



“EFFECTIVENESS OF PERFORMANCE APPRAISAL ON TEACHER PROFESSIONAL DEVELOPMENT – A STUDY WITH REFERENCE TO TEACHERS IN MANGALORE TALUK”

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ABSTRACT

The performance appraisal system is one of the most prominent functions of human resource management. According to Dale S. Beach "Performance appraisal is the systematic evaluation of an individual with respect to his or her performance on the job and his or her potential for development". Teacher professional development is critical to ensuring that students receive the highest quality education. Teachers must be constantly learning and growing in their profession to keep up with new techniques and approaches. Performance appraisal plays a major role in the development of a teacher and also in the development of an institution. The purpose of this study is to evaluate the effectiveness of performance appraisals on teacher professional development. The study will explore the relationship between performance appraisal and teacher professional development, including the impact of feedback, motivation, and job satisfaction on teacher growth and development.

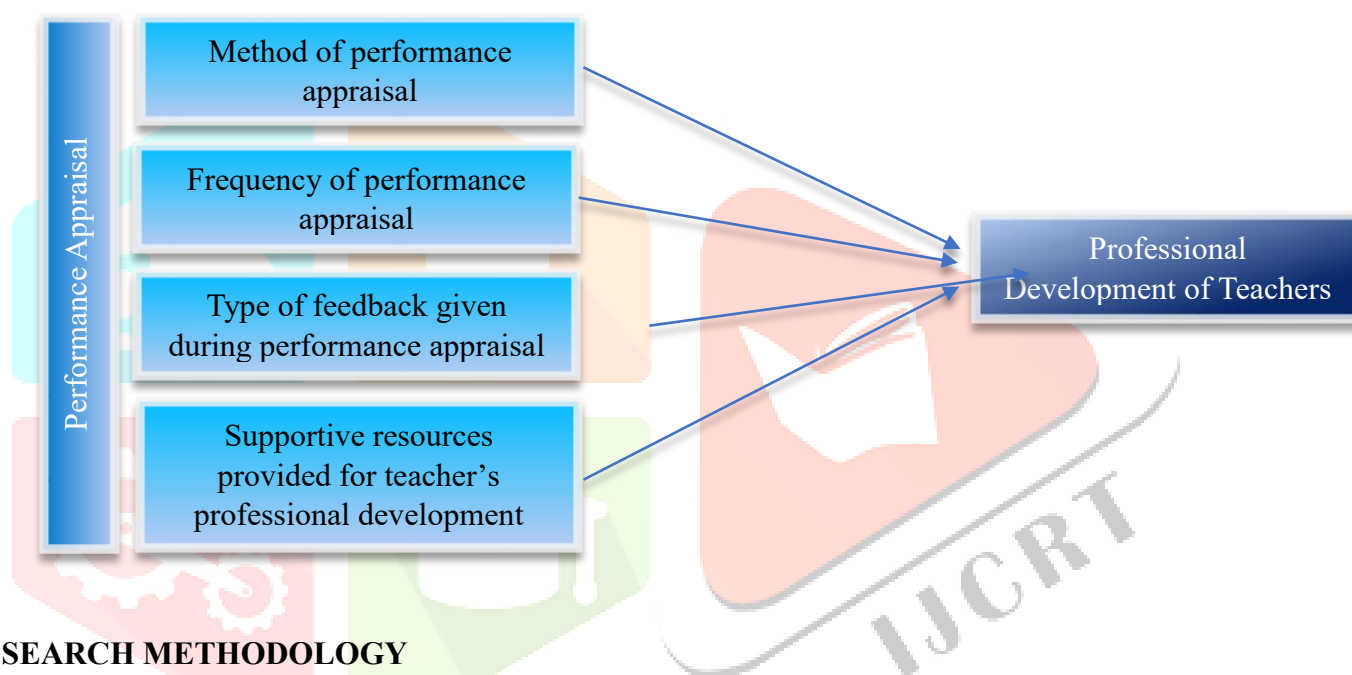
Keywords: Performance appraisal, Effectiveness, Teacher development, Professional Development

INTRODUCTION

Performance appraisal, also known as performance evaluation or performance review, is a systematic process used by organizations to assess and evaluate an employee's job performance, accomplishments, and contributions. It is a crucial component of performance management, which aims to improve employee productivity, identify areas of improvement, and align individual goals with organizational objectives. Education is a fundamental pillar of any progressive society, and teachers are at the forefront

of shaping and moulding future generations. The quality of education directly impacts societal growth, economic development, and individual well-being. Consequently, the professional development of teachers plays a crucial role in ensuring high-quality education delivery. Performance appraisal is a tool used by institutions to evaluate the effectiveness of their teachers and identify areas where they need to improve. Performance appraisal involves assessing teacher performance against pre-determined standards and provides feedback on strengths and weakness of a teacher. Effective performance appraisal system is based on the clear standards and it should encourage professional growth of the teachers and empower teachers to examine their work. An effective performance appraisal contributes to teachers' dedication and sets high standards on academic and professional qualification. It is only through a team of dedicated teachers and institution will be able to achieve its goals.

CONCEPTUAL FRAMEWORK



RESEARCH METHODOLOGY

The present study on “Effectiveness of performance appraisal on teacher professional development- A study with reference to Mangalore Taluk” has been conducted by employing the following methodology. The study is analytical in nature. For the purpose of study both primary and secondary data has been collected. Theoretical part consists of literature review where the secondary data is collected from the published journals, internet. Based on the requirement, the random sample will be selected and with the help of structured questionnaire method the information has been gathered. The data collected from the sample respondents on various aspects has been organized in the tabular form. Such organized data has been analysed with the help of different statistical tool like average, percentage etc for easy understanding of the data and for drawing meaningful conclusions.

OBJECTIVES:

- To examine the current performance appraisal practices implemented in different educational institutions in Mangalore Taluk.
- To identify the impact of performance appraisal on the professional development of teachers in Mangalore Taluk.

- To provide recommendations for improving the effectiveness of performance appraisal systems in promoting teacher professional development in Mangalore Taluk.

STUDY DESIGN AND METHODOLOGY

For the purpose of the study both primary data and secondary data has been collected. The Convenience sampling method is used to collect primary data out of teachers from different educational institutions in Mangalore Taluk. The sample size was 50 for the study consists of male and female. Secondary data is from the published research papers, books and from internet were considered. The data collected from the sample respondents on various aspects has been organized in the tabular form. Such organized data has been analysed with the help of different statistical tools like average, percentage etc. for easy understanding of the data and for drawing meaningful conclusion.

LIMITATIONS OF THE STUDY

- The sample size may not be large to generalize the results.
- The sample may not be the true representative of the entire population.
- It is limited to information provided by both primary and secondary data.

DATA ANALYSIS AND INTERPRETATION

Table 1: Profile of Respondents

Particulars		NO.	Percentage
Gender	Male	15	28%
	Female	38	72%
	Total	53	100.0
Age	21-30	31	58%
	31-40	15	28%
	41-50	7	13%
	51-60	0	0
	Total	53	100.0
Marital status	Married	28	53%
	Unmarried	25	47%
	Total	53	100.0
Educational Qualification	MCOM	23	43%
	MSC	16	30%
	MBA	4	8%
	Other	10	19%
	Total	53	100.0

Monthly Income	Rs. 10001 to 20000	27	51%
	Rs. 20001 to 30000	13	25%
	Rs. 30001 to 40000	6	11%
	Rs. 40001 to 50000	4	8%
	More than 50000	3	6%
	Total	53	100.00

Source: Primary Data

Table 1 provides a breakdown of data on various demographic factors of individuals in a certain context. Looking at the gender distribution, it is evident that 72% of the sample population is female, while 28% is male. When considering age groups, the largest proportion falls within the 30 and below category, accounting for 58%, followed closely by the 31-40 age group at 28%. In terms of marital status, 47% of the individuals are unmarried, while 53% are married. Educational qualifications show that the majority have completed post-graduation in commerce (43%), followed by postgraduate in management (30%). Income wise, 51% of teachers earn income of below 20,000.6% of teachers have an income of more than 30,000.

Table 2: Instructions and Guidance for Self-Assessment

Response	No. of respondents	Percentage
Strongly Disagree	4	8
Disagree	0	0
Neutral	16	30
Agree	28	53
Strongly Agree	5	9
Total	53	100

N = 53

Source: Survey Data

The majority of respondents (53%) agreed that they receive clear instructions and guidance on how to perform self-assessment, while 30% percentage of them indicated neutrality. However, only 8% strongly agreed, and 9% strongly disagreed with this statement.

Table 3: Opportunities for Self-Assessment

Response	No. of respondents	Percentage
Strongly Disagree	5	9
Disagree	4	8
Neutral	5	10
Agree	32	60
Strongly Agree	7	13
Total	53	100

N = 53

Source: Survey Data

The results show that 60% of respondents agreed that they are given opportunities to assess their own performance and identify areas of improvement. However, a significant portion (10%) remains neutral on this matter. Only 9% strongly disagreed, while 13% strongly agreed with this statement.

Table 4: Benefits of Peer Assessment

Response	No. of respondents	Percentage
Strongly Disagree	2	4
Disagree	0	0
Neutral	9	17
Agree	28	53
Strongly Agree	14	26
Total	53	100

N = 53

Source: Survey Data

A majority of respondents (53%) agree that peer assessment helps them receive constructive feedback from colleagues and improve their teaching skills, 26% of them strongly agree with the statement, while a small percentage (4%) strongly disagrees.

Table 5: Supervisor's Assessment Objectivity and Accuracy

Response	No. of respondents	Percentage
Strongly Disagree	1	2
Disagree	3	6
Neutral	13	24
Agree	24	45
Strongly Agree	12	23
Total	53	100

N = 53

Source: Survey Data

A substantial number of respondents (45%) agree that they believe their supervisor provides objective and accurate assessment of their performance, followed by 23% strongly agree on the same while a small percentage (2%) strongly disagrees, 6% were disagree with the statement.

Table 6: Impact of Supervisor Assessment on Teaching Skills

Response	No. of respondents	Percentage
Strongly Disagree	2	4
Disagree	0	0
Neutral	9	17
Agree	28	53
Strongly Agree	14	26
Total	53	100

N = 53

Source: Survey Data

A significant percentage (53%) of respondents agree that supervisor assessment helps them improve their teaching skills and pedagogy, 26% strongly agree with the statement, 17% were neutral while a small percentage (4%) strongly disagrees

Table 7: Benefits of More Frequent Performance Appraisals

Response	No. of respondents	Percentage
Strongly Disagree	3	6
Disagree	0	0
Neutral	9	17
Agree	25	47
Strongly Agree	16	30
Total	53	100

N = 53

Source: Survey Data

A significant percentage (47%) of respondents agree that more frequent performance appraisals would be beneficial for their professional development, 30% strongly agree with the statement, 17% were neutral and remaining 6% were strongly disagree on the same.

Table 8: Constructive Criticism for Improvement

Response	No. of respondents	Percentage
Strongly Disagree	1	2
Disagree	4	8
Neutral	16	30
Agree	24	45
Strongly Agree	8	15
Total	53	100

N = 53

Source: Survey Data

A considerable number of respondents (45%) agree that they receive constructive criticism during performance appraisal that helps them identify areas for improvement, 30% were neutral, 15% were strongly agree on the statement, while 8% were disagree and remaining 2% strongly disagree on the statement.

Table 9: Impact of Feedback on Teaching Performance

Response	No. of respondents	Percentage
Strongly Disagree	2	4
Disagree	1	2
Neutral	16	30
Agree	28	53
Strongly Agree	6	11
Total	53	100

N = 53

Source: Survey Data

A considerable number of respondents (53%) agree that the feedback provided through the performance appraisal process has helped them improve their teaching performance, 30% were neutral, 11% were strongly agree, 4% were strongly disagree and remaining 2% were disagree on the statement.

Table 10: Development of Teaching Strategies and Techniques

Response	No. of respondents	Percentage
Strongly Disagree	3	6
Disagree	2	4
Neutral	12	23
Agree	30	56
Strongly Agree	6	11
Total	53	100

N = 53

Source: Survey Data

A majority of respondents (56%) agree that they have developed new teaching strategies and techniques through the performance appraisal process, 11% strongly agree on the statement while a 6% of the respondents were strongly disagree on the same.

Table 11: Impact on Overall Teaching Quality

Response	No. of respondents	Percentage
Strongly Disagree	4	8
Disagree	3	6
Neutral	8	15
Agree	22	41
Strongly Agree	16	30
Total	53	100

N = 53

Source: Survey Data

A considerable number of respondents (41%) agree that the performance appraisal process has improved the overall quality of teaching in the institution, 30% of respondents strongly agree on the statement, 15% of them were neutral, 8% of the respondents strongly disagree and remaining 6% were disagree with the statement.

FINDINGS

The findings of the study revealed the following points:

- 72% of sample has a larger proportion of female respondents compared to males.
- 58% of the respondents are from the age group of 21-30 years.
- 53% the table indicates that a significant proportion of respondents are married.
- 43% the table shows that largest proportion of respondents have done their post- graduation in commerce.
- Majority of respondents have monthly income below Rs.20000 and 6% of respondents have monthly income more than Rs.50000.
- 53% of the respondents agreed that they receive clear instructions and guidance on performing self-assessment.
- Majority of the respondents have agreed that they have given opportunities to assess their own and identify area for improvement.
- Most of the respondents have agreed that peer assessment helped them to receive constructive feedback.
- Frequency of performance appraisal has helped to maintain consistent level of teaching qualities.
- Majority of respondents said that feedback received after performance appraisal helps them to perform better.
- There are various training programs which are helping the respondents provide valuable skills and knowledge.

SUGGESTIONS

In the light of above findings following suggestions are given:

- Institution should provide clear instructions to the teachers to improve their skills.
- Continuous assessment should be made possible.
- There should be fair and unbiased performance appraisal process.
- There should be specific and measurable goals.

- Frequent feedback from students and also institution helps in improvement.
- Resources should be provided for teachers by the institutions.
- Training programs should be organised in every institution.
- Teachers should attend all the faculty development programs to upgrade themselves.
- New teaching strategies and techniques should be used by teachers for the development of students.

CONCLUSION

Performance appraisal plays an important role in the effectiveness of teacher development programmes. It serves as a valuable tool for assessing and improving teacher performance. The study explored various aspects of performance appraisal in teacher development programmes and examined its impact on teachers, students, and educational institutions. By systematically evaluating teachers' instructional practises, classroom management skills, and professional competencies, performance appraisal provides valuable insights into areas where teachers can enhance their teaching abilities. By systematically evaluating teachers' instructional practises, classroom management skills, and professional competencies, performance appraisal provides valuable insights into areas where teachers can enhance their teaching abilities.

In conclusion, despite the challenges, performance appraisal is one of the valuable components of teacher development programmes. When it is effectively implemented, it provides a framework for assessing and improving teaching practises, enhances teacher professionalism, and contributes to overall educational quality. Moreover, ongoing training, support, and professional development opportunities should be provided to both teachers and evaluators to enhance their understanding of the appraisal process and promote its meaningful implementation.

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