

Performance Appraisal System And Teacher Effectiveness Of Secondary School Teachers

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Abstract - Performance appraisal may be defined as a systematic, periodic and an impartial rating of an employee's excellence in the matters pertaining to his present job and his potential for a better job. It is done with the objective of identifying weaknesses and strengths as well as opportunities for improvement and skills development of the employee. To become more effective in teaching, a special area of service and a specialized job, a teacher needs to keep himself up-to-date with the changing society in order to face new challenges and fulfill the demands of the times. The teacher needs to learn and refine the teaching methods, skills art strategies and approaches of teaching. The teacher should become a learner forever; he should be ready to incorporate all the new methods and ideas developed each time into his teaching style. The objectives of the study were to enquire the level of effectiveness of the Performance Appraisal System in the Schools based on the basis of gender, degree and type of school and to enquire teacher effectiveness of the secondary school teachers based on the basis of gender, degree and medium of schools. The population consists of secondary School Teachers teaching in Patna, Bihar and the sample consisted of 257 secondary school teachers. The investigator adopted Survey Method by using self-constructed and validated Performance Appraisal Scale, and Teacher effectiveness Scale. The investigator applied Mean, Standard Deviation and t-test to analyze the data. The major findings of the study show that there is significant difference in the mean scores of secondary school teachers in their level of Performance Appraisal System effectiveness on the basis of their gender, degree and medium of schools whereas there is a significant difference in the mean scores of secondary school teachers in their level of teacher effectiveness on the basis of medium of schools.

keywords - performance, performance appraisal system, intentional, vigorous, terminating and teacher effectiveness.

I. INTRODUCTION

True education is a powerful force in bringing about desired change. It is education and education alone that can bring about changes in knowledge, skills, attitudes, appreciation and understanding things around us. The keystone in the educational edifice is doubtless the teacher. On him / her depends much more than any other, the progress and prosperity of children. Nobody can effectively take his / her place or influence children in the manner and the degree; it is possible, for him / her alone to do.

The human inclination to judge can create serious motivational, ethical and legal problems in the workplace. Without a structured appraisal system, there is little chance of ensuring that the judgments made will be lawful, fair, defensible and accurate. Performance appraisal systems began as simple methods of income justification. If an employee's performance was found to be less than ideal, a cut in pay would follow. On the other hand, if their performance was better than the supervisor expected, a pay rise was in order. Hence, Performance appraisal can be defined as a structured formal interaction between a subordinate and supervisor that usually takes the form of a periodic interview in which the work performance of the subordinate is examined and discussed, with a view to identifying weaknesses and strengths as well as opportunities for improvement and skills development.

Broadly speaking, the process of evaluation begins with the establishment of 'performance standard'. At the time of designing a job and formulating a job description, performance standards are usually developed for the position. These standards should be clear and not vague. These standards should be discussed with the supervisors to find out which different factors are to be incorporated, weights and points to be given for each factor and then these then should be indicated on the Appraisal form, and later on used for appraising the performance of the employee.

Teacher effectiveness became the renewed focus of the Indian government in the early 21st century. The step was taken in response to different researches that concluded that teacher effectiveness was the solution to lagging student performance. The move to identify effective teaching caused debate as to how to measure effectiveness and how greater emphasis on test results could affect the performance of lower-scoring educational institutions.

II. SIGNIFICANCE OF THE STUDY

Education is the powerful force in bringing about desired changes in society. Education plays an important role in the development of any nation. Hence, it is required to give top priority for the educational system which is possible through teachers, in whose hands the destiny of our coming generations is placed. Thus, teachers who are shaping our children's future should invariably possess job satisfaction along with other good qualities.

Performance appraisals in the field of education refer to the process of a supervising educator observing and evaluating the performance of a teacher. These supervising educators are usually department heads or administrative faculty--principals or vice

principals. Performance appraisals are usually structured in such a way that the teacher being observed receives valuable feedback on both strengths and weaknesses in her teaching approach, allowing her to increase her effectiveness. Performance appraisal enables the teacher to understand ones strengths and weakness. The feedback provided by the Superior motivates the teacher to improve and develop oneself. Positive reinforcement and Rewards further motivates the teacher to strive for more and get required recognition from ones fellow teachers. Since the teacher is being observed and monitored for weaknesses, as well as supported in fixing those weaknesses, teacher performance appraisal can be directly related to the increased effectiveness of teachers. It can significantly help schools in retaining excellent educators who strive for improvement. This, in turn, benefits the students of that school with far-reaching ramifications for society. This study, the researcher believes will enable teachers and prospective teachers to be resolute in choosing and being on the job in order to achieve high level of teacher effectiveness. It will give the management an idea regarding the level of job satisfaction and self-efficacy of their teachers. It will help the school administrators to review existing motivational policies and practices with a hope that they can enhance work performance and teacher effectiveness among the teachers.

III. STATEMENT OF THE PROBLEM

Performance Appraisal and Teacher Effectiveness of Secondary School Teachers

IV. OPERATIONAL DEFINITIONS

Performance: how well a person does a piece of work or an activity

Appraisal: an act of assessing something or someone

Performance Appraisal: The process of obtaining, analyzing and recording information about the relative worth of a teacher.

Teacher: A person who teaches, especially in a school

Effectiveness: the degree to which something is successful in producing the desired result - success

Secondary: a school intermediate between elementary school and college and college usually offering general

School: an institution for educating children.

Secondary School Teacher: a person who teaches at a secondary school

V. OBJECTIVES OF THE STUDY

1. To find whether there is a significant difference between the mean scores of secondary school teachers in their effectiveness of Performance Appraisal System on the basis of their gender.
2. To find whether there is a significant difference between the mean scores of secondary school teachers in their effectiveness of Performance Appraisal System on the basis of their degree.
3. To find whether there is a significant difference between the mean scores of secondary school teachers in their effectiveness of Performance Appraisal System on the basis of medium of schools.
4. To find whether there is a significant difference between the mean scores of secondary school teachers in their teaching effectiveness on the basis of gender.
5. To find whether there is a significant difference between the mean scores of secondary school teachers in their teaching effectiveness on the basis of their degree.
6. To find whether there is a significant difference in the mean scores of secondary school teachers in their teaching effectiveness on the basis of medium of schools.

VI. TOOL USED

1. The investigator used self designed and validated performance appraisal scale to measure the performance of secondary school teachers.
2. The investigator used self designed and validated teacher effectiveness scale to measure the level of their effectiveness.

VII. METHOD USED

The investigators adapted survey method for the present study.

VIII. POPULATION OF THE STUDY

The population of this study consisted of all the secondary School Teachers in Patna, Bihar.

IX. SAMPLE

The sample consisted of 257 secondary school teachers.

X. STATISTICAL TECHNIQUES USED

1. Mean
2. Standard Deviation
3. Critical ratio test ('t' test)

XI. DELIMITATIONS OF THE STUDY

1. The study is limited one district i.e. Patna educational district only.
2. Sample is only 257 teachers.
3. The population is only secondary school teachers.
4. The variables are performance appraisal and teacher effectiveness.

XII. NULL HYPOTHESES

1. There is no significant difference between the mean scores of secondary school teachers in their effectiveness of Performance Appraisal System on the basis of their gender.
2. There is no significant difference between the mean scores of secondary school teachers in their effectiveness of Performance Appraisal System on the basis of their degree.
3. There is no significant difference between the mean scores of secondary school teachers in their effectiveness of Performance Appraisal System on the basis type medium of schools.
4. There is no significant difference between the mean scores of secondary school teachers in their teaching effectiveness on the basis of their gender.
5. There is no significant difference between the mean scores of secondary school teachers in their teaching effectiveness on the basis of their degree.
6. There is no significant difference between the mean scores of secondary school teachers in their teaching effectiveness on the basis of type of schools.

Null Hypothesis - 1

There is no significant difference between the mean scores of secondary school teachers in their effectiveness of Performance Appraisal System on the basis of gender.

Table – 1
Gender Wise Effectiveness of Performance System of Secondary School Teachers
(At 0.01 level of significance, the table value of 't' is 2.58)

Gender	N	Mean	SD	t-value	Remarks
Male	80	97.01	12.139	3.311	S
Female	177	90.20	16.478		

It is inferred from the **table 1** that the t-value is 3.311 which is more than the table value 2.58 at 0.01 level of significance. Hence, the null hypothesis is rejected. It means that there is a significant difference between the means scores of secondary school teachers in their effectiveness of Performance Appraisal System on the basis of gender.

Null Hypothesis - 2

There is no significant difference between the mean scores of secondary school teachers in their effectiveness of Performance Appraisal System on the basis of their degree.

Table – 2
Degree Wise Effectiveness of Performance System of Secondary School Teachers
(At 0.01 level of significance, the table value of 't' is 2.58)

Degree	N	Mean	SD	t-value	Remarks
Graduate	78	96.10	13.913	2.599	S
Post Graduate	179	90.68	15.984		

It is inferred from the **table 2** that the t-value is 2.599 which is more than the table value 2.58 at 0.01 level of significance. Hence, the null hypothesis is rejected. It means that there is a significant difference between the mean scores of secondary school teachers in their effectiveness of performance appraisal on the basis of their degree.

Null Hypothesis - 3

There is no significant difference between the mean scores of secondary school teachers in their effectiveness of Performance Appraisal System on the basis of medium of Schools.

Table – 3
Medium Wise Effectiveness of Performance System of Secondary School Teachers

(At 0.05 level of significance, the table value of 't' is 1.96)

Medium of School	N	Mean	SD	t-value	Remarks
English	146	90.66	15.810	1.979	S
Hindi	111	94.51	15.016		

It is inferred from the **table 3** that the t-value is 1,979 which is more than the table value 1.96 at 0.05 level of significance. Hence, the null hypothesis is rejected. It means that there is a significant difference between the mean scores of secondary school teachers in their effectiveness of Performance Appraisal System on the basis of medium of Schools.

Null Hypothesis - 4

There is no significant difference between the mean scores of secondary school teachers in their teaching effectiveness on the basis of gender.

Table – 4
Gender Wise Teaching Effectiveness of Secondary School Teachers

Gender	N	Mean	SD	t-value	Remarks
Male	80	139.49	12.014	0.103	NS
Female	177	139.32	12.444		

(At 0.05 level of significance, the table value of 't' is 1.96)

It is inferred from the **table 4** that the t-value is 0.103 which is less than the table value 1.96 at 0.01 level of significance. Hence, the null hypothesis is accepted. It means that there is no significant difference between the mean scores of secondary school teachers in their teaching effectiveness on the basis of gender.

Null Hypothesis – 5

There is a significant difference between the mean scores of secondary school teachers in their teaching effectiveness on the basis of their degree.

Table – 5
Degree Wise Teaching Effectiveness of Secondary School Teachers

Degree	N	Mean	SD	t-value	Remarks
Graduation	78	107.46	9.799	0.588	NS
Post Graduation	179	106.65	10.271		

(At 0.05 level of significance, the table value of 't' is 1.96)

It is inferred from the **table 5** that the t-value is 0.588 which is less than the table value 1.96 at 0.05 level of significance. Hence, the null hypothesis is accepted. It means that there is no significant difference between the mean scores of secondary school teachers in their teaching effectiveness on the basis of their degree.

Null Hypothesis - 6

There is a significant difference between the mean scores of secondary school teachers in their teaching effectiveness on the basis of medium of schools.

Table – 6
Medium Wise Teaching Effectiveness of Secondary School Teachers

(At 0.05 level of significance, the table value of 't' is 1.96)

Medium of School	N	Mean	SD	t-value	Remarks
English	146	137.71	12.130	2.505	S
Hindi	111	141.55	12.207		

It is inferred from the **table 6** that the t-value is 2.505 which is more than the table value 1.96 at 0.05 level of significance. Hence, the null hypothesis is rejected. It means that there is a significant difference between the mean scores of secondary school teachers in their teaching effectiveness on the basis of medium of schools.

XIII. CONCLUSION

From the above study it can clearly be concluded that there is a significant difference in the mean scores of secondary school teachers in their effectiveness of Performance Appraisal System on the basis of their gender, degree and medium of schools. On the other hand, there is a significant difference in the mean scores of secondary school teachers in their level of teacher effectiveness on the basis of medium of schools.

Performance appraisal, therefore, enables the teachers to understand their strengths and weaknesses. The feedback provided by the Superior motivates the teachers to improve and develop themselves. Positive reinforcement and rewards further motivates the teachers to strive for higher recognition from their fellow teachers.

Hence, a number of factors have been identified in assessing the effectiveness of a teacher. These include verbal ability, content knowledge, continued professional development, teaching experience and teacher certification. A teachers' verbal ability is essential in communicating a lesson; the teachers' role is to explain a subject or theory. Possessing all the knowledge in the world is of no use to the teacher who does not have the skills with which to impart this knowledge; neither it is of any use to the student if it cannot be clearly conveyed. Verbal ability is the power to express ideas in words. This includes a teachers' capacity to communicate on an individual level as well as being able to communicate to the collective.

XIV. REFERENCES

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