Groups	12.333	5	2.467	6.367	.000
	Within Groups	36.417	94	.387		
	Total	48.750	99			
Skill Development	Between Groups	26.000	5	5.200	5.508	.000
	Within Groups	88.750	94	.944		
	Total	114.750	99			
Review & Feedback	Between Groups	23.083	5	4.617	8.201	.000
	Within Groups	52.917	94	.563		
	Total	76.000	99			
Individual Effort	Between Groups	34.083	5	6.817	10.349	.000
	Within Groups	61.917	94	.659		
	Total	96.000	99			
Positive Attitude	Between Groups	28.333	5	5.667	8.269	.000
	Within Groups	64.417	94	.685		
	Total	92.750	99			
Support System	Between Groups	40.833	5	8.167	15.938	.000
	Within Groups	48.167	94	.512		
	Total	89.000	99			
Innovation	Between Groups	14.583	5	2.917	4.713	.001
	Within Groups	58.167	94	.619		

Research Orientation	Total	72.750	99			
	Between Groups	75.833	5	15.167	24.198	.000
	Within Groups	58.917	94	.627		
Learning Aptitude	Total	134.750	99			
	Between Groups	29.583	5	5.917	10.082	.000
	Within Groups	55.167	94	.587		
Promotion	Total	84.750	99			
	Between Groups	11.000	5	2.200	2.324	.049
	Within Groups	89.000	94	.947		
Career Growth	Total	100.000	99			
	Between Groups	18.750	5	3.750	4.879	.001
	Within Groups	72.250	94	.769		
	Total	91.000	99			

Interpretation: the impact of the various factors which motivates improvement in performance and increase in teaching effectiveness are training need analysis, skill development, review & feedback, individual effort, positive attitude, support system, innovation, research orientation, learning aptitude, promotion & career growth.

The impact of academic experience on these factors of career development is statistically tested by applying single factor ANOVA which computes the F value to indicate the significance in sample means. The variance between the samples and within the samples are calculated to reflect the inter sample differences and the sum of squares is a measure of variation to test whether the difference in

sample means is significant or not at 5% level of significance. The F value calculated is compared with the tabular value and if the calculated value of F is less than the tabular value the difference is not significant. The test is applied and the results are shown in the table. The impact of academic experience on all the factors is significant. Therefore, the null hypothesis is rejected and we can infer that academic experience have a significant impact on career development of school teachers.

H02: There is no significant association between performance appraisal system and teaching effectiveness

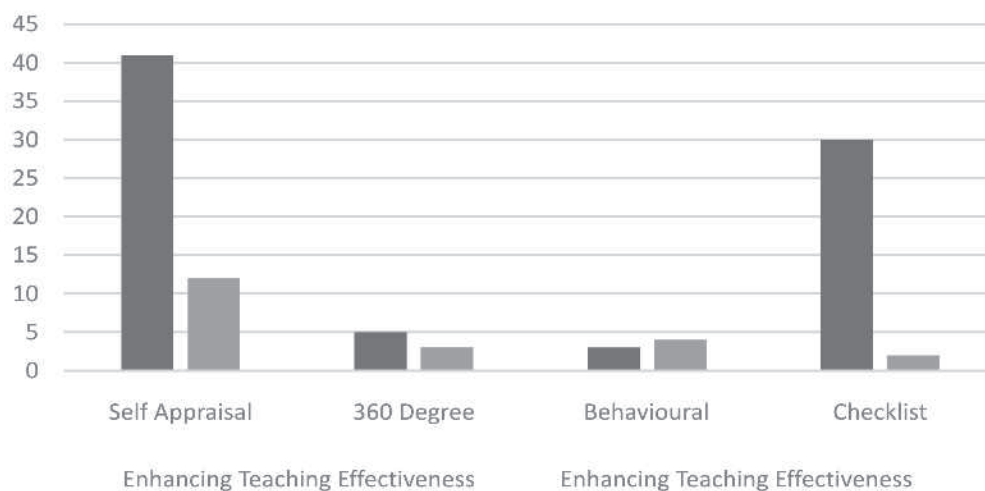
Table: Cross Tabulation of Enhancing Teaching Effectiveness*Most Preferred Method

Cross Tabulation				
Enhancing Teaching Effectiveness* Most Preferred Performance Appraisal Method		Enhancing Teaching Effectiveness		Total
		Yes	No	
Most Preferred Performance Appraisal Method	Self Appraisal	41	12	53
	360 Degree	5	3	8
	Behavioural	3	4	7
	Checklist	30	2	32
Total		756	244	100

Graph : Cross Tabulation of Enhancing Teaching Effectiveness*Most Preferred

Method

Chart Title



Chi Square Output

Calculated Value	Tabular Value	Degree of Freedom	Hypothesis (H0)
10.59	7.81	3	Rejected

Interpretation: The null hypothesis is tested by applying chi square to find the association between two variables under study. The calculated value of chi square at 3 degree of freedom and 5% level of significance is 10.59 which is more than the tabular value 7.81. Since the computed value of chi square is much high than the tabular value the null hypothesis is rejected and it is concluded that there is a strong and significant association between performance appraisal system and teaching effectiveness

Findings

It is found that that there is a strong association between the dependent variable effectiveness and independent variable performance appraisal system. Academic experience is considered to be the most important independent variable which have a highly significant relationship with all the factors leading to career development. It is also found that there is a strong and significant association between performance appraisal system and teaching effectiveness.

Conclusion

The performance appraisal system can lead to improved

teaching effectiveness of teachers and thus play a significant role in enhancing their performance. A significant association between the two highlights the importance of implementation of performance appraisal methods as they are the practising tools to ensure a continuous improvement in teaching learning environment and will definitely help teachers to enable them to know the individual discrepancies in execution of their duties for a transparent practice of development & growth in their career. A positive impact of performance appraisal system and factors of career development like effective feedback will reflect the true contribution of individual teachers' performance. Thus, the study highlights the importance of appraisal system in schools for creating a teaching learning environment to achieve institutional goals.

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