

An Approach to the Human Resource Development and Performance Appraisal of Teachers Working In Colleges of Education

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Abstract

Human resource development is considered as the key to higher productivity, better relations and greater profitability for any organization. As far as the dimensions/components/sub-systems of human resource development are concerned, various thinkers and professionals have given divergent views and designed the mechanism of human resource development in different ways. Rao (1988) opines that human resource development sub-systems comprise performance appraisal, potential appraisal, career planning, training, performance coaching, organization development, employee welfare, rewards, qualities of work life and human resource information system. Teacher's Performance Appraisal or Evaluation means a systematic evaluation of the teacher with respect to teacher educators performance on job and also potent development. Infact, performance appraisal is formal, structured system of measuring, assessing and evaluating a teacher's job, behaviour and judging how they presently performing the job. It also includes forecasting how can perform the job more effectively in future.

KEYWORDS: Human Resource Development, performance appraisal, teachers.

Introduction

An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education—The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. The importance of competent teachers to the nation's school system can in no way be overemphasized. The National Curriculum Framework 2005 places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education.

Education is an integral force in a society. Though it has many faceted aims and objectives, the significant aim is to develop the human resource in school's and colleges. The National Education Policy (1986) rightly points out that students are positive assets with high potentials who have to be developed with tenderness and care. Without them no social institutions like schools and colleges can exist whose permanent concern is to develop human potentials.

A country may have well-defined policy infrastructure facilities, well-equipped laboratories and libraries, but it can hardly achieve its educational goals unless it has committed teachers. In recent years considerable concern has been felt in the sphere of teacher education. Its role to develop the human resource in schools and colleges is greatly emphasized.

Human Resource Development

The emerging trend in modern educational management is clearly towards the adoption of human resource philosophy. With the effective utilization of this approach, organizations benefit from two significant payoffs: increased organizational effectiveness and bona-fide satisfaction of individual employee's needs. Rather than viewing the achievement of the organizational and human needs and of the employees needs as separate and exclusive events, supporters of the human resource philosophy contend that these needs are mutual and compatible. One need not be gained at the expense of the other.

'Human Resource' is a relatively new concept in the field of management and organization. The term, signifying humanistic approach in solving social problems, became popular during the early 1970's and showed that managing people as resources rather than factors of production or simply as human beings with feelings and emotions could result in benefiting richly both the organization and its employees. A number of principles have been evolved to provide the base for a human resource approach.

The relevance and significance of Human Resource Development (HRD) for the development of an economy and its people is now very well established across the world and it is widely appreciated by the national governments as well as international agencies and institutions like UNO, ILO, WHO, UNESCO, UNDP, etc. Emphasis on human resource development increased especially due to certain international developments that took place during the last few decades like opening of global markets, increased market orientation of economies and restructuring in socialist countries which have given rise to an increased competition, forcing developing countries to produce and market their products and services at competitive prices. Development of highly competitive abilities and products has been made possible essentially by changing the orientation of the process of education to human resource development which focuses on increased productivity of human resources by linking it closely with technical progress at all levels of work. (Boxall 1992)

Performance Appraisal

Performance appraisal is a process of determining how well a worker is performing his job. It provides a mechanism for identification of merit and deficiencies observed in an employee in relation to his job performance. The object of appraisal is to determine the present state of efficiency of a worker in order to establish the actual need for training. The process of performance appraisal consists of:

- (a) setting standards for performance
- (b) communicating the standard to the employees, measuring the performance, comprising the actual performance with the standard set.

The Problem

The present investigation is entitled as **“Human Resource Development of Teacher Educators in Colleges of Education”** No doubt that every one is interested in knowing how human resource development in each teacher education college can be achieved by regulating some correlated factors.

The present study aims at identifying certain variables responsible for human resource development in teacher education colleges that account for growth and development and prosperity of the institutions.

Review of Related Literature

Rasheed (2011) undertook “A Critical Analysis of Performance Appraisal System for Teachers in Public Sector Universities of Pakistan”. Performance appraisal systems are always of imperative concern of any organization/institution while managing its human resources. Findings have shown that obsolete evaluation system, exclusion of students’ feedback, untrained evaluators and decreased motivation for the process are the potential hindering factors for performance appraisal systems of the case study university. This study will not only contribute in performance management research but can also be an effective study for considering potential issues and challenges while implementing performance appraisal system in universities of developing countries like Pakistan.

Mahdieh (2013) studied “Effects of Performance Appraisal Quality on Job Satisfaction in Multinational Companies in Malaysia” The purpose of the study is to examine the role of the performance appraisal quality (independent variable) on one important human resource management outcome which is job satisfaction (dependent variable). Employees with high quality performance appraisal experiences were more likely to be satisfied with their job. The challenge for human resource (HR) practitioners is to decide whether the allocation of additional resources to ensure that all employees have a uniformly high quality performance appraisal experience is a worthwhile investment.

Alagaraja (2013) studied “Mobilizing Organizational Alignment Through Strategic Human Resource Development”. This study examines the pivotal role of strategic human resource development (SHRD) in mobilizing organizational alignment. The operating environment and firm-specific factors accelerated the adoption of SHRD. Internal stakeholder orientation towards SHRD and the role of human resource development (HRD) in facilitating the implementation were also identified as critical factors. Furthermore, HRD displayed a high level of resourcefulness to become a strategic asset in the organization. The relevance and power of HRD lie in its ability to engage and respond to stakeholder expectations and involvement in organization change efforts.

Objectives of the Study

The present study has the following objectives:

1. To study the difference in perception of human resource development climate of
 - a. teacher educators of different age groups i.e. above and below 35 years
 - b. men and women teacher educators
 - c. teacher educators working in aided and unaided colleges
2. To study the difference in perception of performance appraisal of
 - a. teacher educators of different age groups i.e. above and below 35 years
 - b. men and women teacher educators
 - c. teacher educators working in aided and unaided colleges.
3. To study the significant relationship among human resource development climate and
 - a. Performance appraisal part I
 - b. Performance appraisal part II

Hypotheses

The following hypotheses are formulated based on the objectives of the study:

Hypothesis: There is no significant difference between Principals and teacher educators with respect to their perception of human resource development climate.

Hypothesis: There is no significant difference between Principal and teacher educators with respect to their perception of performance appraisal Part-I and Part-II

Hypothesis: There is no significant difference between age groups (below 35 and above 35) of teacher educators with respect to their perception of human resource development climate.

Hypothesis: There is no significant difference between age groups (below 35 and above 35) with respect to their perception of performance appraisal Part-I and Part-II

Hypothesis: There is no significant difference between male and female teacher educators with respect to their perception of human resource development climate.

Hypothesis: There is no significant difference between gender (Male and Female) with respect to their perception of performance appraisal Part-I and Part-II.

Hypothesis: There is no significant relationship among human resource development climate and

1. Performance appraisal part I
2. Performance appraisal part II

Methodology

The present study adopted descriptive survey method and the data were collected from principals and teacher educators from teacher education colleges.

Sample

The data for the study were gathered using a sample of 200 teacher educators, 30 principals from 34 colleges of education in four districts- Dharwad, Karwar, Haveri and Gadag coming under Karnatak University, Dharwad. The teacher educators and principals were selected from each college giving due representation to the age, gender, designation, methods of teaching, in-service programme and type of management.

Tools

The following tools were administered to principals and teacher educators of teacher education colleges.

1. Human Resource Development Climate Questionnaire
(Principals and teacher educators)
2. a) Performance Appraisal Effectiveness Questionnaire Part I
(Principals and teacher educators)
b) Performance Appraisal Effectiveness Questionnaire Part II
(Teacher Educators)

Data Collection

The investigator personally collected the data from 34 teacher education colleges affiliated to Karnatak University in four districts. Principals and individual teacher educators were personally administered the tools. Clear-cut instructions were given to fill up the responses to the items in the tools. The filled in proformas were collected.

Data Analyses

For the analysis of the data collected, differential and correlation analyses were used.

Table-1: Results of t-test between Principals and Teacher Educators with Respect to their Perception of Human Resource Development Climate

Group	Mean	SD	t-value	p-value	Signi.
Teacher educators	69.5429	15.9308	0.2993	>0.05	NS
Principals	68.5952	17.7266			

From the results of the above table, it can be seen that, the principals and teacher educators of colleges do not differ significantly with respect to their perception of human

resource development climate ($t=0.2993$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that the principals and teacher educators of colleges have similar perception of human resource development climate.

Table-2: Results of t-test between Principals and Teacher Educators with Respect to their Perception of Performance Appraisal Part-I and Part-II

Performance appraisal	Group	Mean	SD	t-value	p-value	Signi.
Part I	Teacher educators	34.8600	8.0376	-1.2555	>0.05	NS
	Principals	36.8000	6.8097			
Part II	Teacher educators	37.5150	9.0131	-0.3886	>0.05	NS
	Principals	38.2000	8.9381			

From the results of the above table, it can be seen that, the principals and teacher educators of colleges do not differ significantly with respect to their perception of performance appraisal Part-I ($t=-1.2555$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that the principals and teacher educators of colleges have similar perception of performance appraisal Part-I.

The principals and teacher educators of colleges do not differ significantly with respect to their perception of perception of performance appraisal Part-II ($t=-0.3886$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that the principals and teacher educators of colleges have similar perception of performance appraisal Part-II.

Table-3: Results of t-test between Age Groups (Below 35 and Above 35) of Teacher Educators with Respect to their Perception of Human Resource Development Climate

Age groups	Mean	SD	t-value	p-value	Signi.
Below 35	70.8754	14.2832	1.2082	>0.05	NS
Above 35	68.1560	17.4479			

From the results of the above table, it can be seen that, the teacher educators belonging to below 35 years and above 35 years of age groups do not differ significantly with respect to perception of human resource development climate ($t=1.2082$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that the teacher educators belonging to below 35 years and above 35 years of age groups have similar perception of human resource development climate.

Table-4: Results of t-test between Age Groups (Below 35 and Above 35) of Teacher Educators with Respect to their Perception of Performance Appraisal Part-I and Part-II

Performance appraisal	Age groups	Mean	SD	t-value	p-value	Signi.
Part I	Below 35	35.1961	7.0697	0.6023	>0.05	NS
	Above 35	34.5102	8.9584			
Part II	Below 35	38.4314	7.7313	1.4712	>0.05	NS
	Above 35	36.5612	10.1301			

From the results of the above table, it can be seen that, the teacher educators belonging to below 35years and above 35years of age groups do not differ significantly with respect to perception of performance appraisal Part-I ($t=0.6023$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that the teacher educators belonging to below 35years and above 35years of age groups have similar perception of performance appraisal Part-I.

The teacher educators belonging to below 35years and above 35years of age groups do not differ significantly with respect to perception of performance appraisal Part-II ($t=1.4712$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that the teacher educators belonging to below 35years and above 35years of age groups have similar perception of performance appraisal Part-II.

Table-5: Results of t-test between Male and Female Teacher Educators with Respect to their Perception of Human Resource Development Climate

Gender	Mean	SD	t-value	p-value	Signi.
Male	70.3571	15.6042	0.7220	>0.05	NS
Female	68.7286	16.2884			

From the results of the above table, it can be seen that, the male and female teacher educators do not differ with respect to perception of human resource development ($t=0.7220$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that the male and female teacher educators have similar perception of human resource development.

Table-6: Results of t-test between Male and Female Teacher Educators with Respect to their Perception of Performance Appraisal Part-I and Part-II

Performance appraisal	Gender	Mean	SD	t-value	p-value	Signi.
Part I	Male	36.0000	7.7185	2.0213	<0.05	S
	Female	33.7200	8.2255			

From the results of the above table, it can be seen that, the male and female teacher educators differ significantly with respect to perception of performance appraisal Part-I ($t=2.0213$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is

rejected and alternative hypothesis is accepted. It means that the male teacher educators have higher perception of performance appraisal Part-I as compared to female teacher educators.

Table-7: Results of Correlation Coefficient among Human Resource Development Climate and Performance Appraisal Part-I and Part-II

variables	HRDC	PA I	PA II
HRDC	1.00		
PA I	0.69*	1.00	
PA II	0.64*	0.76*	1.00

*p<0.05

From the results of the above table, it can be seen clearly that,

1. Human resource development climate scores are significantly and positively correlated with

- Performance appraisal part I scores
- Performance appraisal part II scores

2. Performance appraisal part I scores are significantly and positively correlated with

- Performance appraisal part II scores

Major Findings

The major findings of the study are enumerated as follows.

- Teacher educators have perception of higher human resource development climate as compared to Principals.
- The principals and teacher educators of colleges have similar perception of human resource development climate.
- The principals and teacher educators of colleges have similar perception of performance appraisal Part-I.
- The principals and teacher educators of colleges have similar perception of performance appraisal Part-II.
- The teacher educators belonging to below 35years and above 35years of age groups have similar perception of human resource development climate.
- The teacher educators belonging to below 35years and above 35years of age groups have similar perception of performance appraisal Part-I.
- The teacher educators belonging to below 35years and above 35years of age groups have similar perception of performance appraisal Part-II.
- The male and female teacher educators have similar perception of human resource development.
- The male teacher educators have higher perception of performance appraisal Part-

I as compared to female teacher educators.

- Human resource development climate scores are significantly and positively correlated with Performance appraisal part I scores and Performance appraisal part II scores.
- Performance appraisal part I scores are significantly and positively correlated with Performance appraisal part II scores.

Conclusions

Principals in most of the teacher education colleges have a better perception of human resource development climate. So, they have expressed a strong opinion in establishing human resource development climate in their institution. Particularly open systems of appraisal with emphasis on counseling, career development systems, informal training mechanisms, potential development systems etc. contribute to human resource development climate. For that sake there is need for proper know how about human resource development among the principals through orientation programmes to be conducted by the academic staff colleges in different universities.

Performance appraisal is a process of determining how well a worker is performing his job. It provides a mechanism for identification of merit and deficiencies observed in an employee in relation to his job performance. The objective of appraisal is to determine the present state of efficiency of a worker in order to establish the actual need for training.

Both principals and teacher educators have expressed positive views about Performance Appraisal Effectiveness system to be practiced in their institutions. To develop healthy awareness and better working about Performance Appraisal Effectiveness System, teacher educators, principals and management authorities of government aided and unaided institutions need to organise need based training and workshops on Performance Appraisal Effectiveness System. This can be conducted by university PG departments, Department of Instruction and Management Associations. Through which misconceptions and mis-utilization of powers can be eradicated and institutional effectiveness and efficiency can be improved to a better condition.

Implications

The modern world is one in which the only constant is change is a precarious matter implementing human resource development programme in secondary teacher education colleges requires coping with change in a positioned constructive manner. Secondary teacher education institutions must be redesigned so as to be consistent with the human resource development that helps to create a congenial atmosphere for management.

For the last few years no research on human resource development has been conducted in the field of secondary teacher education programme. The major concern in secondary teacher education course should be educational excellence for which teacher education colleges have to become human resource centers and conduct performance

appraisal of institutional personnel, In-service education and training needs of secondary teacher educators must be borne in mind. The principal as an initiator of human resource development climate would go a long way in making the institutions as human resource development centres.

Human resource development climate is correlated with performance appraisal. Presently most of the secondary teacher education organizations have lack human resource development, implementation of performance appraisal system of its personnel, and improper conduction of in-service education and neglected training needs of teacher educators.

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