

PERFORMANCE APPRAISAL: EMPIRICAL INVESTIGATION IN RURAL CONTEXT (J&K)

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Abstract

Purpose: The purpose of this study is to investigate the impact of performance appraisal on school performance in rural schools of J&K.

Methodology: By using convenience sampling, data were collected from 245 teachers, who are working in the schools in rural area in Rajouri district. EFA, CFA and SEM statistical techniques were used to analyze the data. Further, reliability and validity tests were also performed.

Finding: Finding of this study revealed that performance appraisal positively affects teacher performance as well as student performance. For the human development of any society the major share of responsibility lies with the teachers of that society.

Limitations/ Future research: the study is cross sectional in nature and only focus on teachers' performance as well student performance. For future research students career development, personal learning, self-efficacy etc need to be explored.

Originality/value: Impact of performance appraisal on school performance has been an under-researched area in rural schools. This study is highly beneficial for teachers and schools administration and researchers for guidelines and policies implementations.

Keywords:- performance appraisal, teacher performance and student performance

Introduction

The success of education system depends upon the involvement, effort and the contribution of the teachers. Teachers play an important role in the success of the

education system. They develop, preserve and transmit knowledge (Coats, 2000). They guide student to performance better. Teaching is important, not only because of the knowledge and skills students can learn, but also because it provides professional socialization and personal support to facilitate success and beyond. Qualitative teaching enhances students' chances of success (Bellows & Perry, 2005). People in the rural areas face many challenges i.e, poverty, lack of awareness. Currently a high majority of places across rural India in the country lack basic infrastructure and there is a need to ramp it up so that students have access to educational facilities. The greatest challenge for rural schools is to find ways to encourage children who are genuinely able and interested in the pursuit of academics. Such children have to depend on the single (or a small number) teacher and hope that they are both competent and kind enough to invest time in nurturing them. At this stage it often becomes about personalities, relationships, power structures in the village and about possible exchange of value rather than the school being a system where such students get their answers.

Research shows that students, who experience good have a greater chance of securing academic tenure-track positions, or greater career advancement potential in administration or sectors outside the university (Brown et al., 1999; Bellows & Perry, 2005).

Almost all areas of the education sector require improvement through training and development of teachers; professional development of teachers; teacher compensation system, career development; and performance management of the teaching workforce. This has sector always remained neglected by our Government, as a very minimal percent of the total budget is allocated for the education sector. The quality of teaching workforce needs to be improved in order to enhance the education standard of India. For the achievement of higher teaching standard, it is essential to determine the factors enhancing teachers' performance. To effectively achieve the goals and objectives of higher quality educational standards, teacher performance management plays a vital role as it is a continuous process for

identifying, evaluating and developing the work performance of teachers. It is also well recognized that Human resources play a vital role in achieving the performance of organizations. Although there is an abundant literature that has investigated the relationship between performance appraisal as one of the factor of HRM and organizational performance (Bibi et al., 2012; Khera, 2010; Mondy, 2010), there is a shortage of literature on the strength of the relationship between performance appraisal and teachers as well as student performance specially in rural areas.

Performance appraisal is a process of evaluating employee performance to guide and develop the staff potential. As widely used the purposes of good performance appraisal are: (a) to provide feedback and guidance, (b) to set performance goals, (c) to identify training needs, and (d) to provide inputs for management of pay administration, rewards, and promotion. The purpose of teachers' performance appraisal includes performance appraisal planning, task assignment, supervising/assisting, measurement, evaluation, feedback, control and the application of associated incentives. In light of this notion, the activities of teacher appraisal performance management system were investigated and analyzed based on the responses obtained from the respondents. Unfortunately only a few researches have been conducted on issues such as training & development (Shahzad et al., 2008) and impact of training programs on the performance of the university teachers (Khan et al., 2011). Hence a rural area has been selected to assess the impact of performance appraisal on teacher and student performance and the same has been shown in symmetrically in figure 1.

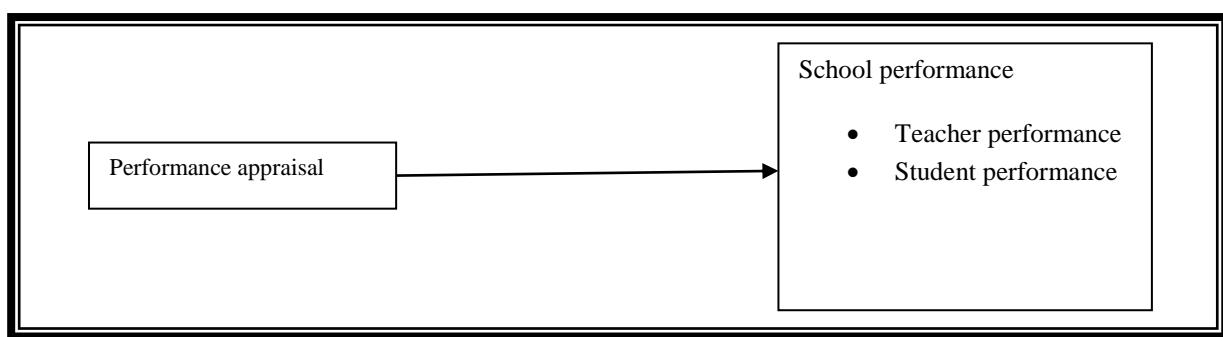


Figure 1: Theoretical framework

Theoretical back ground and Hypotheses development

Performance appraisal, teacher performance and student performance

Performance appraisal is the ongoing process of evaluating and managing both behavior and outcome in the work place (Carrel et al., 1995). If the goal is to achieve quality education and reforming the education sector, it is essential for educational institutions to implement the proper performance appraisal system in their organizations for achieving such results (Buchner, 2007). Education is a never ending process. Performance evaluation or appraisal is a structured and formal interaction between a subordinate and supervisor, in which the work performance of the subordinate is examined and discussed, in order to identify the weaknesses and strengths as well as the opportunities for improvement. Wati (2011) examined the productivity level of Indonesian English teachers which was improved by proper HR practices procedural implementation. The performance appraisal and feedback of evaluation can play a valuable role in enhancing the employees' job satisfaction (Odunlami, 2014). Hence, the following hypothesis is framed:

Hypothesis1. Performance appraisal significantly enhances teacher performance

Hypothesis2. Performance appraisals significantly affect student academic performance

Methodology

Measure

Five point Likert scale was used for the sake of uniformity in measuring the variables ranging from strongly disagree (1) to strongly agree (5). The study is cross sectional in nature as the data is collected at single point of time. Multiple items, adopted from different studies, have been used to measure the performance appraisal (sample item: 'Appraisal is directly related to performance at work,' Chen & Huang, 2009), Teacher performance scale has been developed by reviewing the literature of Gusthart et al. (1997); Waseem et al. (2013), student performance consisted of 6 items which has been self generated by reviewing the Runhaar (2016).

Data Collection

Data has been collected from the teachers of rural private school of Rajouri district of Jammu and Kashmir. The total population comprised of 607. All the teachers have been contacted for data collection on convenience bases. Out 607, only 245 teachers give the required responses. The response rate is 41%.

Results

Exploratory Factor Analysis

Exploratory factor analysis (EFA) was conducted to reduce the data into meaningful form with principal component analysis along with orthogonal rotation procedure of Varimax for summarizing the original information with minimum factors and optimal coverage. Items with factor loadings less than 0.5 and factors with eigen values less than 1.0 were ignored for the subsequent analysis (Hair et al., 2010). Factor analysis was performed on two constructs, that is, HR practices and teachers' performance. The scale performance appraisal originally consisting of 8 statements, which got reduced to 4 which converged one factor solution. Student performance consisted of 6 items and the result of EFA revealed that all the items are loaded under one factor solution. Similarly, teacher's performance initially consisted of 6 statements which got reduced to 5 statements. The Kaiser-Meyer-Olkin (KMO) value of all the constructs is above 0.80, total variance explained for all the constructs is above 60 per cent, factor loadings and extracted communalities for all the constructs is above 0.5 and Eigen values are also greater than 1 for all the constructs (Hair et al., 2010). The details of EFA are presented in Table 1.

Confirmatory Factor Analysis

Confirmatory factor analysis (CFA) has been used to assess the goodness of model fit, reliability and validity of the scales. Items with standardised regression weights (SRW) less than 0.50 have been deleted (Hair et al., 2010).

Performance Appraisal (PA)

This scale consisted of four manifest variables (PA1, PA2, PA3, PA4). On application of CFA, these four items were significantly and positively loaded on the latent construct (Figure 2). The model fitness considerably showing good values ($\chi^2/df=1.465$, GFI=0.999, AGFI=0.967, NFI=0.993, CFI=0.998, RMR=0.009, RMSEA =0.046).

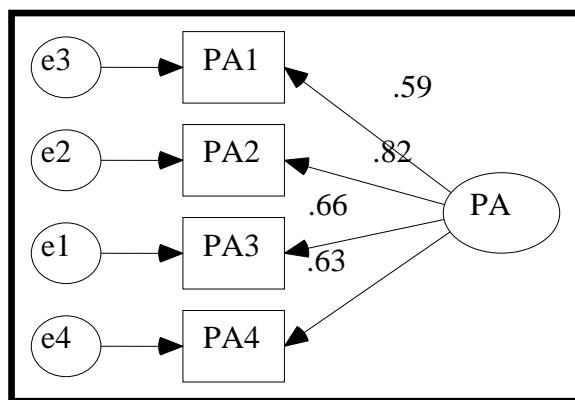


Figure 2. Measurement Model of Performance Appraisal

Key: PA- performance appraisal, PA4-PA7 are the manifest variables, and e4-e7are the error terms of manifest variables

Teacher performance (TP)

CFA model of Teacher performance comprised five items (Figure 3). By observing SRW it has been found that all the values are above 0.5 and goodness of model fit is also appropriate ($\chi^2/ df= 1.852$, GFI=0.981, AGFI= 0.929, CFI= 0.991, NFI=0.982, RMR=0.017 and RMSEA=0.074 Table 4.2).

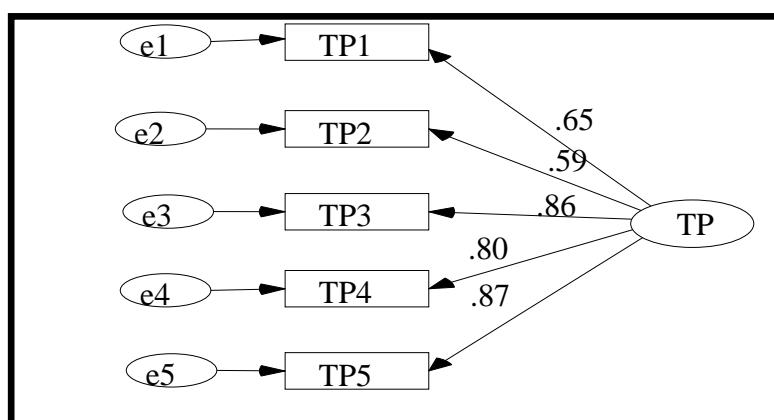
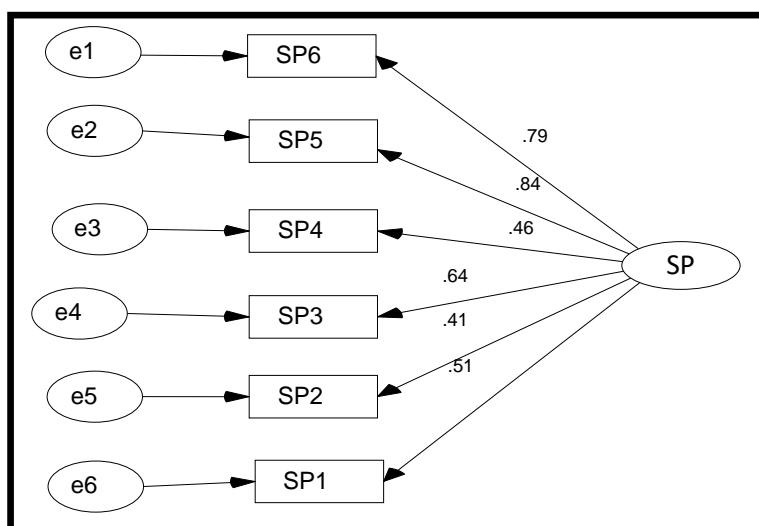


Figure 3: Measurement Model of Teacher Performance

Key: TP=Teacher Performance, TP1-TP56 are the manifest variables, and e1-e5 are the error terms of manifest variables

Student performance

SP1, SP2, SP3, SP4, SP5 and SP6 are the manifest variables. All variables have good and significant standardised loadings (Figure 4). The goodness of fit indices ($\chi^2/df=4.65$, GFI=0.944, AGFI=0.870, NFI=0.907, CFI=0.925, RMR=0.058) yielded excellent results.

**Figure 4. Measurement Model of Student performance**

Key: SP- Student performances, SP1-SP5 are the manifest variables, and e1-e6 are the error terms of manifest variables

3.4.1 Reliability and Validity

The reliability of the data has been checked through construct reliability & Cronbach's alpha and the values are greater than 0.70, which proved the reliability of data. Construct validity has been checked through convergent validity and discriminant validity. The values of Average Variance Extracted and factor loadings (standardised regression weight) for all the scales are above 0.50, which proved the convergent validity of the scales. Further the detailed results of reliability and

validity analysis are shown in table 2. Discriminant validity got established as the square root of average variance extracted for all the scales are higher than the correlation between different scales, which is shown in table 3.

Hypotheses testing

SEM has been used to check various relations proposed. It is a multivariate technique that seeks to explain the relationship among multiple variables.

The relationships between performance appraisal, teacher performance and student performance have been assessed through SEM. The SRW (standard regression weight) came out to 0.31 ($p<.001$) and 0.32 ($p<.001$) which revealed that performance appraisal significantly and positively affects teacher performance and student performance (Figure 5 and 6). Further the model fit indices come out to be satisfactory.

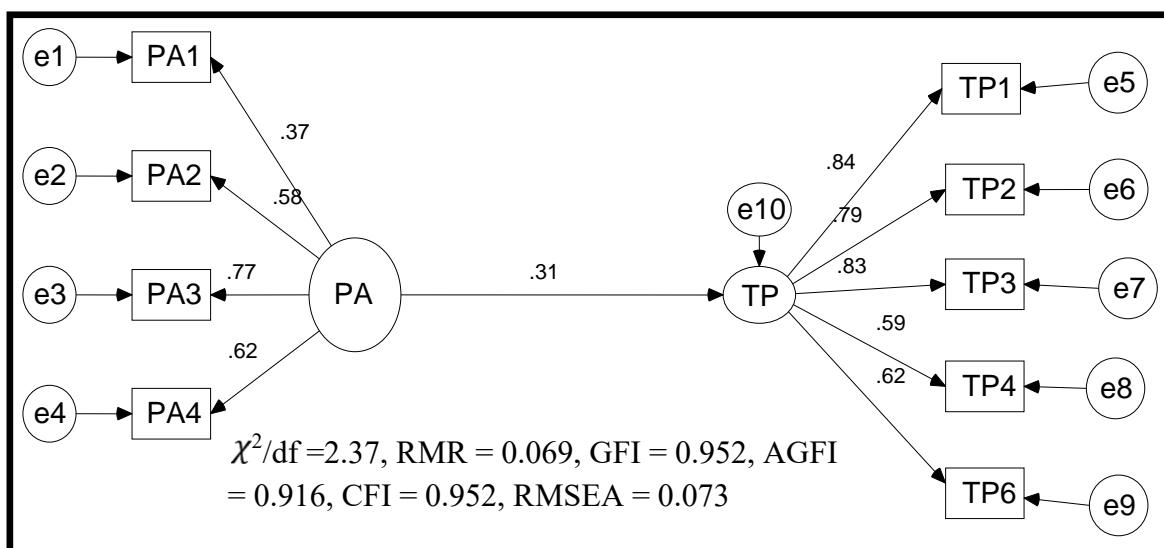


Figure 5. Impact of performance appraisal on teacher performance

Key: PA= performance appraisal, TP= teacher performance, e1-e10= error term of manifest variables

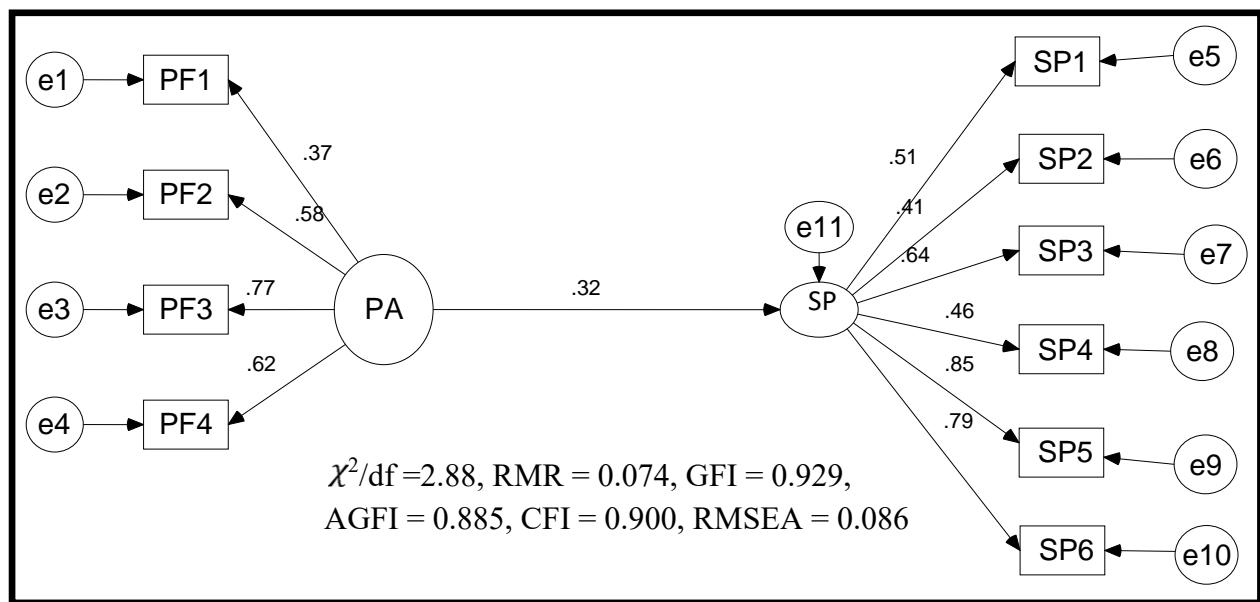


Figure 6. Impact of performance appraisal on student performance

Key: PA= performance appraisal, SP= student performance, e1-e10= error term of manifest variables

Discussion

The present paper empirically investigates the impact performance appraisal on school performance in rural schools of J&K. Results indicated that performance appraisal encourages good performance and facilitates the individuals to give their best. It provides the platform for the teachers to acquire new skills, and given the necessary knowledge or attitude to enable them to carry out their responsibilities to the required standard. Further good performance appraisal a teacher gets feedback, set performance goals, which ultimately improves their performance as well as student performance. Performance management helps teachers to gets the opportunities in their job to make full use of their skills and abilities. Teacher are involved in decision making related to schools issue.

Limitation and future research

No doubt the present student provides useful litrature for the researcher and practitioner in education depertment in rural area but it have certain limitation too. The study is cross sectional in nature and only focus on performance appraisal. For

future research other variables also taken into consideration. Further we have only taken one HRM practices for future research other practices need to be investigated.

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