PERFORMANCE APPRAISAL OF TEACHER'S IN BUSINESS MANAGEMENT EDUCATION

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Abstract:

Performance Appraisal is the process of evaluation of employee's behaviour (Physical and Mental or Quantitative and Qualitative aspects) in the work spot. This Concept is always applied in various dynamic atmospheres and situations to measure employee's performance. In the area of Business Management Education every teacher should possess and acquirethe DesiredBehaviour(Knowledge, Abilities and Attitudesand also execute the same continuously matching with the environmental changes (Internal and External) to establish effectiveness. Hence, there is always a demand to validatethe presence of the behaviour(KAA) perennially. To establish the same a teacher is evaluated on some important traitsand which in turnvalidates the presence of Desired Behaviour (KAA) to be an effective teacher.This paper tries to bring out the traits that could be evaluated to establish the existence of desired behaviour (KAA) ofa teacher inBusiness ManagementEducation Institute.

Key Words: *Desired Behaviour (Knowledge, Abilities and Attitudes), Traits, and Validates.*

Introduction:

The Oxford English Dictionary defines Performance as: "The Accomplishment, Execution, Carrying out, Working out of anything ordered or undertaken."

Performance was regarded by Bernadin et al (1995) and Kane (1996) as simply the outcomes of work; a record of a person's accomplishments. But in which Organizations, Teams and Individuals get work done.

Campbell (1990) regarded Performance as Behaviour and stated that it should be distinguished from the outcomes because they can be contaminated by systems factors.

Much before the above it was well put up by Brumbach (1988:387): A more comprehensive view of Performance is achieved if it is defined embracing both Outcomes and Behaviour.Performance means both Behaviours and result. (Behaviour-semanate from the performer and transform performance from abstraction to action. Not just the instruments for results, Behaviours are also outcomes in their own right- the product of mental and physical effort applied

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to tasks- and can be judged apart form results.

Appraisal: It is a method to evaluate an employee or to set a value on (performance) the other terminologies which are in use for the same are Assessment, Evaluation, Judgment, review Consideration, rating etc.,

In the area of Human Resource Management, Appraisal is used to set a value on the performance of an employee in an Organization Since; it is broad and Comprehensive than other terminologies.

Hence, Performance Appraisal is defined By C.Heyel as "The process of evaluating the Performance and Qualifications of the employees in terms of the requirements of the job for which he/she is employed". By Casio "It is an exercise in observation and judgment, it is a feedback process and it is an organizational intervention. It is a measurement process as well as an intensely emotional process. Above all, it is an inexact human process. While it is fairly easy to prescribe how the process should work, descriptions of how it actually works in practice are rather discouraging".

By Dale S Beach "Performance Appraisal is the Systematic Evaluation of the Individual with regard to his or her Performance on the Job and his Potential for Development".

By R.S. Dwivedi "Performance Appraisal involves in the Comparison of Performance measures of different Individuals holding similar areas of work responsibilities and relate to determination of worth of the measures for the accomplishment of Organizational goals".

By L.M.Prasasd Performance Appraisal is a Systematic and Objective way of judging the relative worth or ability or an employee in performing his Job. It emphasizes on two aspects: Systematic and Objective. The Appraisal is Systematic when it evaluates all performances in the same manner, utilizing the same approaches so that Appraisal of different persons is comparable. The Appraisal has Objective when the measurement is done to eliminate Human Biases and Prejudices.

Trends in Performance Appraisal:

- In China Wei Dynasty (221-265A.D.) introduced Performance Appraisal in which an Imperial rating officer used to appraise the Performance of members of the Official Family.
- In New York City Civil Service (1883) adopted Performance Appraisal.
- During the First World War (1914-1925)Appraisal concept was adopted by US Army which was in the form of Merit Rating. From the Army this concept entered the Business field and restricted to hourly-paid workers.
- During 1920's Relational Wage Structure for hourly-paid workers were adopted in Industrial Units and each worker was used to be rated in comparison to others for determining wage rates and this system was called Merit Rating.

- After 1950 the concept of Appraisal was fully employed to all Technical and Managerial Personnel.
- Dale Beach has traced the difference between earlier Appraisal and Present Appraisal as indicated in Table-1.

Table: 1. Trends in Performance Appraisal

Item	Earlier Emphasis	Present Emphasis
Terminology	Merit Rating	Employee Appraisal/Performance Appraisal
Purpose	Determining Qualifications for Wage Increase, Transfer, Promotion and Lay-off.	Development of Personnel, Improved Performance on the Job and providing Emotional Security.
Application	Hourly-paid workers.	Technical, Professional and Managerial Personnel.
Factors rated	Heavy Emphasis on Personal Attributes.	Results and Accomplishments.
Techniques	Rating Scales, Statistical manipulation of data for comparison purpose	Mutual Goal-setting, Critical Incidents, Group Appraisal, Performance Standards.
Post-Appraisal	Superior Communicates his rating to employee and tries to tell his evaluation to him; seeks employee conform to his view	Superior stimulates Employee to analyse himself and set down Objectives in line with Job requirements; Superior is Helper and Counsellor.

Rationale of taking personal traits as one of the considerations in performance appraisal:

The rationale underlying the Performance Appraisal exercise involves numerous considerations. It is true that contributions of individuals to the organization lead to employee rewards. In situations, where it is possible to measure production, there exist no need for assessing employees, because they can be rewarded in terms of the amount of their production.However, if it is not possible to measure the work accomplished by the individuals, the Personal Traits which are likely to cause enhanced productivity and facilitate their work performance may be incorporated in the appraisal form and used for assessment purposes. Accordingly, the individuals may be properly rewarded in terms of the magnitude of these traits. Although there is no consensus of opinion among practicing managers and scholars as to whether the common personal traits are conducive to work performance, the following traits usually form the basis for Appraisal.

- Ability to understand People
- Readiness to accept New Ideas
- Learning Abilities
- Judgment
- Reliability and Responsibility
- Common-sense and Initiative
- Attitude towards Superiors
- Attitudes towards Subordinates
- Attitudes towards Associates
- Safety Mindedness
- Attendance
- Cooperation and Helpfulness
- Health and Physical Endurance
- Adaptability etc.

Hence,these Traits can be correlated with specific features of Job Performance to infer a cause-and-effect relationship between Personal Traits and Job Performance.

As Beatty and Schneier observe, 'Performance' is an elusive concept and relates to evaluated behaviour or results. But there is a baffling issue relating to: Which Behaviour or Results? Does it involve Personality, Appearance or Attitudes? Indeed, it varies from situation to situation. In some cases, it can be a simple process, while in others a highly complicated one. For example, in the case of a typist, performance can be measured basically on the basis of speed and accuracy. On the other hand, in case of a manager or an accountant, there may be varied factors of performance; some can be measured and others are difficult to measure. Thus, an understanding of 'What to Measure' can be accomplished by analysing a Particular Job.

Concept of Teaching:

'Teaching'[1] in broader sense, includes the aims of course, the methods of presenting the knowledge those aim somebody, assessing students, achievement and evaluating the effectiveness of the whole process. Professional teachers in higher education display certain salient characteristics. They possess a broad range of specialist teaching skills; they

never lose sight of the primary of their goals for student learning; they listen to and learn from their students; they constantly evaluate their own performance. They understand that teaching is about making it possible for students to learn; they succeed in integrating educational theory and shrewd class room knowledge.

Saunders and Walsted define ''Teaching is the activity that organizes and facilitates the activities that cause Learning". Learning is acquisition and retention of knowledge and habits of thought in a waythat permits them to be employed in a useful way after the initial exposure has beenterminated. Therefore, teaching requires the effective transmittal of knowledge and habits so that the students may acquire and retain them. Without the retention of knowledge and habits the students cannot rely upon education to serve their future needs.

Literature Review:

- Anup Kumar Ghosh, Debmallya Chaterjee and Biswarup Ghosh (2010) in an Educational Institute, there is no such direct tool available to evaluate the productivity of its faculty members. In judging a faculty members, often deal with a vague or imprecise data resulting to an inconsistent performance evaluation.
- Yueyu Xu (2012) Study aims at developing a comprehensive teaching evaluation system, a more useful educational technology, for achieving relatively reliable and valid results that can be well acknowledged by instructors, students and by administrators. In particular, two research questions drive this project. First, how to establish a multidimensional evaluation system integrating the merits of different ratings approaches? Second, what measures should be taken to ensure the reliability, effectiveness, and fairness of such a teaching evaluation system? In order to achieve these goals, by adopting multi-method approaches, the study integrates student evaluation, expert evaluation and regular examination of teaching into teaching rating. Especially, a method of Evaluation on the same platform(EOTSP) is introduced as a fair approach for teaching evaluation to reduce bias generatedby variable evaluation entities.
- Wolfer and Johnson (2003) Measures of teaching evaluation are popularly implemented in advanced education. After decades of quantitative growth in higher education, consensus is emerging on the need to; establish a valid andreliable evaluation system of teaching for improving teaching quality.
- Lei 2005; Cai(2005). The general decline of curriculum quality measure by the indicators of academic performance, teachers' assessment, employers' assessment and social assessment and defects existing incurrent evaluation methods accentuate the importance of appropriate evaluation.
- Jagadeesh (2000) the increasing demand for Post-Graduate Education in Management in India has resulted in a steep rise in the number of Institutes

offering such education. However, the quality of education offered in many institutes is seriously been debated by Students and Prospective Employers. The efforts to improve quality appear minimal, resulting in little or no improvement in quality. The article provides a summary of status of quality in Management Education and critically analyses the issue of quality with the backdrop of problems, constraints and conflicts. Further, the paper describes the structure and pattern of Post-Graduate management Education as offered in India, along with a description of regulatory agencies existing in the country to monitor the standards of Management Education.

- SangeetaSahney, D.K. Danwet, S.Karunes (2004)In keeping with the Socio-Economic and Cultural transformation that has placed newer demands on the Educational system, in terms of greater responsibility and accountability and increase expectation by stake holders, the system has been pressurized to shift its focus from one in quantitative expansion to one with emphasis on quality. Such shifts and changes are being witnessed not only in the developed countries but also in developing countries of the world. The Education system, and more so the higher education system in particular, in an attempt to react to the demands and ever increasing pressures from its stake holders, finds its self in a 'Market Oriented' environment, with internal andexternal customers; wherein, " Delighting the Customer", is the rule for survival in the long run. "Delighting the Customer", is the core message of total qualitymanagement (TQM) and hence, there is a need to identify and apply the relevant concepts of TQM to each and every aspect ofacademic life; that is, to the teaching, learning and administrative activities.

- Jacqueline Douglas, Alex Douglas, Barry Barnes (2006) The design and use of a Questionnaire is to measure Student satisfaction at Liverpool John MooresUniversity's Faculty of Business and Law. The most important aspects were those associated with Teaching and Learning, while the least important were those associated with the Physical facilities. The concept of the service-product bundle is a valid and reliable tool for the design of satisfaction survey and segments a University's service offering in such a way as to allow management to target resources at those areas that are perceived to be low satisfaction and high importance.

- Nicky Rogge (2011) It proposes a Benefit of the Doubt (BoD) approach to construct and analyse Teacher Effectiveness scores i.e. SET (Student Evaluations of Teaching) scores. The major appeal of BoD is the flexibility in the construction of the SET scores. In particular, BoD puts teacher performances into a relative perspective to be evaluated optimally, thereby accounting for different values and interpretations that teachers attach to "Good Teaching". Furthermore,

if available stake holder opinion can be easily incorporated into the evaluation. The swift identification of teachers' relative strengths and weaknesses is another advantage.

Concepts of Performance Appraisal/ Evaluation of Teachers':

- Performance Appraisal/Evaluation of teachers' can be done on the basis of the DesiredBehaviour which comprises the following namely Knowledge, Ability and Attitudefrom four perspectives such as from Students, Management, Co-Workers and Self Perspective in which their services rendered is directly noticed. (Dia:1)
- The Desired Behaviour (KAA) of teachers is represented by various traits based on KAA from students' perspective (table : 1)

Diagram: 1
(Desired Behaviour of teachers; KAA)

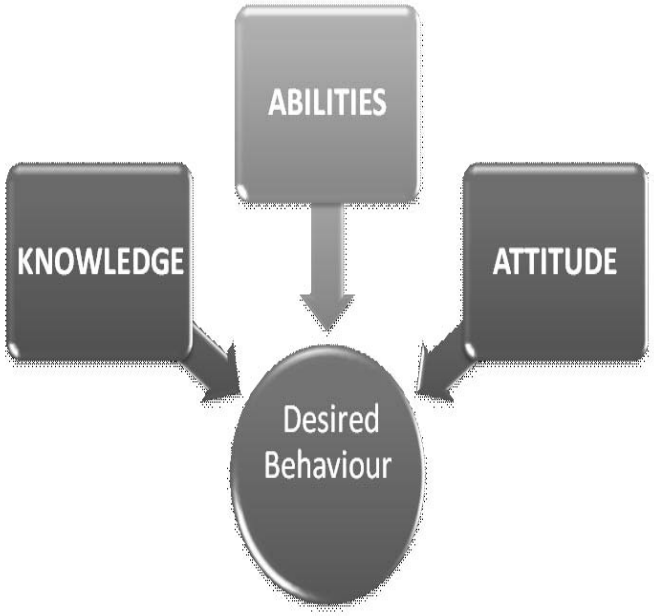


Table-1 (Traits of a teacher from students' perspective)

STUDENT CENTRE (KAA-TRAITS)		
KNOWLEDGE TRAITS	ABILITY TRAITS	ATTITUDE TRAITS
1. Knowledge base of the teacher (as perceived the students). 2. Teaching Experience. 3. Skills- • Professional Maturity • Professional Impression. • Instructor competence • Communication. • Energy Vs. Lethargy • Exciting, Humorous and Stimulating. • Overall Evaluation • Teachers Presentation.	1. Ability to integrate course material with Environment / other issues, to provide a broader perspective. 2. Ability to integrate content with other resources. 3. Ability to design quizzes, /Tests, assignments, examinations andprojects to evaluate studentsunderstanding of the course. 4. Ability to understand Students.	1. Sincerity / Commitment of the teacher. 2. Interest generated by the teacher. 3. Accessibility of the teacher in and out of The class. includes availability of theteacher to motivate further study anddiscussion outside class) 4. Cooperation and Helpfulness 5. Friendly and Democratic 6. Empathy 7. Charm and Cheerful

Statement of the Problem:

Performance Appraisal of Teachers' is the vital determinant to establish their efficiency and effectiveness. The quality of education offered in many institutes are seriously debated by Students and Prospective Employers, this paved the way to bring about new mechanisms to ensure valid and reliable methods of evaluation of teachers'. Thusthis study aims to Appraise Teachers' on the basis of their traits that reflect the presence of desired Behaviour (Knowledge, Ability and Attitude) from students' perspective in their Job/Profession.

Objectives of the Study:

1. To analyse the Traits (Behaviour) of a Teacher from student's perspective.
2. To ascertain if there is any significance in evaluation of the Traits (Behaviour).

3. To analyse the effectiveness of these traits on teachers performance.

Hypothesis:

H0: There is no significant difference in apprising the teachers' on the basis of their Traits (Behaviour)

H1: There is significant difference in apprising the teachers' on the basis of their Traits (Behaviour).

Research

Institutes which can be considered as the basis to evaluate their performance.

Sample Size:

The total Sample size is 75, consisting of Post-Graduate students of Business ManagementInstitutes, 25 students each from R.V. Institute of Management Studies, Canara Bank School of Management Studies and Al-Ameen Institute of Management Studies in Bangalore.

Data Collection:

Primary Data: Primary Data is collected though survey method by administering the structured questionnaire to each respondent in their respective institute.

Methodology:

This is a DescriptiveStudy to identify the Traits that reflects the Behaviour of the teachers' in Business Management through Survey method by administering the Structured Questionnaire to each respondent in their respective institutes.

Tools and Techniques of Data Analysis:

Based on the Objectives of the study, Primary data is collected, tabulated and processed. Hypothesis is formulated relevant to the objectives and the same is tested by using Chi- square test at 5% level of significance.

Limitations of the Study:

- Generalization of the outcome cannot be made, as the research is restricted to the sample taken only from Three Business Management Institutes.
- This study is done from Students Perspective; other associated perspectives (Management, Co-Workers and Self) are ignored.

Testing of Hypothesis:

Contingency Table				
	Neutral	Agree	Strongly Agree	Total
Knowledge base of the Teacher (as Perceived by you)	16	41	18	75
Should Posses Communication Skills	12	36	30	78
Ability to Integrate Course Material with Environment/other issues and provide a broader perspective	10	43	23	76
Ability to Design Tests, Assignments, Examinations and Projects to evaluate students understanding	13	34	28	75
Sincerity, Honesty and Efficiency	13	22	36	71
Total	64	176	135	375

Serial Number	O	E	(O-E)2	$\frac{(O-E)2}{E}$
1	16	12.8	10.24	0.80
2	41	35.2	33.64	0.96
3	18	27.00	81.00	3.00
4	12	13.31	1.72	0.13
5	36	36.61	0.37	0.01
6	30	28.08	3.68	0.13
7	10	12.97	8.82	0.68
8	43	35.67	53.73	1.51

9	23	27.36	19.00	0.69
10	13	12.80	0.04	0.003
11	34	35.20	1.44	0.04
12	28	27.00	1.00	0.04
13	13	12.12	0.77	0.06
14	22	33.23	126.11	3.80
15	36	25.56	109.00	4.26
				∑=16.113

Degree of Freedom: (R-1)(C-1) = (5-1)(3-1) = 8

The Calculated Chi-Square is 16.113. The table value of Chi-Square at 5% level of significance and the degree of freedom 8 is 15.507. Thus, calculated Chi-Square value is more than the table value. Hence H0 is rejected and H1 is accepted.

Inference:

The testing of hypothesis has validated that the evaluation of traits of teachers reflect the presence of desired Behaviour (Knowledge, Ability and Attitude) from students' perspective in their Job/Profession in Business Management Institutes.

Suggestions:

From this study we can suggest evaluation on the basis of the Desired Behaviour of teachers in Business Management Institutes can be done to ensure effectiveness of their performance.

Conclusion:

From this study it is found that the Desired Behaviour (KAA) can be evaluated from students perspective on the basis the traits. Hence, there is significance in evaluation of teachers' toensure effectiveness in their performance.

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