



AWARENESS ON PERFORMANCE APPRAISAL SYSTEM AMONG ACADEMIC STAFF IN SELF-FINANCING ARTS AND SCIENCE COLLEGES IN THANJAVUR DISTRICT

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Abstract: *Although there is substantial literature on the Awareness of Performance Appraisal for Employees Development in Higher Education Institutions, there is little literature available concerning the appraisal of staff positions in higher education. This study provides a comprehensive view of the development and use of performance appraisal. The main aim of the study is to find out the awareness of performance appraisal systems and development of higher education institutions. This study helps to know the level of development of appraisal system. The study was conducted among the Self-Finance Arts and Science Colleges functioning in Thanjavur District. The findings showed a significant amount of dissatisfaction with the appraisal process due to (a) lack of leadership support for the appraisal process, (b) supervisors not being held accountable for the timely completion of their appraisals, and (c) the lack of training provided to supervisors for doing performance appraisal as well.*

Key words: *Performance Appraisal System, Self– Financing, Arts & Science Collages.*

Introduction

Higher Education is also an important form of investment in human capital. In fact, it can be regarded as a high level or a specialized form of human capital, contribution of which to economic growth is very significant. It is highly regarded as the “engine of development in the new economy”.

Performance appraisal is an essential part of Human Resource Management (HRM) and it deals with people. “People” is the important and valuable resource that every organization or institution has in the form of its employees. Dynamic people can build dynamic organization.

Employees require a variety of competencies, knowledge, attitude, skills in technical area; Managerial areas, behavioral and human relations areas and conceptual area to perform different tasks or functions required by their jobs. (Jansirani, et al, 2013).

Review of Background Literature

Barry R. Nathan et al. (1991) reported here examined the effect of interpersonal relations between supervisors and subordinates on the content

and efficacy of Performance appraisal reviews. One to two months after the reviews occurred and two to four months after interpersonal relations were measured; we measured subordinates' reactions to their review, their job satisfaction, and their supervisors' evaluations of their Performance.

Palomba et al examined a current assessment practices in Higher Educational Institutions and offers suggestions on planning assessment programs, carrying them out, and using the results to improve academic programs. Examples from all types of institutions (community colleges, liberal arts colleges, and comprehensive, doctoral and research institutions) are used to illustrate various assessment activities.

Need for the Study

Performance appraisal is the only key factor to improve and to identify the role of the employee in an organization. It helps both the employer and the employee to achieve their goals. The aim of an employer is to promote his organization with good quality and to be a good competitor in the field. To achieve this goal, suitable employees should be

engaged. The employee expects his talents to be encouraged and to have good working environment, good pay scale etc. Hence Performance appraisal helps both the employer and the employee.

Scope of the Study

This study aims to provide feedback to employees on their performance appraisal and thereby serve as vehicle for personal and career development and allow the management to take effective decision against drawbacks for the well being of the employee's development. Outcome of the study improve employee work performance by helping them realize and use their full potential in carrying out their firm's mission. The main aim of the study is to find out the awareness of performance appraisal systems and development of higher education institutions. This study helps to know the level of development of appraisal system. The payroll and compensation decision, training and development needs, promotion, demotions transfer including job analysis and providing superior support, assistance and counseling. It considers both the job performance as well as the personal qualities of an employee.

Statement of the Problem

The researcher has chosen the topic to study, how the fresh talents are being encouraged, utilized as the education field has become globalised nowadays. Education has nowadays become private organization and more competitive. The role of employee is the building blocks of the economic background of the organization.

Objectives of the Study

- To study the profile of the academic staff of self-financing Arts and Science Colleges.
- To identify the level of awareness and perception of employees on performance appraisal system of HEIs.

Methodology

Designing a suitable methodology and selection of analytical tools are important for a meaningful analysis of any research problem. This section is devoted to description of the methodology which includes the type of research design, sampling

procedure, collection of data, method of analysis, tools of analysis and measurement of variables.

Research Design

The research design is the plan, structure and strategy of investigation conceived so as to obtain answers to research questions invariably with economy in procedure. It is of the conceptual structure within which research is conducted. It constitutes the blueprint of the collection, measurement and analysis of data. The study is descriptive in nature based on survey method.

Data Collection

The present study is based on both primary and secondary data.

i. Primary Data

To elicit information from the customers, a questionnaire was designed and administered. After having an in-depth review of previous studies and literatures, information through preliminary interview were gathered for constructing the questionnaire. A structured questionnaire was constructed and administered on the select sample.

ii. Secondary Data

Secondary data were collected from journals, magazines, government reports, books, unpublished dissertations.

Sample Design

i. Sample unit

The self finance Arts and Science colleges functioning in Thanjavur District were selected for the study. Among 15 Arts and Science Colleges, 11 Colleges were selected for the study where total staff exceeds 80.

ii. Sample size

The sample includes only academic staff. The total population in the 11 self finance Arts and Science colleges in Thanjavur District constitutes 879. Out of this 40 percent of the population was selected as sample size amounts to 351.

iii. Sampling Technique

Simple Random Sampling using lottery method was used to choose the sample respondents.

Tools for Data Analysis

The data collected were processed by editing, coding and classification and tabulated using the Statistical Package of Social Science (SPSS) 20.0 computer software. The statistical tools applied for the study are Frequency Distribution, Chi square Test, t- test etc.

Limitations of the Study

- The area of the study is limited to Thanjavur district of Tamil Nadu State.
- The study is confined only to the academic staff working in self financing colleges only.
- Primary data collected through questionnaire may have its own limitations.
- Self ratings are the only criteria used to assess the awareness of employees on Performance Appraisal System.

Awareness on Performance Appraisal System

The Development Education and Awareness Raising framework, however, is primarily targeted at

Analysis and Interpretation

Table 1.1: Age of the Respondents

S.No	Age	No. of Employees	Percentage
1.	20-30 years	128	36.5
2.	31-35 years	112	31.9
3.	35-40 years	72	20.5
4.	Above 40 years	39	11.1
Total		351	100

Source: Primary data

The above table 1-1 shows that 36.5 per cent of the respondents are in the age group of 20-30, 31.9 per cent of the respondents are in the age group of 31-35, 20.5 per cent of the respondents are in the age group of 35-40 and remaining 11.1 per cent of the respondents are in the age group of above 40 years.

Table 1.2: Gender of the Respondents

S.No	Gender	No. of Employees	Percentage
1.	Male	97	27.6
2.	Female	254	72.4
Total		351	100

Source: Primary data

The table 1-2 indicates 72.4 per cent of the respondents are female and 27.4 per cent of the respondents are male.

Table 1.3: Marital Status of the Respondents

S.No	Status	No. of Employees	Percentage
1	Married	258	73.5
2	Unmarried	93	26.5
Total		351	100

Source: Primary data

The table 1-3 shows that 73.5 per cent of the respondents are married and 26.2 per cent of the respondents are unmarried.

Table 1.4: Educational Qualifications of the Respondents

Sl. No	Educational Qualification	No. of Employees	Percentage
1	Post Graduate	325	92.6
2	Doctorate	26	7.4
	Total	351	100

Source: Primary data

Table 1-4 depicts that the majority of respondents are Post Graduate (92.6 %) and 7.4 per cent of the respondents are Doctorate.

Table 1.5: Working experience of the Respondents

S.No	Working Experience	No. of Employees	Percentage
1.	Less than 1 year	32	9.1
2.	1-2 years	88	25.1
3.	3-5 years	99	28.2
4.	6-8 years	82	23.4
5.	9-12 years	26	7.4
6.	Above 12 years	24	6.8
	Total	351	100.0

Source: Primary data

The above table 1-5 shows the working experience of the respondents; 28.4 per cent of the respondents are 3-5 years, while only 6.8 per cent of the respondents are having more than 12 years of experience.

Table 1.6: Awareness on the objective of the performance appraisal system

S.No	Awareness	No. of Employees	Percentage
1.	Very much	108	30.8
2.	Some what	230	65.5
3.	Don't know	13	3.7
	Total	351	100.0

Source: Primary data

The table 1-6 indicates 65.5 per cent of the respondents are aware on the objective of performance appraisal system to some extent, while 30.8 per cent of the respondents were aware very much; but 3.7 per cent of the respondents don't have the awareness on the objective of performance appraisal system.

Table 1-7: Respondents opinion on the existing performance appraisal system of the Institution

S.No	Happy on PAS	No. of Employees	Percentage
1.	Yes	175	49.9
2.	No	176	50.1
	Total	351	100.0

Source: Primary data

The table 1-7 shows that 49.1 per cent of the respondents are happy of their awareness of performance appraisal system and 50.1 per cent of the respondents aren't happy of performance appraisal system.

Table 1-8: Feedback of Performance Review Communication

S.No	Feedback	No. of Employees	Percentage
1.	Through Meeting	167	47.6
2.	Through e-mail	14	4.0
3.	Through one – one Communication	170	48.4
	Total	351	100.0

Source: Primary data

Table 1-8 shows that the 48.4 percent and 47.6 percent of the employees receive feedback of their performance review through one to one communication and through the meeting respectively, while only 4 percent receive feedback of their performance review through e-mail.

Table 1- 9: Performance Appraisal Authorities

S.No	Authorities	No. of Employees	Percentage
1.	Principal	322	91.7
2.	Departmental Head/Manager	9	2.6
3.	HR manager	20	5.7
Total		351	100.0

Source: Primary data

The table 1-9 shows that the Principal (91.7%), Departmental Head/Manager (2.6%) and HR Manager (5.7) are appraising the employees Performance.

Table 1- 10

T-Test

Group Statistics					
	3.Sex	N	Mean	Std. Deviation	Std. Error Mean
ACADEMIC STAFF EVALUATION CRITERIA	Male	97	92.9175	5.49179	.55761
	Female	254	91.3622	7.70829	.48366

Independent Samples Test										
ACADEMIC STAFF EVALUATION CRITERIA		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
	Equal variances assumed	11.487	.001	1.818	349	.070	1.55532	.85547	-1.2720	3.23784
	Equal variances not assumed			2.107	242.671	.036	1.55532	.73814	.10134	3.00930

T-Test

Group Statistics					
	4.Marital Status	N	Mean	Std. Deviation	Std. Error Mean
ACADEMIC STAFF EVALUATION CRITERIA	Married	258	91.8140	6.44675	.40136
	Un Married	93	91.7312	8.97840	.93102

Independent Samples Test										
ACADEMIC STAFF EVALUATION CRITERIA		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
	Equal variances assumed	7.352	.007	.095	349	.924	.08277	.87096	1.63022	1.79576
	Equal variances not assumed			.082	127.793	.935	.08277	1.01384	1.92332	2.08887

Summarize

Case Summaries	
Mean	
5.Educational Qualification	ACADEMIC STAFF EVALUATION CRITERIA
Post Graduate	91.6246
Doctorate	93.8846
Total	91.7920

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	351.000 ^a	15	.000
Likelihood Ratio	76.318	15	.000
Linear-by-Linear Association	3.636	1	.057
N of Valid Cases	351		

a. 18 cells (56.3%) have expected count less than 5. The minimum expected count is .02.

Crosstabs

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Performance appraisal system is able to yield high results * ACADEMIC STAFF EVALUATION CRITERIA	351	100.0%	0	0.0%	351	100.0%

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	425.229 ^a	30	.000
Likelihood Ratio	438.539	30	.000
Linear-by-Linear Association	8.236	1	.004
N of Valid Cases	351		

a. 28 cells (58.3%) have expected count less than 5. The minimum expected count is .22.

Crosstabs

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	224.740 ^a	15	.000
Likelihood Ratio	303.357	15	.000
Linear-by-Linear Association	17.629	1	.000
N of Valid Cases	351		

a. 8 cells (25.0%) have expected count less than 5. The minimum expected count is .47.

Findings

36.5 per cent of the respondents are in the age group of 20-30, 31.9 per cent of the respondents are in the age group of 31-35, 20.5 per cent of the respondents are in the age group of 35-40 and

remaining 11.1 per cent of the respondents are in the age group of above 40 years.

72.4 per cent of the respondents are female and 27.4 per cent of the respondents are female.

73.5 per cent of the respondents are married and 26.2 per cent of the respondents are unmarried.

the majority of respondents are Post Graduate (92.6 %) and 7.4 per cent of the respondents are Doctorate.

28.4 per cent of the respondents have working experience of 3-5 years. Only 6.8 per cent of the respondents are having more than 12 years of working experience

65.5 per cent of the respondents are aware on the objective of performance appraisal system to some extent, while 30.8 per cent of the respondents were aware very much; but 3.7 per cent of the respondents don't have the awareness on the objective of performance appraisal system.

50.1 per cent of the respondents aren't happy of performance appraisal system. Only 49.1 per cent of the respondents are happy of their performance appraisal system.

48.4 percent and 47.6 percent of the employees receive feedback of their performance review through one to one communication and through the meeting respectively, while only 4 percent receive feedback of their performance review through e-mail.

91.7 percent of the respondents performance were appraised by the Principal, while 5.7 percent by the HR Manager and the rest 2.6 percent were appraised by the Departmental Head/Manager.

Suggestions

- Performance Appraisal System should be implemented by all the self-financing colleges to motivate their employees.
- Performance based increments and career advancement to be made by the colleges to increase employee productivity.

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- Performance appraisal should be adopted unbiased in order to increase the acceptance level of the respondents.
- Two or more persons can be used as communicating authority so that biased views can be rectified.
- Objectives of conducting the performance appraisal could be discussed and doubts can be clarified.
- Suggestion could be obtained from employees while framing the performance appraisal system.
- A well trained personnel may be appointed by the management for efficient performance appraisal of their employees.
- Transparency should be maintained in performance appraisal of employees.
- Performance appraisal could be updated regularly to match individual and Institutional goals.

Conclusion

In recent days, most of the Institutions are not built merely on investment and returns but more on quality of education offered by institutions and to make their students with multi dimensional capacities as most of the students in this era possess lacking of employability skills and communication skills particularly in rural areas. This performance system helps in achieving the employee development which in turn upgrades the institutions to the higher level.

Performance appraisal may be understood as the assessment of an individual's performance in a systematic way. The performance being measured against such factors as job knowledge, quality and quantity of output, initiative, leadership abilities, supervision, dependability, co-operation, judgment, versatility, health and the like. It also helps in developing strength and rectifies weakness of the employees.

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