



UNDERSTANDING OPINION ABOUT TEACHER PERFORMANCE MANAGEMENT SYSTEM IN INTERNATIONAL SCHOOLS

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Abstract

Performance management should be seen as a tool to motivate employees for high performance. This exploratory study elaborates the opinion of teachers about various aspects of the performance management system in their respective schools. The purpose of this study is to analyze the performance management system of international schools in western suburbs especially between Andheri and Borivali in terms of the appraisal procedures used for the evaluation of teachers and to assess the effectiveness of the performance management system. The findings indicate that appropriate review, valid appreciation, awards and feedback may add value to the overall procedure of the performance management system. Findings have also revealed that appraisal form for the evaluation and feedback about teachers is taken only from the class representatives. These are the obstructing factors in the evaluation system. Some suggestive solutions for the enhancement of the current performance management system are also given in the paper. The current study will not only contribute to the performance management system as such but it can also be significant for considering problems during the implementation of performance management system in international schools.

Keywords: Performance Management.

INTRODUCTION

Evaluating an employee's performance is related to the performance management system which aims to measure productivity by achieving the objectives agreed upon between the employee and his/her direct manager. Performance management helps in enhancing performance, achieving excellence & increased job satisfaction. It helps in rewarding the exceptional performance of employees & developing the performance of others to reach new heights. Performance management system includes defining the objectives that needs to be achieved throughout the year & then performance is reviewed on a regular basis. Assessment is done based on the competencies & objectives by the end of the year. To get best out of employees, it's important to understand their development needs which will help them perform their job even better. These development needs can then be met through training, job learning, interaction with peers or even self-study. Recently performance management concept is introduced in schools since salary high risen and parents expectations are also very high.

LITERATURE REVIEW

A powerful behavioral tool is the performance management system. It includes that measurement and what you get from it (Bonnie P. Stivers, Teresa Joyce, 2000). Performance management also encompasses the activities like implementation of employee development programs in the organization and achievement of rewards. It consists of the systematic continuous measurement of the performance of employees according to set standards within a team framework (Drumm, 2005). There is need of continuous design and implement the human resource practice in the era of globalization and ensuring to be competitive. The organization should develop the employee friendly environment in order to implement the human resource practices. It is difficult task for human resource manager to ensure the best human resource practices in organization in country in the changing the diverse globalize business environment (B. Sripirabaa and R. Krishnaveni, 2009). Organisations are able to make decisions on promotions, compensations, dismissals or termination of appointments and link performance to rewards. Employees are encouraged to cooperate and companies are enabled to focus on smooth operations and customer loyalty (Noe, R.A., Hollenbeck, J.R., Gerhart, B. and Wright, P.M. (2004)). For a number of reasons, formal performance appraisal programmes sometimes yield disappointing results; the reasons being unclear performance standards, lack of inputs from staff in designing assessment tools thereby staff perceiving the whole process as unfair and rater bias; lack of feedback to employees; inadequate training to both staff and supervisors on the appropriate design and use of the appraisal tool; too many forms to complete and the use of the same programme for conflicting purposes Bohlander, G., Snell, S. and Sherman, A. (2001)

RESEARCH METHODOLOGY

The target population for the current research is comprised of the secondary teachers in international schools in western suburbs especially between Andheri and Borivali. These teachers are teaching in std. eight to std. ten. 200 Sample respondent teachers were chosen for study but only 180 actually participated in research process. Convenience sampling technique was used. This was used purposely to get the members that were available and to help meet the objectives of the study. Researchers also interviewed some principals and coordinators to confirm the information given by respondents.



Following are the objectives of the study

1. To understand the performance management system for teachers
2. To know the importance of performance management system
3. To know the opinions of teachers about performance management system

DATA ANALYSIS

1. The most common causes of teacher's poor performance as identified by the responses are Lack of training -30% followed by Absenteeism & Behavioral reactions – 20% & Personal reason & Organisational conflicts – 15%
2. 50% of respondents mentioned Performance appraisal benefits to teachers as Growth, followed by 30% as Monetary & 20% as Compensation & Promotion.
3. Majority of teachers, 85% were of the opinion that performance review will help them set their goals or objectives, whereas only 12% said "NO" for the same.
4. Regarding the parameters on which supervisors conduct performance review, 70% teachers stated that performance should be reviewed based on performance, 20% stated Target & 10% Work
5. In order to make improvements in assessing Performance, 30% of the teachers suggested Interviewing followed by 30% for analysing the performance reports followed by 20% for Comparative analysis & 20% for feedback from colleagues.
6. Conditional appraisal was suggested by 40% teachers, followed by Objective appraisal by 40% teachers & Group appraisal by 20% teachers in order to avoid biasness in appraisal system.
7. As per teacher's opinion, 89% agreed on not to sign the appraisal form in case of disagreement with the appraisal system, whereas 11% agreed to sign.
8. Frequency of Performance appraisal review should be Quarterly as per 35% of the teachers, Half yearly as per 25% of the teachers, Annually as per 25% of the teachers & Monthly as per 15% of the teachers.
9. When the question was asked to teachers that on what basis performance review should be done, then 70% teachers said it should be based on performance, followed by 25% who said it should be based on Behavior & 5% said it should be based on perception.
10. Half of the respondents among teachers feel that assessment should be based on Key responsibility areas followed by Trait 40% & 10% by Group head

CONCLUSION

The current appraisal system was ineffective as indicated by respondents. Reasons given were that there was no scheme to follow in appraising staff and therefore a lot of the appraisals tend to be subjective; teachers who were exceptional in their jobs were not given any rewards; some appraisal was not transparent.

Another reason given was that teachers did not receive any feedback for them to know how they were performing on their job. It was noted that the assessment form was not designed with slots for goal-setting and improvement programmes. From the study, most of the respondents indicated that they were motivated to work after appraisal and their reason for the motivation was due to the purpose for which the appraisal was conducted; which was for promotion and salary increment.

RECOMMENDATIONS

1. School authority should review the existing appraisal system at least once in two years and incorporate necessary relevant changes
2. Training programmes for all teachers to be arranged after every performance appraisal
3. Proper feedback to teachers to be given to motivate them to improve upon their work.
4. School authority should add instructions to the appraisal form to enable superiors to do more objective appraisals.
5. 360-degree multi-rater approach to be introduced where feedback is to be taken even from parents and students.



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