

Performance appraisal: a technique of human resource management in education to improve educational efficiency

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ABSTRACT

The study depicts the various methods of appraisal system. These methods are significant to enhance the educational efficiency in teachers and students. This research method follows descriptive way to study the topic. It studies educational institution as a social structure. Due to the collective efforts we succeed to increase quantitative aspect of education but yet not achieved qualitative aspect. For this considering human psychology, educational institutions should develop proper system for performance appraisal and implement in a proper way to encourage teachers for improving educational quality and standards.

Keywords: *Performance Appraisal, Human Resource Management, Education, Improve Educational Efficiency*

‘What gets measured gets done’, is a one of the most discussed dimensions of the various HR activities in an organization. It attracts lot of employee as well as management attention and serves as a critical linking factor for mapping individual employees’ performance with organizational results.

Research confirms that effective performance management systems impact corporate performance and the bottom line positively. To design a system for appraisal performance, it is important to first define what is meant by the term work performance. Although a person’s job performance depends on some combination of ability, efforts and opportunity, it can be measured in terms of outcome or results produced. Performance is defined as the result recorded of outcomes produced on a specific job function or activity during a specific time period. A teacher is typically evaluated on three work aspects: teaching, research and service. Performance in each of these three areas is defined with different outcome measures.

Performance on the job as a whole would be equal to the sum of the performance on each of the job functions within the job. It must be considered that a function has to do with the work that is to be performed and not the characteristics of the person performing it.

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Types of Appraisal Methods

Ideally every individual in any organization needs to be appraised and the same to the educational institutes also. Here, we focus teachers and students to be appraised with positive aspect to enhance the educational efficiency. The appraisal system should be able to take care of this, and it shall also meet the needs and the objectives of the organization. In general and in broad sense the appraisal should be classified in three categories.

- ⇒ **Quality based Appraisal:** This is used to assess personality or personal characteristics, loyalty, communication skills, level of initiative, decision making etc. This method is useful to assess the qualities and skills of teachers to maximize the educational output. While it is difficult to define the criteria accurately, the assessment is biased and as the focus is on personal characteristics feedback is a challenge.
- ⇒ **Behavior based Appraisal:** This method focuses on what a teacher does on the job. It evaluates behavior and measures of what a teacher should do new and differently. This method focuses on innovative approaches and ideas implement by teachers to increase the educational output. This is purely a student facing method.
- ⇒ **Result based Appraisal:** This method measures objective result of work. The outcome of teaching activity is student's achievement, understanding, knowledge and satisfaction. The focus is on the outcome from the job, and this alone serves as the measure for success. It may not be possible to use in the present educational system where many other factors together affect the outcome.

Individual evaluation Methods

There are few individual evaluation methods where the employee is evaluated one at a time without directly comparing him or her with other employee.

- ⇒ **Graphic rating scale:** The most widely used method of performance rating is graphical scale. In this method management is presented with a list of assessment parameters and asked to the teacher to assign a number rating on each of the parameters or questions listed. The number of characteristics might vary as per requirement and structure of organization. It aims to measure the quality of performance and ability to do the presented job. The rating can be in a series of boxes, or they can be on a continuous scale for e.g. (0 to 9) or so. To assess management places a check above descriptive words ranging from none to maximum and total scores are computed. In this the list of characteristics cover the various tasks or duties given to the teacher like teaching, result of unit test, class attendance, keeping records, personality, extra knowledge given to students, practical assignment with students and so on.
- ⇒ **Forced choice Method:** In this method management must choose from a set of descriptive statements about the employee. The two, three or four statement items are grouped in a way that the evaluator cannot easily judge which statements apply to the most effective employee, so, management need to prepare a list of statement and decide for each employee. Forced choice can be used by superiors, peers, subordinates, or a combination of these in evaluating employees.
- ⇒ **Essay evaluation Method:** In this method management is asked to describe the strong and weak aspects of the employee's behavior. This technique is not in use much. This method is used in the combination of graphic method.
- ⇒ **Management by objectives Method:** One of the most popular individual evaluation methods is used today is Management by Objectives (MBO). In this method

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management and teachers are to be evaluated jointly, set objectives in advance for the employee to try to achieve educational standards during a specified period. At the beginning of the year clear objectives are laid down for achievement during the course of the year for example, completion of syllabus, unit tests, practical and theory sessions, term test and year end examination results. The objective should be set for individual students as per their previous performance in the each subject. In this process the steps should be like this,

- a. Key result areas
- b. Key performance areas
- c. Targets
- d. Commitments.

These objectives are designed in adjustable framework as specific, measurable, achievable, result oriented and time bound. All objectives must confirm to this framework. If the objectives are not achieved during the quarterly or half yearly it may set again with the remarks. MBO is one of the most effective methods for performance review, primarily because it is identified at the beginning of the year and regularly reviewed for achievements and modified on-going again in consensus between the teachers and management.

- ⇒ **Critical Incident Method:** In this method a list of statements of very effective and ineffective behavior for an employee is noted. These are the critical incidents. The management combines these statements into categories, which vary with the job. Management records critical behavior in each category. This log is used to evaluate the employees at the end of the period.
- ⇒ **Checklist and weighted checklists Method:** Another type of individual evaluation method is the checklist. In its easy form, the checklist is a set of objectives or descriptive statements. If the management believes that the teacher possess the trait listed, the school management checks the items; if not it is left blank. A rating score from the checklist equals the number of checks. The addition to the method is weighted checklist. The management prepares a large list of descriptive statements about effective and ineffective behavior on the job, similar to the critical incident process. The weight is the average score of the employee.
- ⇒ **Behavior rating scale Method:** This is the most prevalent technique which is a variation of the critical approach in the behavior score rating. Management gives descriptions of actually good and bad performance and categorized it. The procedure similar to the weighted checklists is used to verify the evaluations. The final output is a set of statements for each item from among which the management chooses the most appropriate one for the employee based on their performance.

Requirement of Appraisal system in educational institute

Educational institutes are social structures which have multi dimensions. Here, we focus all the factors to improve educational efficiency. Appraisal system starts with the beginning of the academic year with the objective setting. This is the most important part for it affixes the responsibility of teachers and other staff members. This also consists of the infrastructural facilities required to improve education level. In the present times the evaluation of education is only with the marks of students which is an incomplete evaluation.

The main focus in educational institution is quality education and knowledge. Education is not only giving information in the classroom to the students, by the teachers, but the tipping

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point is the overall development of the students. To fulfill the education goals the requirement of appraisal system is the most significant way. Today the education methods having lopsidedness and therefore we have a huge force of degree holders with high ratio of unemployment.

Here, the duty of school management and teachers are to be assigned with the perfect and tailor made performance appraisal system. In the beginning of the year the target to be set should be evaluated by the management monthly or quarterly. This evaluation process should target each student individually. The evaluation process should cover the various performances of school management, teachers and student. The teacher is the centre of the education process who can become a game changer. The responsibility of teacher is vast and to organize the activity and responsibility of the teachers the performance appraisal system is essential.

When the teacher works well, naturally wants the work to be praised and recognized by the management. "Praise seems to have its greatest value when given and received as recognition, and is not perceived by either party as an attempt to control the behavior of the recipient".

Incentives plans for Performance Appraisal System in Educational institute

It is common in all most organization to provide for performance linked incentives that serves to attract employee's attention and stimulate him or her to work more effectively and to stretch beyond expectations. An incentive programme is generally built on monetary or non-monetary rewards. Educational institutions also follow the same pattern in different ways as follows.

A. Monetary Rewards:

- ⇒ **Pay scale:** Teacher's salary is a considerable point for educational output. If the pay scale is quite reasonable the therefore teacher can concentrate on their duties and educational activities. This is the vice e versa process, if teachers are rewarded with a good pay scale then they perform well and if they perform well their pay scale should be good. In general, economic reward is the major reason for good efficient performance. Before setting goals in appraisal system educational institutes should also set the economic reward criteria.
- ⇒ **Promotion:** Promotion is a reward of economic as well as status. Promotion is a term which is an essential outcome of successive superior performance. It calls for greater responsibilities, and usually involves higher pay and better terms and conditions of services and therefore, a higher status or rank.
- ⇒ **Special Conveyance:** This includes special conveyance like local travelling, leave travel allowance, leave encashment and others. This is the indirect way for performance appraisal through which teachers can be rewarded.
- ⇒ **Bonus:** Generally all teachers are eligible for bonus once in the year. In case of performance appraisal there should be some additional bonus on the basis of rating system to encourage teachers for better educational output.

B. Non-monetary Rewards:

- ⇒ **Recognition with memento or certificate:** If a teacher achieves good rating in appraisal system then recognition is very significant. In most cases employee's

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recognition is very useful to encourage teachers for further educational activities. Recognition should be done in even small achievements. As per the psychological approach recognition and praise as reinforcement is required to encourage human being to perform efficiently and also for desired work. This kind of memento or certificate should be given in a small function or school assembly to create awareness of recognition publicly.

- ⇒ **Encourage or arrangement for further education:** Sometimes appraisal should be in encouragement to teachers for their further study. This becomes self development for teachers as well as in benefit of educational organizations also. Educational organization should also provide financial aid to the teachers for further study as a performance appraisal.
- ⇒ **Social gathering, picnic, refreshing programs:** For performance appraisal some gathering, picnic or refreshing programs should be organized by educational institutes. For the fulfillment of short term goals, teachers should be appraised in short duration which encouraged them to achieve the goal.

CONCLUSION

The educational institute is a social structure and teacher is one of the most important and integral parts for educational output. To enhance the performance of the teacher appraisal system is very useful and essential. There are many types of appraisal systems which encourage teachers for goal achievement. Today quality of education is a focused issue and there are many factors affecting the educational output, while teacher and teaching methods are considered seriously. For this considering human psychology, educational institutions should develop proper system for performance appraisal and implement in a proper way to encourage teachers for improving educational quality and standards.

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Conflict of Interest

The author declared no conflict of interests.

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