

# Factor determining the performance appraisal for Private College Teachers in Tamilnadu: A Micro Level Study

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## Abstract

*Education in India is now widely acknowledged as the key to the country's moral, political, cultural, and social economic progress. Education is a way of life that fosters a desire for knowledge, facts, and sentiments as well as a regard for and understanding of human beings. It is in charge of examining a person's personality, outlook, and methods for obtaining a living and a higher quality of life. A important tool for improving the emphasis on teaching quality and on understanding the various facets of a good performance and growth system is a teacher evaluation. The primary goal of an assessment system is typically to address performance, ability, and career requirements. The appraisal system is advantageous and gives managers and employees the chance to discuss what areas need improvement and are essential for improving employee performance. It helps individuals develop their own strength and enables employees to execute more ferociously. As a result, the researcher decided to concentrate on the field of higher education as well as the performance evaluation of college professors in Tamil Nadu.*

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Keywords: teacher, performance appraisers, teacher's performance, teacher performance appraisal system

## 1.1 Introduction

The effectiveness of the instructor has a direct impact on the quality of education. The primary role of a teacher in the educational process and in nation-building is crucial. The effectiveness of the teacher is very important to a child's growth. One of the key duties of the teachers is to find and nurture students' skills. As a teacher, he must situate new information and experiences in the framework of what the pupils already know and understand. He must have a thorough understanding of how people at different ages and stages of development view the environment. As a teacher, he must help students learn rather than cram exact knowledge into their heads [1]. An effective teacher was one who obtained results on a regular basis and either directly or indirectly focused on the pupils' learning and the complex process of excellence. The state's recent, significant salary increase for college instructors has a cost and requirements for compliance. To ensure that college instructors' performances are evaluated going forward on an annual basis, the state has adopted a government resolution. The sources from the state department of education will follow specific academic performance measures.

Through the amount of research papers written, books read for capacity building, workload, number of lectures attended, seminars held, and extracurricular activities, the indicators track the teacher's involvement in the classroom. According to the Sixth Pay Commission, one of the requirements stipulated by UGC before approving the pay increase was the type of appraisal. Evaluation of value, quality, or merit is what performance assessment is all about [2]. The Indian Institute of Personnel Management (IIPM) is a technique that aims to evaluate each teacher's qualities as objectively as feasible. Alternatively, by the Scott and others The practice of assessing an employee's performance in a job in light of its requirements is known as performance evaluation. The primary goal of an assessment system is typically to address performance, ability, and career requirements. The appraisal system is advantageous and gives managers and employees the chance to discuss what areas need improvement and are essential for improving employee performance. It helps them develop their inner fortitude and makes it possible for them to execute more effectively.

Manpower, also known as human resource, is a valuable national resource that must be treasured, loved, and developed with extreme care and discipline. Human resources are one of the most crucial metrics for measuring the country's economic progress, improving socioeconomic conditions, and raising people's standard of living. Individual aptitudes and expertise acquired via education, training, practise, and cognition are included in human capital [3]. Humans are the active actors who accumulate wealth, make use of natural resources, create social, economic, and political institutions, and promote national development. The character and speed of economic progress are governed by the qualitative improvement in human resources. Any modern growth strategy should include the proper development of human resources through innovation and efficient use of human potential since, in the era of science and technology, the speed at which material and human resources are used effectively determines how quickly the economy develops.

In essence, Adam Smith and the early classical thinkers were the first to propose that investing in human capital encourages economic growth. In Human development is defined as the process of broadening people's options, attracting their opportunities for employment, education, and health care, as well as the complete range of human options, from a healthy

physical appearance to economic and political independence [4]. Any modern growth strategy should include the proper development of human resources through innovation and efficient use of human potential since, in the era of science and technology, the speed at which material and human resources are used effectively determines how quickly the economy develops.

In the current setting, higher education may be the most significant way for people to increase their own endowments, build capacity levels, overcome obstacles, and in the process, increase the range of opportunities and options open to them for a sustainable improvement in welfare. It is important for enhancing the process of obtaining, incorporating, and disseminating information and knowledge, which all improves a person's quality of life. It is also a way to improve human capital, competence, and, consequently, the pay for labour. The majority of people value higher education as a feature in and of itself, rather than just as a means to other purposes [5].

More notably, it is a flimsy intrusive tool for enclosing social, economic, and political freedom and for adding a steady stream of people to any community, primarily those who are "excluded." Thoughts, choices, abilities, causes at the foundation of things, relationships, points of view, and conceptions all depend on knowledge. Knowledge is either prearranged in structural measures, documents, products, services, facilities, and systems or it is kept in the individual's brain. The basis and engine of the contemporary world economy is knowledge. The result of learning, knowledge, is the only source of long-term competitive advantage. Knowledge leads to more effective and efficient action, focused innovation, combined proficiency, unique relationships, and alliances. Knowledge leads to value-added actions and behaviours that have a direct positive impact on a company.

Most of the time, it seems like educational institutions are designed with knowledge generation in mind. Most educational institutions are under pressure to meet the constantly rising demands placed on them by their consumers, competitors, investors, and regulators in today's competitive economic environment. Colleges that excel at strategically leveraging their knowledge will create and maintain a competitive advantage that exceeds the demands put on them today and in the future [6]. Therefore, it is crucial to develop a proper strategy, a coherent design, and the implementation of efficient knowledge systems. The role and responsibilities of college teachers in this regard are phenomenon, and college teachers are the significant component of knowledge management of any colleges. Providing insight, thought, leadership, and context to those who benefit the most in generating and utilising institutional knowledge is important to leveraging the knowledge of an organisation. A comprehensive strategy for managing a college's knowledge is very risky for the value proposition.

The holistic vision includes the development of a suitable mindset that creates cultural norms trust, sharing, common goals, caring, quest for learning, and acceptance of change that permeate every aspect of the organisation [7]. It also includes the creation of a notable knowledge approach and architecture that aligns with the college's mission. A thorough approach to the development of college teachers' potential also involves rewarding those stakeholders who risk their own human capital for an organization's success and thinking in terms of the importance of stakeholder value. By utilising the knowledge of the institution, they can significantly improve their capacity to compete and provide goods or services that maximise return on investment.

## 1.2 Evaluation of College Teachers' Performance

A performance evaluation is an effective assessment of employees by superiors, managers, and other seasoned individuals. Many administrative decisions require the use of evaluations. A structured and objective method of evaluating a worker's potential or qualified worth in carrying out his job is through performance appraisal. Performance evaluation helps to identify who is doing their assigned job successfully and who isn't, as well as the reasons why. One of the crucial elements of the rational and organised process of human resource management in universities is the performance appraisal. Using objective criteria, the personnel assessment approach looks for the dimension of college professors' work effectiveness [8].

By highlighting how teachers adhere to job requirements, such as pedagogical methods, and enhance students' knowledge of the specific subjects taught, performance appraisal systems aim to create higher productivity outcomes. The data gathered from performance reviews serves as the basis for hiring and selecting new employees, training and developing approachable workers, and encouraging and sustaining a high-caliber work force by appropriately and sufficiently rewarding their performance. A human resource management system collapses in the absence of a trustworthy performance appraisal system, resulting in the complete waste of a company's valuable human resources.

College teachers' performance is assessed via employee appraisal, also referred to as performance appraisal, in these institutions (generally in terms of quality, quantity, cost and time). Career development includes performance evaluation. Regular reviews of a teacher's performance inside an organisation are called performance appraisals. Evaluations aid in the growth of individuals, improve organisational performance, and enhance the creation of pedagogical structures [9]. All of the teaching staff in the organisation receives formal performance reviews once a year. College teachers are required to submit work reports, which are then used as a limitation to assess their performance.

The performance evaluation for college teachers would be a little different from the usual appraisal made for other organisations; academic behaviour such as seminar presentation, paper publication, workshop conduct, workshop attend, symposium organised, upgrade of qualification, awards and recognition received, projects undertaken, and consultancy work done have been taken into consideration. A holistic approach has been used to evaluate the performance of college teachers even though the majority of the factors were not directly related to the core issue of teaching but still held a well-known position in the evaluation as overall academic development did not directly improve the pedagogical procedure of the teachers [10]. Thus, annual performance reviews help management keep an eye on standards, agree on potential and goals, and delegate tasks and responsibilities. Staff reviews also help identify specific training needs and give the organisation the chance to educate the academic community.

Consequently, the research on performance appraisal are embarrassing. College teachers have dealt with a wide range of procedural issues relating to evaluation processes; however, none of the studies have focused on the perspectives of those who have been open to the investigation. Some studies have dealt with students' opinions of teachers' performance; others have dealt with senior professors' evaluations and college management commissions' assessments.

### 1.3 Empirical Literatures

Many performance appraisal programmes employ the OECD [10] criteria to evaluate and direct the professional development of teachers. It is widely acknowledged that standards and a common concept of what constitutes high-quality instruction are the cornerstones of any efficient evaluation programme. According to the Australian Professional Standards for Teachers [11], the performance evaluation process is based on standards that give teachers and school administrators the freedom to decide on teaching performance in an informed manner. These standards may also help identify potential future areas for growth and development. In Australia, a definition of what makes for high-quality instruction is incorporated.

According to Celik [12], the standards outline the roles of people within a profession by describing activities and performance. According to Kennedy [13], standards aim to describe what constitutes high-quality instruction. Many performance appraisal systems employ standards to assess and direct the professional growth of teachers. According to Weisberg, Sexton, Mulhern, and Keeling [14], many performance reviews have failed to inform teachers about what needs to be addressed or to assist their professional development to do so. According to Duffe, Frakas, Rotherham & Silva [15], the surveys produced similar results, with 69% of participants in the study saying that performance reviews were merely formalities. Another 62% of those who looked at the study's findings, according to OECD [16], believed that appraisals were conducted primarily to satisfy administrative needs.

According to Bartlett [17], the various performance evaluation systems significantly favour accountability above the professional development of teachers and their instructional strategies. According to Darling & Hammond [18], teachers who have more teaching experience are more assured and effective with pupils than those who have little to no experience. Programs that integrate extensive clinical training with coursework throughout learning and teaching result in teachers who are more productive. According to Goldhabour [19], the relationship between administrators, instructors, students, the educational system, and their settings is taken into consideration while evaluating the performance of teachers in light of the studies listed above. According to Bean [20], pupils see active, competent, and reliable teachers. While students are more anticipated to give favourable comments to professors who are more skilled, as not reliable or dynamic, just because they lack subject-matter knowledge.

Numerous studies on the chosen topic have therefore addressed a number of issues, including the emotional intelligence and work-life balance of college teachers, their level of job satisfaction, their perceptions of the curriculum and how it affects their employability skills, the effectiveness of their use of ICT and the pedagogical structure of the colleges, and the significance of private players and how it affects the advancement of higher education. However, there aren't many studies that have focused on performance reviews and how they affect how well services are delivered, as seen by college teachers, who are just as vital to the system as students. Therefore, the current study attempts to investigate the variables affecting the performance of teachers in private colleges in Tamilnadu's Tiruvarur District.

### 1.4 Methodology

The primary focus of the study is on the lecturers employed by the private arts and science, engineering, and education colleges in Tamil Nadu's Thiruvavur district. The study's time frame was from October 2020 to September 2022. (2 years). The current study is descriptive in nature and used a convenient sample technique with a non-probability sampling design. The 300 sample respondents were chosen from a total of 392 teachers who worked in arts and scientific institutions; the current study only considered 200 respondents from this group. There were 110 teaching responses who worked in engineering institutions; the researcher selected 50 of these participants. 50 of the 112 teaching respondents who worked in colleges of education were picked by the researcher out of this group. In order to gather the primary data for the study from the 300 respondents in the Thiruvavur District, which included 200 samples from arts and science colleges, 50 samples from engineering colleges, 50 samples from B. Ed. programmes, and the remaining 30 samples from other professional institutions, a convenient sampling technique was used.

### 1.5 Data and Result Analysis

To evaluate the numerous dimensions and the strength of implications assumed for scaling the performance of the respondents chosen for the study's aim, principal component analysis was used in the study.

**Table 5.38 (a) Model Fit**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		<b>0.623</b>
	Approx. Chi-Square	<b>734.49</b>
	Degrees of freedom	<b>45</b>
Bartlett's Test of Sphericity	Significance	<b>0.005</b>

Source: Computed

Kaiser Meyer Olkin estimation of sampling appropriateness index is 0.623, which specifies that factor analysis is suitable for the given data set. KMO measure of sampling appropriateness is an index to scrutinize the suitability of factor analysis. High values among 0.5 and 1.0 designate factor analysis is suitable. It is constructed on Chi-Square transformation of the element of correlation matrix. A large value of the test statistic will favorite rejection of the null hypothesis

$$Z=a_1X_1+a_2X_2+a_3X_3 ..... +a_nX_p$$

Where

x1, x2, x3.....xpre the P variates considered for the study and i=1, 2, 3...p were the components.

X1=Mark obtained in the test conducted; X2=Retention and pass rates of pupils; X3=Pupil comment on teaching method; X4=Response from parents; X5= Direct assessment of my classroom teaching; X6= Professional improvement undertaken; X7 = Cordial Relations with students; X8 = Classroom management; X9 =Teaching students with special learning needs; X10=Innovative teaching practices

The coefficients  $a_1$  to  $a_n$  were selected so that the emerging variants ( $Z_i$ ) accounted for as much variance possible consecutively among themselves but were uncorrelated within themselves. The principal components with Eigen values less than one were excluded as per Kaiser's rule and those components with Eigen values equal to better than one were reserved as the components in the current study. The number of clarifications for the PC examination would be the total number of constituents multiplied by their corresponding number of variables of performance appraisal approach. Principal component analysis was conducted on 10 pre-identified indicators to establish their influence on the performance appraisal strategy. Though the goal of PCA is to use a small set of principal components (linear combinations of the original variables), it originally recognizes the same number of transformed components as the indicators of which only a few are consequently recollected for the examination based on the Kaiser criterion.

**Table 1.1 (b) Factor loadings of indicators**

Indicators	I PC Factor Loadings	II PC Factor loadings	III PC Factor Loadings	IV PC Factor Loadings
Mark obtained in the test conducted	0.746	0.221	0.452	0.210
Retention and pass rates of pupils	0.651	0.305	0.210	0.221
Pupil comment on teaching method	0.725	0.6903	0.042	0.368
Response from parents	0.147	0.7281	0.851	0.305
Direct assessment of my classroom teaching	0.147	0.5418	0.851	0.179
Professional improvement undertaken	0.315	0.567	0.864	0.347
Cordial Relations with students	0.767	0.273	0.753	0.137
Classroom management	0.704	0.294	0.116	0.810
Teaching students with special learning Needs	0.084	0.137	0.032	0.809
Innovative teaching practices	0.074	0.126	0.032	0.797
Eigen values	3.234	2.720	1.964	1.376
Variation explained	26.99	22.64	16.39	11.48
Cumulative variation explained	26.99	49.62	66.01	77.49

Source: Computed

Table 5.38 (b) depicts the Principal Components and the Factor Loadings of numerous components of collegemanagement surveillance exercise.

Based on the Eigen values, it can be perceived that 26.99percent, 22.64percent, 16.39percent and 11.48 percent of discrepancy in the numerous parameters was elucidated by the first, second, third and fourth components in that order. Therefore, entirely four components which cumulatively elucidated 77.49percent of the variation were retained for examination. It can be perceived from the Table that some indicators are marked with high factor loadings and some with low factor loadings in each of the principal components, all of which are extracted by default in the course of examination.

**Table 1.2 Results of Principal component analysis**

	<b>I PC Factor Loadings</b>	<b>II PC Factor loadings</b>	<b>III PC Factor Loadings</b>	<b>IV PC Factor Loadings</b>
Indicators				
Mark obtained in the test conducted	0.746			
Retention and pass rates of pupils	0.651			
Pupil comment on teaching method		0.690		
Response from parents		0.728		
Direct assessment of my classroom teaching		0.541		
Professional improvement undertaken			0.613	
Cordial Relations with students			0.523	
Classroom management				0.609
Teaching students with special learning needs				0.562
Innovative teaching practices				0.524
Eigen values	3.234	2.720	1.964	1.376
Variation explained	26.99	22.64	16.39	11.48
Cumulative variation explained	26.99	49.62	66.01	77.49

Source: Computed

Eigen Value characterizes the total variance elucidated by each feature. Proportion of the total variance accredited to each factor. One of the widespread approaches utilized in Exploratory Factor Examination is Principal Component Analysis, Where the total modification in the data is deliberated to decide the minimum number of aspects that will account for maximum variance of data. Rotation of aspects is transmitted through rotation into as simpler one that is easier to construe. It does not upset the proportion of total variance elucidated. Though, the variance elucidated by the individual factors is reorganized by rotation. The most usually used method is Varimax rotation technique. The varimax rotation strategy was applied in order to acquire a clear pattern of loadings. Such a rotation maximized the variances on the new axes to acquire a pattern of loadings on each of the four retained factors that is as diverse as possible from one another, thus allowing for an easier interpretation of the indicators' involvement.

The outcomes of the rotation have been revealed in only those variables which make the maximum contribution to each component. two indicators, namely mark obtained in the test conducted and retention and pass rates of pupils whose factor loadings ranged from 0.651 and 0.746 emerged under the first component, Three indicators namely Student feedback on my teaching, Feedback from parents, Direct appraisal of my classroom teaching 0.541 to 0.690 emerged under the second component, Indicators namely, Professional improvement undertaken, Cordial Relations with students with the range of 0.524 and 0.609 respectively coming under the last component, Hence, it could be concluded from the examination that Mark obtained in the test conducted retention and pass rates of pupils considered for performance appraisal among the college teachers in the study area, therefore, it is clear that management interference and investigation considered the important parameter for performance appraisal of the college teachers in the study area, thus, the hypothesis rejected at 0.005 significance.



## 1.6 Conclusion

From the foregoing information, it can be inferred that the exam was administered, and the retention and pass rates of students with factor loadings between 0.651 and 0.746 under the first component, Three indicators, including parent and student evaluations of my instruction, Under the second component, a direct evaluation of my classroom instruction from 0.541 to 0.690 resulted. Under the last component, indicators include Professional Improvement Undertaken and Friendly Relationships with Students, with ranges of 0.524 and 0.609, respectively. Therefore, it is clear that management interference and investigation considered the important parameter for performance appraisal of the college teachers in the study area. As a result, the hypothesis was rejected at 0.005 significance based on the results of the examination that Mark obtained in the test conducted retention and pass rates of students considered for performance appraisal among the college teachers in the study area.

Consequently, student accomplishment is measured by the number of passes and fails on exams to determine the teacher's effectiveness. Exam scores cannot be used as reliable measures of a teacher's efficiency in a system where the validity of exams is generally questioned. Students are exposed to multiple teachers at once in the multi-instructional environment that is common in our colleges and universities. These teachers are each responsible for a different student's or group of students' performance on a test. Other elements including mental habits, the environment on school, and the home environment also have an impact on students' academic success. The teacher merely facilitates learning. Examination of students is not a reliable measure of a teacher's effectiveness. The research also showed that examination scores on periodic examinations, fieldwork, assignments, student participation in seminars, and classroom group discussions were not seen as reliable measures of a teacher's effectiveness. The assessment of a teacher's performance will always be challenging because of performance deficiencies in performance reviews. The quality of the students will be influenced by a number of things, and the teacher is merely a facilitator, so it is not possible to evaluate the performance of the teacher solely in terms of the quality of the pupils.

It has been argued that striking the correct balance between evaluating performance and promoting personal growth is essential for effective appraisal. According to the review, it is challenging to separate the affects since they must be taken into account as a component of a larger, more complicated set of elements that have a substantial impact. The aim of the performance evaluation is crystal obvious and it is crucial. The majority of them are opposed to being evaluated by the department head or college president. The majority of them accepted performance reviews from peers, outside subject experts, or even from themselves. A performance evaluation method for college teachers has been developed taking the viewpoint of the majority of teachers into consideration. The evaluation of the teacher's performance will be triangulated into three parts: the teacher's own assessment, the student's assessment, and the evaluation of outside topic experts.

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